



SPOKEN ENGLISH LEARNED QUICKLY

Instructor's Guide

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

INSTRUCTOR'S GUIDE

for use with the
free downloadable English course

SPOKEN ENGLISH LEARNED QUICKLY

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IMPORTANT NOTICE:

Spoken English Learned Quickly is a new and unique approach to teaching English as a foreign language. Our students can learn spoken English in half the time required with college-based ESL courses in the United States. They will learn to speak English in even less than half-time compared with typical ESL or EFL courses taught in countries where English is not normally spoken, or where broken English is used as a "trade" language.

This marked improvement in learning speed is not merely a result of applying new methodology to traditional ESL instruction. Rather, it is a unique language program developed after an appraisal of how the human mind, hearing, and mouth produce speech.

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

We suggest that before you read any further, if you are not familiar with the concept of the proprio-kinesthetic sense in human speech, that you first read the article entitled, *Human speech is a closed-loop system*. (See the INDEX for its page number.)

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- ✓ You may use *Spoken English Learned Quickly* to teach English to others and charge them for the lessons.
- ✓ You may sell both the printed and audio recordings of the lessons.
- ✓ We set no limit on how much you may charge.
- ✓ We encourage you to advertise *Spoken English Learned Quickly* using your name as the teacher or distributor. Universities, schools, and business areas are good places to advertise. When you advertise our web site **www.FreeEnglishNow.com**, you will find that more students will ask you for help as a teacher or for printed and recorded material. However, you cannot advertise yourself as our agent (representative).
- ✓ You may advertise using the "Fables," "Posters" and "Cards" listed under "Tell someone else."
- ✓ You may use the *Instructor's Guide* when you teach.
- ✓ You must print and record the lessons exactly as you download them. You cannot edit, shorten or change any portion of the lessons. The printed lessons must be reproduced exactly as you download them in the PDF file format, including the copyright notice at the bottom of the page.
- ✓ You must agree to all of the applicable conditions in the "Terms of Use" statement.
- ✓ And finally, the lessons will be easier to use if the "Student Information" and the two "Fables" are translated into your language. We encourage you to provide us with a translation into your language if it is not already listed on the home page. This will also give you a free CD of the entire course. See "Help us translate" on the Home page. (Certain limitations may apply.)

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

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

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

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

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

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

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

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

¹You have probably downloaded this material from our web site www.FreeEnglishNow.com. You are permitted to copy the material on cassette recorded exercises and MP3 compact discs (CDs) according to the terms in Terms of Use.

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

INSTRUCTOR'S GUIDE: INTRODUCTION

The English instructor's job

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

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

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

Spoken English Learned Quickly as a self-study course

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

Beginning students will often say that Lesson 1 is difficult. Yet, even beginning English students will be able to understand and use the exercise sentences at the end of two weeks. After four weeks, they will start to use English verbs correctly and will be able to construct simple sentences. This will be the case because their first introduction will be to everyday spoken English.

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

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

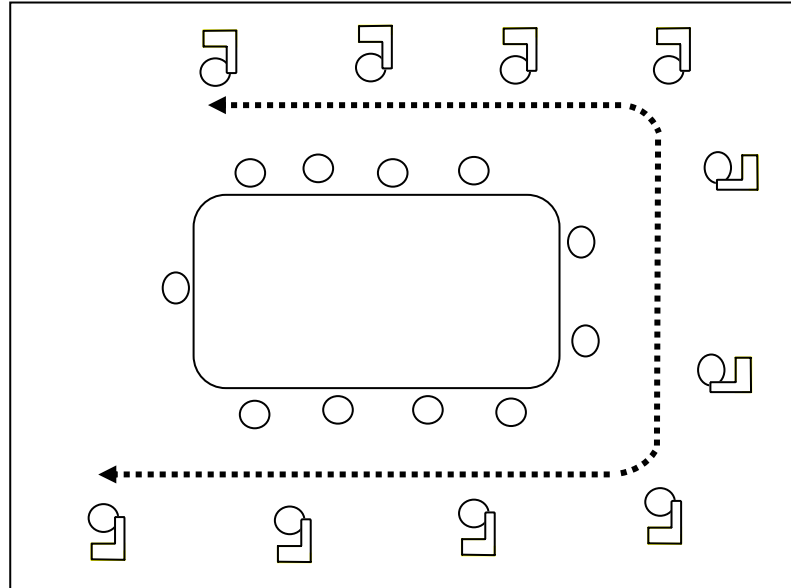
The teacher can meet weekly with 1-10 students. Smaller groups can be combined. Any time after Lesson 5, students can be moved into a group studying any of the lessons between Lesson 6 and Lesson 16. In general, later lessons do not increase in complexity, but merely build vocabulary and increase verbal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

Spoken English Learned Quickly as a classroom course

A classroom course would use the same material alternating between a lab and a classroom. In the ideal setting, a language laboratory would provide each student with a recorded exercise cassette of the lesson, a cassette player, headphones, and a microphone. The student would work on the exercises in an individual cubicle while the teacher monitored and helped each student selectively. For a two-hour language class, the laboratory session would be a

full hour while the classroom session would be approximately 50 minutes. The classroom session would be conducted just the same as the weekly class for self-study students.

However, well-equipped language labs are often unavailable. Any standard classroom can double as a language lab and classroom combination. As the example on the right shows, a classroom could be arranged so that individual desks were placed around the periphery of the room for lab work.



There is less distraction because students are not facing each other. (Notice that the desks are placed so that the student is facing the wall.) This arrangement also allows the teacher to walk behind the students (represented by the dashed line) to monitor pronunciation. Each student has an individual cassette recorded exercise player with headphones to reduce distraction. (Use headphones with heavy sound-deadening padding.) For the classroom session, the student are seated around the table in the center.

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

***Spoken English Learned Quickly* is unique**

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

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

The purpose behind the English drills. The recorded English drills are based on the premise that we learn a foreign language best by repetition. However, the beginning English speaker is incapable of learning by repeating sentences that he or she constructs. Since it is mandatory that repetition use correctly constructed English sentences, the heart of this series is its use of grammatically correct and colloquially relevant sentences on recorded exercises. In this way, from the very first lesson, the student can repeat grammatically correct English sentences while practicing. This allows the student to practice correctly spoken English for two hours or more each day.

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

The *Student Workbook* lessons compliment the recorded exercises. The student can use the printed text to see the vocabulary and structure of each

sentence. Then, by reading the (parenthetical small print response) aloud, the student can be certain that the answer is correct. (Note: A beginning student's vocabulary is insufficient to explain the lesson exercises. The simplest way to explain each exercise is to allow the student to listen to the recording while following the exercise in the *Student Workbook*.)

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

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

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

An analogy of sorts. How would you teach a talented student to become a trumpet virtuoso? Would you buy her an expensive grand piano and arrange for lessons with a renowned classical pianist? If that had been your approach, it would not be surprising if two years later she became discouraged because she still could not play the trumpet. ESL students have spent much time learning to write words, practice penmanship, role-play for job interviews and more. Yet, when going to the store or applying for work, they will evaluate their progress solely on their verbal communication skills. They are often discouraged because they see so little result after so much effort. Their conclusion is that

they will never learn English. They have been practicing the piano when they needed a trumpet!

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

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

The three rules of English learning

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

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

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

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

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

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

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

IMPORTANT REMINDER:

We assume you read the article entitled, *Human speech is a closed-loop system* and understand why *Spoken English Learned Quickly (SELQ)* is unique from ESL courses. (See the INDEX for the page number of each article mentioned.)

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

We also need to make these suggestions to the teacher:

1. We are occasionally asked if the course can be translated into another language. *Never* translate any part of the *SELQ* exercise lessons into another language. If they are translated, the students will be thinking in that language and the speed at which they will learn to speak English will slow down immediately.
2. However, it would be a great help to the students if you translated the vocabulary. (We suggest translating the [Vocab 1-16](#) document on the home page.)
3. Never explain English grammar. Read the article *The place for grammar and writing in spoken language study*. (See the INDEX.)
4. Never give written assignments or written tests. The reason most of your students are using *SELQ* is because they could not learn spoken English with ESL's written assignments.

The student

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

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

English grammar and such

By design, this course does *not* teach English grammar. *The students' progress will be hampered if English grammar instruction is introduced.*

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

However, this course makes a concerted effort to teach the English verb. Aside from inadequate vocabulary, improper use of verbs is the single greatest fault of new English speakers. Beginning with Lesson 2, verbs are learned as spoken English in a format that gives both *person* and *time of action*. By

Lesson 5, person and time of action are taught using simple sentences. Thus, the verb is effectively taught through spoken language rather than through grammar studies.

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

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

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

INSTRUCTOR'S GUIDE: LESSON DEVELOPMENT

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

We will use *Student Workbook* to refer to the printed lessons, irrespective of the form they are actually in. They will most likely be individual lesson sheets you have copied from **www.FreeEnglishNow.com** or from a CD. Similarly, the *recorded exercise* may be either a CD (usually in MP3 format) or a cassette recorded exercise duplicate you have taken from the web site or a CD.

LESSON 1: ENGLISH PHRASES

Let's assume that you are beginning your first class with a group of students who have never studied English. They can't say anything to you that you will understand, and you can't say anything to them. (Note: Avoid talking to the one or two students who can speak limited English. You will just raise the apprehension level of those who cannot.)

1. Use the first session to encourage the students. Most adults, especially if they have been in the United States for several years, will be discouraged with their attempts to learn English. Some may have studied English in their homeland for several years with little result. These students anticipate that their progress will be slow, if not impossible. Your first task is to encourage them that they can actually learn to speak English.
2. The more you attempt to explain, the more you will confuse your students. On the other hand, nothing will encourage them more than their own

experience in speaking English. Therefore, the best way to start a class (assuming their complete inability to speak English) is as follows.

- a. With no formality of any kind, say "Hello, my name is ____." That's the end of your preliminary introduction!
 - b. Then, go directly into the lesson. Have the students turn to Lesson 1 in the *Student Workbook*. (Show them the first page in Lesson 1 rather than attempting to verbally explain.)
 - c. Turn on the recorded exercise and start the lesson. The students can follow the text for the "Listen to the example." exercise. (While the "Listen to the example." is playing, you should model their response by silently following the text as the example is playing. Look at the text, not the students.)
 - d. When the recorded exercise begins exercise 1.1, you should model the part of the student. Listen as the recorded exercise speaker reads the large print text. Then speak while reading (the parenthetical echo) text. (A demonstration is worth a thousand words. Because of language limitations, it is often simpler to model the role of the student than to explain it.) Encourage the students to begin repeating the exercise with you. Within two or three sentences, almost the entire class will be responding correctly.
 - e. Avoid speaking. Reverse the recorded exercise and repeat exercise 1.1 two times. (There is no need to repeat the example.)
 - f. Show the students that it is important that they listen to the full statement of the recorded exercise speaker before giving their answer. Their purpose is not merely to give the answer but to carefully listen to pronunciation and a model of English fluency.
3. Familiarize the students with the vocabulary for the first exercise (1.1).
- a. Demonstrate to the students that they are to open to the vocabulary page at the end of the lesson. Do only the vocabulary for exercise 1:1. Have them write the meaning of each word in their own language. (If some already have a limited English vocabulary, they can help the other students. Students can also use electronic or pocket dictionaries.)

- b. Now, go back and do exercise 1.1 one more time.
4. Play the recorded exercise for exercises 1.2 and 1.3.
 - a. Play the exercise once, encouraging all to participate.
 - b. Turn to the vocabulary for exercises 1.2 and 1.3 and have the students write the vocabulary in their own language.
 - c. Again, use the CD player or recorded exercise recorder and play exercises 1.2 and 1.3 with the students participating.
5. As time permits, do as many exercises in Lesson 1 in this way.
6. Give an overview of all exercises in the lesson. (Remember, you are *demonstrating* how the lessons are used, but avoid the temptation to verbally *explain* how the lessons are used.) Before the group session is completed, briefly review each exercise, demonstrating to the students how they are to respond when they are studying alone. The best demonstration is to play a portion of each exercise while the students follow the printed text. Have the students respond in unison, reading (the parenthetical echo) text.
7. If you spend two weeks doing the first lesson, review the students' progress on Lesson 1 during the second session. The simplest way to review is to play the exercises, having the students repeat the responses individually or in unison. You can play an exercise and point to individual students, indicating that they are to respond to the next sentence.
8. Review the Table material at the end of the lesson. Tables can be effectively used for word substitution drills. For example, the "**To Be**" table can be used substituting personal names or some other quality within the vocabulary of the lesson. Do drills with the "**An English Question**" table and the "**Using 'A' or 'An'**" table.

Word Substitution is a useful language drill technique. For example, you could do a word substitution drill with the verb *to be*. You could have the students turn to the Lesson 1 vocabulary and then you could say, "He is....." They could respond, "He is little." "He is okay." "He is here." "He is a child." Then you could say, "They are....." and have them complete the sentence. You could then reverse the drill and say, "...little." They would need to respond with something like "She is little." (In Lesson 2 and

following, you can use the word substitution drill for time. You could say, "He is okay." "Yesterday." The student would need to answer, "He was okay yesterday.") Word substitution drills are particularly effective with beginning students because it gives students a sentence structure they can use with a limited vocabulary.

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

I want to close this first lesson description with several observations.

- ✓ The more experience the student gains during the first lesson in both understanding and speaking English, the more encouraged he or she will be. The simplest way for a non-English speaker to gain this experience is through mimicking the recorded exercise while reading the exercises. In two hours' time, most could experience the excitement of learning a basic vocabulary and speaking a limited number of English sentences if you closely follow the printed and recorded material.
- ✓ In reverse, the more you talk, the less they will understand, and the greater their apprehension will be.

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

LESSON 2: EXERCISE LESSON

1. Review the vocabulary for Lesson 2, giving the students opportunity to write the meanings of the words in their own language. Review the **Expressions** section so that the students are familiar with their meaning and use.
 - a. Read each **Vocabulary** entry. Make certain that the students know the meaning of each word. Allow time for them to write the meaning in their own language. Have a student use the word in a sentence.
 - b. Read each **Expression** entry. Have a student read the expression from the Lesson Text. Have the students help you explain the expression's meaning. Create new sentences using the expression with other vocabulary words.

2. Show the students how they can shorten sentences. (You can use this as a drill throughout the lesson series by asking a student to make a response successively shorter.) The drill will help the student understand the structure of the English sentence.
 - a. The first sentence is the most complete response to the question “Did he say he was talking with Peter? The answer is “No, he did not say he was talking with Peter.”
 - b. Now ask the student to make it shorter. The response to the same question is “No, he **didn’t** say he was talking with Peter.”
 - c. Ask the student to shorten it again. The response to “Did he say he was talking with Peter?” is, “No, he didn’t say he was talking with **him.**”
 - d. Shortened again it becomes, “No, he didn’t.”
 - e. Finally, the shortest response to “Did he say he was talking with Peter?” is “No.”
3. You may want to go back to the table at the end of Lesson 1 for a brief demonstration of the use of *a* and *an*. Show the students that words such as *ambulance*, *arm*, *emergency* and *office* use *an*. Demonstrate that words beginning with the letters *a*, *e*, *i*, *o* and *u* require *an* rather than *a*. It is simple to show them why by saying the words both correctly and incorrectly. Say *an ambulance* and *a ambulance*, *an arm* and *a arm*, *an emergency* and *a emergency*, *an office* and *a office*. (Technically, it requires a breath stop to say *a office*, etc.) However, do not explain this as a rule of grammar. Simply show them that it is easier to speak when they do not need to momentarily stop the flow of air.
4. Lesson 2 introduces a section giving common English expressions. This **Expression** section will appear in all lessons that introduce new vocabulary from a Lesson Text. The expressions lend themselves to an almost limitless source of word substitution drills. Most expressions can also be used in past, present or future tenses. Create a variety of expressions in one tense and have the students rephrase them using another tense.

5. Review the Table at the end of the lesson. Using the vocabulary of the first two lessons, have students make complete sentences using each entry on the table.
6. In the last session for Lesson 2, preview the vocabulary and exercises for Lesson 3. (See suggestion #1 under Lesson 3.)

LESSON 3: EXERCISE LESSON

1. Review the **Vocabulary** for Lesson 3, giving the students opportunity to write the meanings of all words in their own language. Review the **Expressions** section so that the students are familiar with their meaning and use. Identify each expression in its context within the Lesson Text.
2. The students are beginning to use and understand the structure of English sentences by the third lesson. Avoid teaching English grammar. Nonetheless, there are interesting insights you can give regarding the *time* of the English sentence's action.
 - a. Read a sentence from the Lesson Text. Ask the students to identify the *time of action* of each verb. Introduce the words *past*, *present* and *future*. For example, verse 6 says, "They *were* all together. They *asked* him, '*are you* [at this time] *going* / *to give* it back?'" *Were* is past, *asked* is past, *are you going* is future and *to give* has no time of action.
 - b. I need to give a word of caution regarding *time*. You are attempting to teach simple time—not grammar. All you need to do is point over your shoulder to indicate *past* time; point straight down in front of your face to indicate *present* time; point forward to indicate *future* time.
 - c. Read a number of sentences in the Lesson Text and have the students identify the time of action in each sentence. Many sentences will combine past, present, future, and verbs having no defined time of action in the same sentence.
3. Show the students how verbs ending in *...ing* and the *to...* form of the verb take on the time of action of another verb. For example, 3.2n says, "As he *was* talking, they *were* working." Time of action is determined by *was* and *were*. Neither *talking* nor *working* express time.

4. In a similar way, show the students how they can make a series of verbs using *...ing* constructions. Verse 1:11 says, “Why are you **standing** there **looking** into the sky?” Help the students extemporaneously develop sentences using two or more verbs ending with *...ing*.
5. The two verbs from the first three lessons that will require the most attention are *to be* and *to do*. (Review the Table at the end of Lesson 2) From the vocabulary found in the first three lessons, build sentences using these two verbs. For example, from exercise 3.4 you can give the word *glad* with the students responding, “I am glad,” “He is glad,” and so on. Do the same with the past and future times of action.
6. The above *to be* and *to do* drills can also serve the purpose of developing fluency. If you use simple sentences such as “I am glad,” you can give the key word quickly, expecting a rapid response at a normal speaking rate. Do the drill until the students can quickly respond with good pronunciation.
7. Limit your questions and drills to the vocabulary of the first three lessons. Nonetheless, a surprising number of sentences can be constructed from this vocabulary.
8. In the last session for Lesson 3, preview the **Vocabulary** and **Expressions** for Lesson 4. (See suggestion #1 under Lesson 4.) Make certain that the students understand that they are to include a review of exercises from the first three lessons in their personal study time. Suggest that they use the recorded exercise for Lesson 4 each day, and in addition, that they review one recorded exercise from Lessons 1-3 each day.

LESSON 4: PRONUNCIATION LESSON

1. Review the **Vocabulary** for Lesson 4, giving the students opportunity to write the meanings of all words in their own language. Review the **Expressions** section so that the students are familiar with their meaning and use. Identify each expression in its context within the Lesson Text.
2. Lesson 4 is for pronunciation and fluency practice. Use the class time for pronunciation monitoring. Have individual students read the entire Lesson Text. Offer helpful suggestions on pronunciation as needed.

- a. Praise students for good reading. Generally, wait until they are done reading the entire section before making corrections. Your corrections will lead to pronunciation drills for both the reader and the group.
3. Fluency in spoken language includes both voice inflection and smooth delivery. Work on these skills with individual students. Give positive reinforcement as well as correction. When a student reads a sentence well, have them read it again and use it as an example of proper inflection and flow of the sentence.
4. Lesson 4-B can be used as a supplement to the Lesson Text. Use it for reading practice and vocabulary development.
5. In the last session for Lesson 4, introduce Lesson 5. (See suggestion #1 under Lesson 5.)

LESSON 5: REVIEW LESSON

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

- vocabulary.) Drill the students until they can correctly give all persons and times of action of an unfamiliar regular verb.
- d. Drill the students using the *to...*, *...ing*, and command forms of the verb. Review drills such as 3.2 and 5.2 showing the students how to connect verbs.
3. Exercise 5.3 uses the words “my,” “his,” “her,” etc. Make certain that the students can correctly use all of the possessive words *my, his, her, its, your, our, their, mine, his, hers, yours, ours* and *theirs*. (See the table **Words that Replace a Name** at the end of the lesson.) Exercises 5.10 and 5.11 provide drills for the material on this table.
 - a. Review the forms used for *to someone* with the students; *to me, to him, to her, to it, to you, to us, and to them*.
 - b. The table **Words that Replace a Name** also explains the difference between **it’s** and **its**. Call the student’s attention to this difference.
 6. You can review the supplementary **Lessons 1-5 Vocabulary** for review and word substitution drills.
 - a. Verify that the students understand the entire vocabulary for Lessons 1-5. During an earlier lesson, students may have written an alternate meaning for a word and found that it did not make sense in the exercises.
 - b. By Lesson 5, the students have sufficient vocabulary and comprehension to understand simple explanations of words. You may show them some examples in English of words that sound the same but have different meanings. Draw examples from their existing vocabulary. A few are: 1) Left (from *to leave*) and left (direction). 2) Blew (from *to blow*) and blue (color). 3) Saw (from *to see*) and saw (from either *to saw* or the tool). 4) Ate (from *to eat*) and eight (the number). 5) Whole (entire) and hole (opening). 6) Heard (from *to hear*) and herd (animal group).
 4. In the last session for Lesson 5, preview the vocabulary and exercises for Lesson 6.
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A SUMMARY OF TEACHING METHODS

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

9. In the last session of a lesson, preview the vocabulary and exercises for the next lesson. Give the students opportunity to write the meanings of the words in their own language.
10. Read each expression from the Lesson Text. Have the students help you explain the expression's meaning. Create new sentences using the expression with known vocabulary words.
11. Show the students how they can shorten sentences with pronouns and contractions. The exercises frequently require complete answers. After they have given the full sentence, have them incrementally shorten the sentence.
12. The **Expressions** sections lend themselves to an almost limitless source of word substitution drills. Most expressions can also be used in past, present or future tenses. Create a variety of expressions in one tense and have the students rephrase them using another tense.
13. Read a sentence from the Lesson Text. Ask the students to identify the *time of action* of each verb as *past*, *present* and *future*.
14. Verbs ending in *...ing* and the *to...* form express the time of action of another verb. Devise drills demonstrating this verb construction.
15. As you teach, you will see opportunities to create various sentence or vocabulary drills. Make a note regarding those drills that worked well. Reuse similar drills later with other vocabulary.
16. Praise students for good reading. Generally, wait until they are done reading the entire section before making corrections. Your corrections will lead to pronunciation drills for both the reader and the group.
17. Fluency in spoken language includes both voice inflection and smooth delivery. Work on these skills with individual students. Give positive reinforcement as well as correction. When a student reads a sentence well, have them read it again and use it as an example of proper inflection and flow of the sentence.
18. Drill the students on the verbs *to be*, *to do*, and *to make* with speed drills. (You want them to respond as quickly as they can. For example, you will say "present" then give them the person such as "I," "they," "she," etc. The

student will quickly answer, “I am,” “They are,” “She is,” and so on. Then do similar drills using past and future tenses.

19. The verb exercises can serve the purpose of developing fluency. During early lessons, if you use simple sentences such as “I am glad,” (from the verb *to be* exercise) you can give the key word quickly, expecting a rapid response at a normal speaking rate. In later lessons, fluency can be developed with somewhat longer sentences. Do the drills until the students can respond quickly with good pronunciation.
 20. Use the **Verb Table** at the end of Lesson 3. Select regular verbs that have not yet appeared in the vocabulary. Drill the students until they can correctly give all persons and times of action of an unfamiliar regular verb.
 21. Create impromptu exercises for the words “my,” “his,” “her,” etc. Make certain that the students can correctly use all of the possessive words *my, his, her, its, your, our, their, mine, his, hers, yours, ours, and theirs*. Give a sentence like, “It is my car,” and have the students respond with, “It’s mine.” See the **Words that Replace a Name** table at the end of Lesson 5.
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MISCELLANEOUS NOTES

1. These lessons were written for students who are highly motivated to learn English. It can be assumed that they will work hard without wasting time. Set the same standard for your class. Do not waste time in the class. Keep the exercises and impromptu drills lively. At the same time, keep the atmosphere relaxed and enjoyable. (Sit around a table if possible. If individual classroom desks or chairs are used, arrange them in a circle so that the students can interact with each other. Avoid a “classroom lecture” setting with chairs or desks arranged in rows.) The group class session should last approximately two hours. Halfway through the class, break the pace for about five minutes. Stand—encouraging them to stand if they want to—and ask a question or two of the students about their country or interests. Then move quickly back into the lesson.
2. One of the first questions a new teacher will ask is “How will I communicate without an interpreter?” The answer is simple. Communicate in English! You don’t *need* an interpreter. The students are in your class to learn English, so simple English explanations are appropriate. However, be as considerate of the students’ need to understand as possible. As we have already said, demonstrations may be more effective than explanations. You will need to anticipate the reaction of the students to what you are about to say. Sometimes, avoiding a comment or explanation will eliminate confusion. In the early weeks of the course, stay with the written lesson material without adding too much impromptu material. Also, get in the habit of using the same word(s) when you refer repeatedly to something in class. For example, standardize with the single word *sentence* rather than using synonyms or descriptions such as *phrase*, *words* or *line*. However, they also need to hear you speak normal English. Praise their efforts and make comments even if they don’t understand all of the words. In time, they will begin to incorporate what you say into their vocabulary.
3. The verb exercises are the heart of these English lessons. From personal experience in learning language overseas, we feel that the best way to learn a verb is to learn it in its entirety. It is too confusing to learn the present tense in an early lesson and the past or future tense in subsequent lessons. Then, months later, come back to a passive or other form of the same verb. We feel that it is better to learn a verb in its entirety on the first encounter with

it. When you first read through the verb drills, you may see forms that your first reaction says are not used. However, if you will change person, add contractions, allow for regional differences, and place the sentence in specialized contexts, you will often realize that it has a place in spoken English. We have, therefore, taken the approach that it is better to *include* rather than *exclude* when there is some question.

4. Without attempting to explain the format, we have used a bold type face for irregular parts of verbs. For example, the verb *to teach* (5.1e) is regular in the present (I teach) and future (I will teach), but is irregular in the past tense and uses a bold type face (I **taught**).
5. We all like to give explanations. The English teacher wants to explain, and the students want to give explanations to fellow students. However, avoid the tendency to explain small details. Equally, *don't allow the students to give lengthy explanations to each other in their own language*. Maintain spoken English as the emphasis of the class. When necessary, rather than explaining lesson exercises, demonstrate them.
6. There will also be the tendency for you to try to explain each nuance of meaning, grammatical exception and English language example as you teach. When the students gain sufficient language proficiency so that these explanations are profitable for them, the enrichment you can provide with further explanations is worthwhile. However, in the early lessons, because of the students' limited vocabulary, your explanations will merely cause bewilderment and take time away from the lesson itself.
7. Allow the students to interact and encourage them to help others with vocabulary words when it is appropriate. You may encourage this when a student is groping for a word by asking the other class members for a suggestion. However, don't allow students to correct each other's pronunciation. Sooner or later, you will have a student who dominates the class. At that point, you will need to take control. Probably the simplest way is to call on individuals by name when necessary. You may need to resort to tactics like, "Let's let Juan (or "someone else") answer this one."
8. Notice that the descriptions for the lesson exercises are short because of the students' limited vocabulary. The students will need to learn how to do each exercise by initially following your example and by carefully studying the written text for each exercise in the *Student Workbook*. Incorporate this

process of figuring out the response to an exercise into your preview of the next lesson.

9. Lesson 1 does not manipulate verb tenses. For in-class conversation, ask questions from the lesson as they are written, having the students respond with their name, address, and the like. Your objective in Lesson 1 is their vocabulary retention and verbal fluency. Do not be concerned with verb tenses.
10. The vocabulary list at the end of each lesson is an excellent source of impromptu drilling. You can create sentences and drills from the vocabulary. For example, the verb "to be" is in the vocabulary list of Lesson 2. "Hurt," "sick," "fine," "OK," and "alive" have also been introduced in the first two lessons. Using these words you could develop impromptu drills in which you tell them to respond with "fine." You could say "I" and point to a student. They would respond "I am fine." You could say "he" and point to another student. That student would respond, "He is fine." You could then introduce the words "yesterday," "today," and "tomorrow." (Now develop some more gestures pointing behind you for "yesterday," pointing at the table in front of you for "today" and pointing ahead for "tomorrow.") With this limited repertoire of vocabulary and gestures, you can drill the students in three tenses of the verb "to be." "I am OK," "I was OK," and "I will be OK." You can use the same technique to drill the students using each of the verbs given in Lesson 2 and following. Most lessons also include **Expressions** used in that lesson. These make excellent word substitution drills. Use the vocabulary of the previous and current lesson in these expression drills.
11. By the time of you have reached Lesson 2, you can use the accumulated vocabulary from the first two lessons for impromptu speaking. You can ask the questions given in Lesson 1 and have the students answer. You can then substitute words requiring them to give other answers or substitute verb tenses so they give answers in the past, present and future.
12. At the end of Lesson 5 you are given an accumulative vocabulary. As you did in the example above, you can now use this extended vocabulary to create impromptu drills.
13. Establish a non-threatening procedure for helping and correcting students in the group setting. You must always respond with patience and kindness.

Make it a practice to frequently praise the students. For example, some language speakers will have difficulty with English sounds such as "th," "ing," and "r." You may need to drill certain students individually on these sounds during the class session. When they pronounce it correctly, immediately reinforce their effort by saying something like "perfect" or "good." Interject comments like "That was a good sentence," or "Your pronunciation was excellent," when students do well. Establish early in the class that everyone will be corrected. Randomly drill individuals in a non-threatening way. As you are doing exercise practice, point to individuals to respond to your questions or the recorded exercises. (Accustom the students to simple hand signals like pointing to the student who is to make the next response. During the early lessons, gestures are more readily understood than verbal explanations. However, never use demeaning or rude gestures.) When everyone is familiar with this open drilling and random pattern of response, those who are having particular trouble will accept individual help without offense. (A note of caution: I—the lesson developer—was drilling an older student who was having difficulty. I made a comment that an English speaker would have understood to be humorous based on the tone of my voice. I could tell by the student's response that she thought I had publicly rebuked her. Because of the limited language skill of the class members, I could not make an immediate apology and had to use a translator later. I now try to avoid language-related humor or a tone of voice that could be misunderstood.)

14. Establish student accountability. An Assignment Calendar which can be copied for student use is included at the end of this *Instructor's Guide*. It has spaces for students to record their daily recorded exercise listening and Lesson Text reading time. We suggest that you check the students' records frequently. Unless it is a class which includes a grade requiring the Assignment Calendar record, a technique which works very well is to pass small sheets of paper around the class so each student can take one. Have each student write their hours of study time (using the audio lesson and repeating the answers) that week. The students should not write their name—only a number. Collect the papers. Before the class is over, tell the class the number of students who studied, for example, two hours, three hours, five hours, ten hours or whatever. Do this every week. It will establish accountability and will result in much greater diligence.

15. If the students are not familiar with the narrative for that week's lesson, encourage them to read the Lesson Text in their own language Bible before starting the lesson.
 16. In the first few lessons, you will spend most of the group lesson time reviewing the past lesson using simple drills from the exercises and vocabulary. You will also want to preview the vocabulary and exercises of the upcoming lesson. As you progress to later lessons, you will be able to engage the students in more meaningful conversation. Ask simple questions for them to answer regarding their home country, educational experiences, extended family, interests, expectations in the U.S., and so on. "Opinion" questions will elicit more responses and discussion between the students than simple "factual" questions. Encourage all the students to respond without allowing dominant students to monopolize the conversations.
 17. You will need to use wisdom in correcting students' mistakes when they are talking. On the one hand, you could over-correct so that they became stymied in their efforts to communicate. Yet, if you do not correct, both they and the other students will not realize the error. Probably the best alternative is to allow them to fully express their thought. After they are finished, go back to what was said incorrectly and model a correct sentence. If appropriate, have them repeat the correct sentence. In the early lessons, the students will usually use short sentences which are easier to correct. As free conversation continues in the later lessons, you will need to be more discerning so that you do not interrupt the flow of their presentation.
 18. The students will not be able to spontaneously remember or use everything they have learned from previous lessons. You will find, for example, that a student can verbally reproduce the entire verb "to talk" from Lesson 2. Yet, while you are doing drills in Lesson 4, that same student may not be able to use "they talked" properly in a past tense sentence. That is entirely normal. The student will often learn a verb in the specific context of the Verb Table or verb drills before he or she can transfer that knowledge to general conversation.
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ENGLISH CONVERSATION USING THE LESSON TEXT OR A NEWSPAPER

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

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

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

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

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

JOHNSON LAKE CLEANUP PLANNED

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

✓ lake

✓ to remember

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

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

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

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

²Thoreson remembers squeezing lake mud between her toes. **to squeeze something between something else**

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

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

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

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

⁷Thoreson remembers her father trying to talk a farmer into selling his land. **to try to talk someone into something** The farmer turned the tables on Johnson. **to turn the tables on someone**

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

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

- f. The students do not need to write names of places or people in their notebook.
3. Have the students again read the entire article aloud for ***fluency*** practice. Alternate between individual students, having them read either single sentences or entire paragraphs. They should read as smoothly as possible without stopping.
 - a. **Fluency** is the ability to speak smoothly with proper **intonation**. Initially use single sentences for fluency drills, having the student repeatedly read a single sentence until he or she can read it smoothly. Eventually, do the same with multiple sentences or paragraphs. There is also value in having even a beginning student read a longer passage or entire article without break in order to establish the **rhythm** of spoken English. You can later go back and work on specific problem areas of pronunciation and intonation.
 - b. Watch for **pronunciation** problems. Each language group will have difficulty with certain sounds. For example, Russian speakers will probably have trouble pronouncing "TH"; Japanese speakers may have difficulty distinguishing between "L" and "R." You may have Japanese students read the sentence below in order to practice that distinction. Work with those students until they can read the sentence fluently with correct pronunciation—or until you sense that they are beginning to make a distinction between the two sounds. Do not, however, publicly embarrass a student or push him or her to a point of frustration.

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

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

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

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

Teacher: What does the lake feed?

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

Teacher: What does the lake attract?

Student: The lake attracts migrating songbirds and waterfowl.

Teacher: What kind of songbirds come to the lake?

Student: Migrating songbirds come to the lake.

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

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

Teacher: What feeds the lake?

Student: The lake is fed by springs.

Teacher: What does the lake feed?

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

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

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

Teacher: What does the lake attract?

Student: The lake attracts migrating songbirds and waterfowl.

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

Student: It attracts migrating songbirds and waterfowl.

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

Student: Migrating songbirds and waterfowl.

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

Student: Birds.

- c. A second and very useful sentence manipulation for spoken English practice is **verb manipulation** of the sentence. Manipulation can be done with either *tense* or *person*. (Note that a key such as "yesterday," "tomorrow," "next year," etc. is given with some manipulation exercises. However, the sentence is read in the tense of the newspaper article so that the student must do the mental work of changing the verb tense.) To become a fluent English speaker, the student must learn to respond spontaneously and quickly. You can also use sentence manipulation for "rapid-fire" question and response drills. Push the students, forcing them to respond quickly and correctly. The students will naturally pick up the tempo if your voice speed and inflection become rapid and if you greatly reduce the interval between their response and your next question. However, never introduce a malevolent tone or demeanor into the exercise; always keep it light. This "rapid-fire" conversation practice can build student confidence and skill in dealing with normal English.

⁶He spent long summer days there with his two daughters. He stocked the lake with bass. He fed the ducks. He taught his daughters to

catch crawfish from the pier. And the family loved to watch the muskrats at play.

Teacher: He fed the ducks. Yesterday.

Student: Yesterday he fed the ducks.

Teacher: He fed the ducks. Today.

Student: Today he is feeding the ducks.

Teacher: He fed the ducks. Tomorrow.

student: Tomorrow he will feed the ducks.

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

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

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

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

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

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

Teacher: He feeds the ducks.

Student: He feeds the ducks.

Teacher: I.

Student: I feed the ducks.

Teacher: She.

Student: She feeds the ducks.

Teacher: We.

student: We feed the ducks.

- d. As the students become more confident of their speaking ability, you can have the student **explain the action** of a sentence or paragraph. The students still have the advantage of a structured conversation because the vocabulary and context come from the Lesson Text or newspaper article. However, encourage them to reorganize the sentences so they are summarizing rather than merely repeating the written material.

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

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

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

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

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

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

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

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

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

For sources of newspaper articles, see the newspaper web sites at the end of the student's *More Spoken English Practice*.

MORE SPOKEN ENGLISH PRACTICE

Reading a newspaper is an excellent way to practice spoken English. Most newspapers use important English vocabulary words. A newspaper will give you many common political, scientific, economic and technical words. The *Test of English as a Foreign Language* (TOEFL) exams often use words that are frequently found in English newspapers.

However, using a newspaper to study spoken English will require that you do more than merely reading it. You must read the newspaper frequently and read it aloud. You must always look up words you do not know in your dictionary and attempt to use these new words and expressions when you speak.

1. Print an article from a newspaper web site. (Always select a newspaper from the country using the English you are studying.)
2. First, read the article out loud for *new vocabulary*.
3. Whenever you read a word you do not know, stop and find it in your own language English dictionary.
4. Write the English words you do not know in a notebook. Then write the meaning of the word in your own language.
5. If a word you do not know is used more than twice in an article, put a check (✓) by it for special study.
6. You do not need to write names of places or people in your notebook.
7. After you finish reading the article for the first time, review the meaning of all the new vocabulary words you wrote in your notebook. Study these words enough so that you know what they mean when you read the article.
8. Now read the entire article aloud for *fluency* practice. Try reading the article as smoothly as possible without stopping. Read it aloud twice. Your purpose is to read it so that an English speaking person could easily understand what you are saying.

9. Read the article again for *meaning*. Always read aloud. If you do not understand a sentence, stop and figure out exactly what it means.
10. If some of the meanings you have written in your notebook do not make sense in the article, find the word again in your dictionary and see if it has other meanings. Write the meaning in your notebook that makes the most sense as a *second meaning* for that word.
11. If you still cannot figure out the meaning of a sentence, it may be because two or three words are used together as an *expression*. Try to figure out the meaning of expressions. Look for similar expressions in other articles. If you cannot figure out the meaning of an expression, you may need to ask an English speaking person about it.
12. Identify expressions as you read. Use a special mark to identify them in the articles.
13. Try substituting other words while using the same expression. Say or write as many sentences using the expression as possible. For example, you may read a sentence in a newspaper which says, "Former Governor Mitchell announced Friday he will not run for another term, *putting to rest* months of speculation about his future intentions." "Putting to rest" is an expression which means "ending." (The sentence means that the Governor was "ending months of speculation about his future intentions.") Try writing sentences using the new expression. 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, "I want to put it to rest," in the future, "he will put his argument to rest," or in the past, "they finally put their rivalry to rest."
14. Many times, English uses *forms* of words as a type of expression. For example, you may read a sentence in a newspaper which says, "We're getting all kinds of 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. Substitute other words while using the same form of the expression. Try writing as many different sentences using the same form as possible. You might say, "Parents are *taking* their children from school and *going* home." "The children were *finishing* their lessons and *leaving* for lunch." Or, "We were *sitting* on the grass, *listening* to the concert."

15. For more fluency practice, continue reading the article aloud until you can read it at the same speed that an English speaker talks. Practice until your *pronunciation* sounds like that of an English speaker.
16. Your purpose is not merely to learn the vocabulary in these articles, but to learn to *speak* English. Keep practicing until you can read the article aloud so that an English speaking person can clearly understand what you are saying.
17. Select other newspaper articles and continue reading aloud while you look for new vocabulary words. When you find a word in your notebook that you have already checked (✓), place a second check (✓✓) by it. Any word in your notebook with two checks should be memorized as an important word to know.
18. Frequently review the English words in your notebook. Try using each word in a sentence. Use these new words when you talk with an English speaker.

Some U.S. newspaper web sites.

www.seattletimes.com, www.oregonlive.com, www.chron.com,
www.oaklandtribune.com, www.theoutlookonline.com,
www.argusleader.com, www.journalnow.com, www.mcall.com,
www.denverpost.com, www.startribune.com,

Search web sites for other U.S. newspapers.

www.hometownnews.com, www.50states.com,
www.dailyearth.com, www.usanewspapers.com,
www.thetownpaper.com

Search web sites for English and other language newspapers.

www.newsdirectory.com, www.onlinenewspapers.com,
www.theworldpress.com

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

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

Can we back that claim up?

We know it is true because we saw it in our adult students during the three-year development of *Spoken English Learned Quickly*. As the course is gaining acceptance in its world-wide use, we are getting feedback from independent users confirming our own observation. (See the **What Others Say** link on our web site home page.) Our claim is also consistent with what is now known regarding the technical nature of the language-learning process. (See the box below.) Whereas most ESL courses emphasize cognitive learning at the expense of motor skill development and auditory feedback, *Spoken English Learned Quickly* was developed to equally and simultaneously emphasize all three.

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

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

The present demand for teaching English as a second language in the United States' public schools was probably first encountered in the 1970s. Generally, the task fell to the schools' English teachers. Many of these teachers were themselves high school students in the late 1950s and early 1960s. Because they were predominantly native English-speakers, their interest in English was its

grammar and literature. Undoubtedly, as high school students, most future English teachers also studied foreign languages. Again, high school and college students of the 1950s and 60s were usually taught foreign languages by means of grammar and written exercises. We cannot fault these English teachers who were given the difficult task of teaching international students to speak English. But we must recognize that their training was not in linguistics. Furthermore, few would have experienced the emotional upheaval of entering a new culture as an immigrant without the ability to communicate with their peers. Nonetheless, the result was that early ESL instruction was "standardized" as a study of English grammar and writing skills with spoken English as a necessary--but often isolated--exercise. It was not surprising to find ESL classes where the primary learning activity centered around the teacher addressing a "classroom" of students.

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

Human speech requires three simultaneous processes:

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

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

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

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

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

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

There is also a maximum sentence length permissible in drills which are done entirely from recall memory. Consequently, drills in this course never exceed more than the length of a single sentence. There is significantly greater concentration when the student knows that the sentence must be repeated. During that intense concentration, cognitive skills are developing. ESL programs typically fail in this area because concentration falls to a low level in a large classroom when a student is not required to give an answer, or a teacher or another student is talking.

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

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

The primary focus of *Spoken English Learned Quickly* is the verbal use of English. For this reason, this course includes 15 hours of recorded audio lessons. It would be rare indeed to find an ESL course which had audio drills for every exercise in its entire student workbook. In this course, all of the exercises for the complete course (247 pages of our 410-page *Student Workbook*) are reproduced as audio drills. (The balance of the pages are information tables and vocabulary lists.)

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

Spoken English Learned Quickly has carefully structured all of the audio drills so that auditory feedback is an integral part of the lesson. From the audio recording, the student hears a correct English sentence. The student can then reproduce that same sentence with immediate

feedback confirming his or her pronunciation and syntax. In many drills, the same sentence is repeated twice so that the student is able to correct any mistakes.

Again, we include 15 hours of recorded audio lessons in this course because we feel that the auditory feedback portion of language learning is so important.

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

With the *Spoken English Learned Quickly* course, we have moved as close to perfect syntax as possible. A student can speak English two hours a day with this course and never once use a sentence without correct syntax. There is enough recorded audio material so that the student can speak two hours a day, five days a week for nine months with perfect syntax. In addition, the student will repeatedly drill using all correct persons and forms of over 500 English verbs. Typical ESL courses simply do not provide enough audio material so that the student can do that much controlled English speaking.

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

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

Imagine this research study. (This is only an example. We are not describing an actual study.) Mariko is a university student from Japan. She recently came to the United States because she wants to

earn a masters degree in biology from State University. She is currently taking ESL classes at City Community College in order to pass the TOEFL exam. She usually sits next to another Japanese student in her ESL class.

Mariko agreed to help us without knowing the purpose of our test. We clipped a small VA (Voice Activated) tape recorder microphone to her sweater. She set the volume so that the recorder will only run when she is speaking. The tape will stop moving when the teacher or any other student is talking. She will turn the recorder on when class first starts, and turn it off at the end of class. Mariko is adept at doing research projects, so she understands why we have not explained the purpose of the test to her. She also has the objectivity to "forget" the recorder during the class.

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

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

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

ESL class.

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

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

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

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

There is no secret formula which makes *Spoken English Learned Quickly* so successful, even though we feel that the emphasis on the English verb is the best in any English language course available. The quality that makes *Spoken*

English Learned Quickly so effective is that the student spends the entire lesson time speaking correct English, simultaneously developing each component required for human speech.

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

HUMAN SPEECH IS A CLOSED-LOOP SYSTEM

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

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

Open-loop machine control

Wikipedia describes an [open-loop control system](#) as follows:

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

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

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

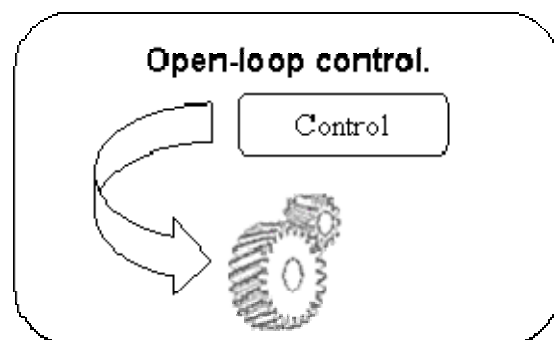


Figure 1: An open-loop machine control.

Closed-loop machine control

Wikipedia then describes [closed-loop control](#) in the following paragraph:

To avoid the problems of the open-loop controller, control theory introduces feedback. A closed-loop controller uses feedback to control states or outputs of a dynamical system. Its name comes from the information path in the system: process inputs (e.g. voltage applied to a motor) have an effect on the process outputs (e.g. velocity or position 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.

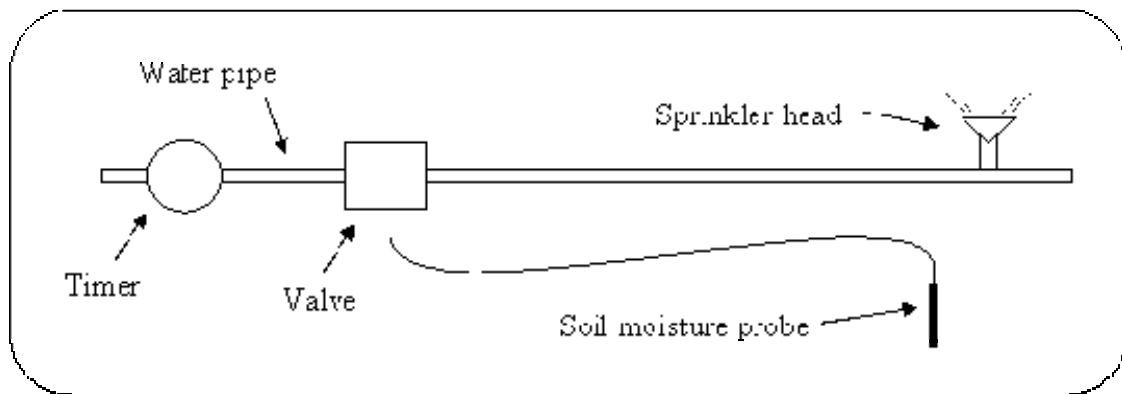


Figure 2: A closed-loop sprinkler system.

Wikipedia's definition of a closed-loop system subsequently becomes too technical to use in this article. However, as Wikipedia suggested 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 for the sprinkler to operate. The arrangement would look like this:

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

Figure 3 shows a simple closed-loop machine control.

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

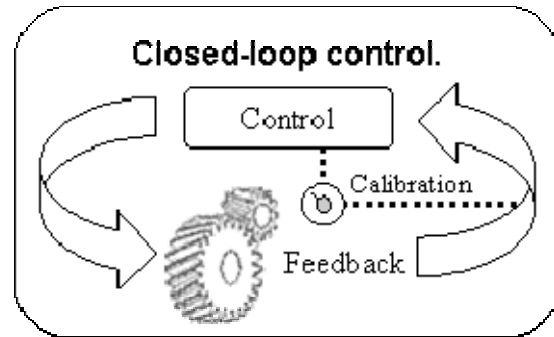


Figure 3: A closed-loop machine control.

Human speech is a closed-loop system

Human speech is a complex learned skill and is dependent on a number of memory and neurological functions. Speech is a closed-loop system because sensors within the system give feedback to the control portion of the system. The control then corrects and coordinates on-going 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 proprio-kinesthetic feedback from the mouth allow the mind to coordinate the speech process in real time.

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. The mind also uses both auditory and proprio-kinesthetic 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. proprio-kinesthetic feedback to the mind in real time which regulates pronunciation and provides partial syntax control 	The proprio-kinesthetic 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 proprio-kinesthetic feedback are combined in the mind for essential speech control.

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

Proprio-kinesthetic. Human speech would be impossible without the proprio-kinesthetic sense. (*Proprio* refers to a sense within the organism itself; *kinesthetic* refers to sensory organs which detect the movement and location of muscles, tendons and joints.) Our mouth, vocal cords, diaphragm and lungs incorporate thousands of nerve sensors which the brain uses to control their movement and determine their position. Imagine the complexity of pronouncing

even a single word as the tongue, breath control, and jaw muscles must be smoothly coordinated. Now multiply this complexity as sentences are constructed in rapid succession in 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 article, I use the term *simultaneous* 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 proprio-kinesthetic 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 is continuously taking place within the control center—the mind. However, it is acting on feedback from hearing and the proprio-kinesthetic senses, so I am showing calibration as acting on the source of the feedback.

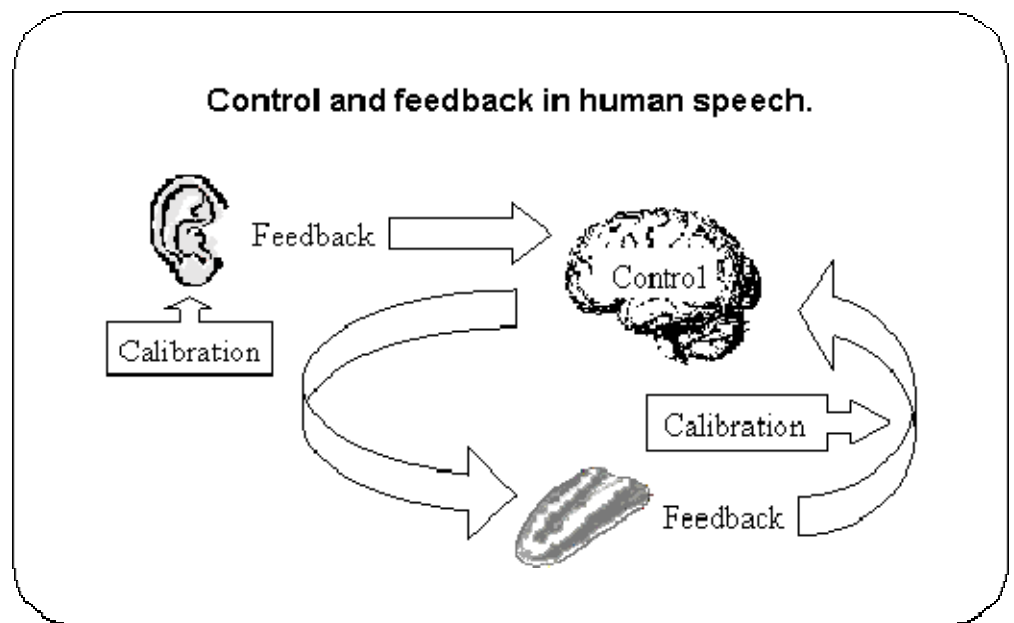


Figure 4: Control and feedback in human speech.

When children learn their mother tongue, their natural ability to hear and mimic adult speech builds complex proprio-kinesthetic response patterns. A French-speaking child 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.

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

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

Even syntax is dependent on the proprio-kinesthetic 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 importantly, however, is the observation that proprio-kinesthetic feedback demands that a question must evoke a different sequence of feedback than does a statement. This is why I have identified partial syntax control in Table 1 as being a shared function of both the mind (memory) and the mouth (as a proprio-kinesthetic sense).

If you doubt that the proprio-kinesthetic 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 which is primarily a memory function. However, your mind will respond to the latter as speech because of the proprio-kinesthetic feedback from your mouth. The latter is not just cognitive—your mind responds to it as speech which 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 ESL assignment. The second would be the mental activity required of a

student studying English with spoken drills. The effectiveness of language learning is in direct proportion to the student's mental involvement.

The best way to teach a foreign 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 proprio-kinesthetic responses (which is 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, either by a verbal drill or a written exercise.

However, it is impossible to train the important proprio-kinesthetic 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 spoken English.

Surprisingly, it will take far less time for a student to learn both fluent spoken English and excellent English grammar using only spoken English instruction 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 English instruction. It is impossible to speak a language without correct use of its grammar. My statement

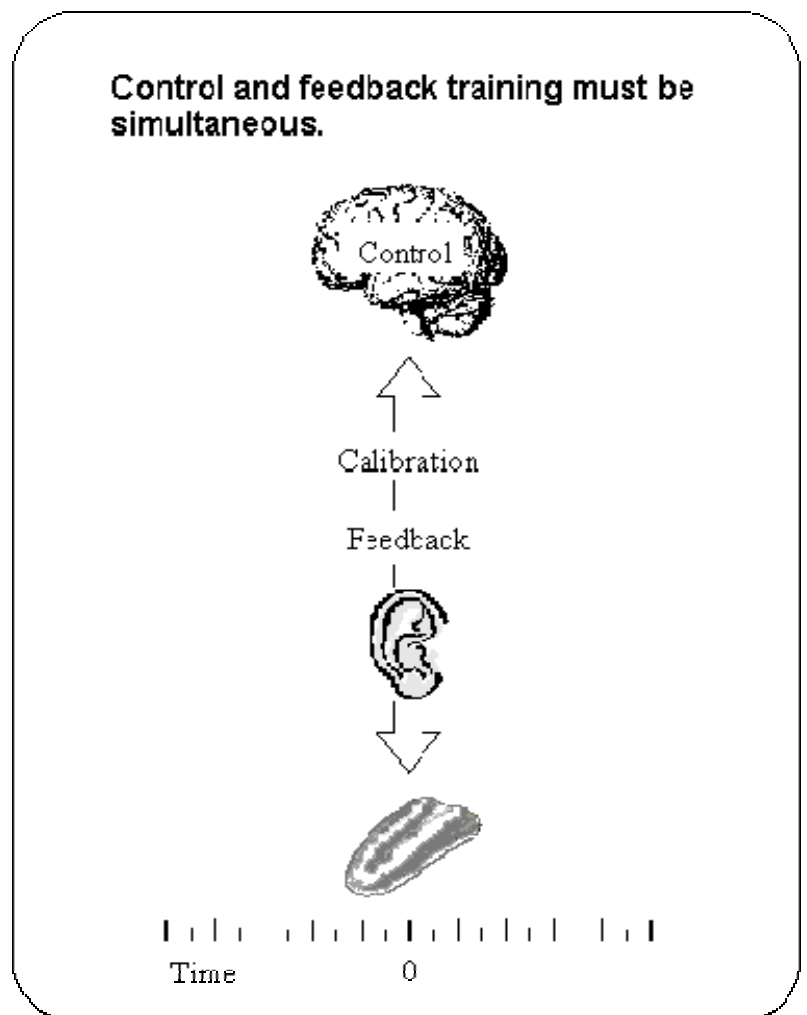


Figure 5: Control and feedback training must be simultaneous.

simply means that the best way to learn English grammar is through spoken language exercises. See the article [Grammar and writing in spoken language study](#).

Inasmuch as spoken language involves multiple components cooperating with each other in real time, it is mandatory that effective spoken language instruction simultaneously trains all of the components of speech. This is shown in Figure 5.

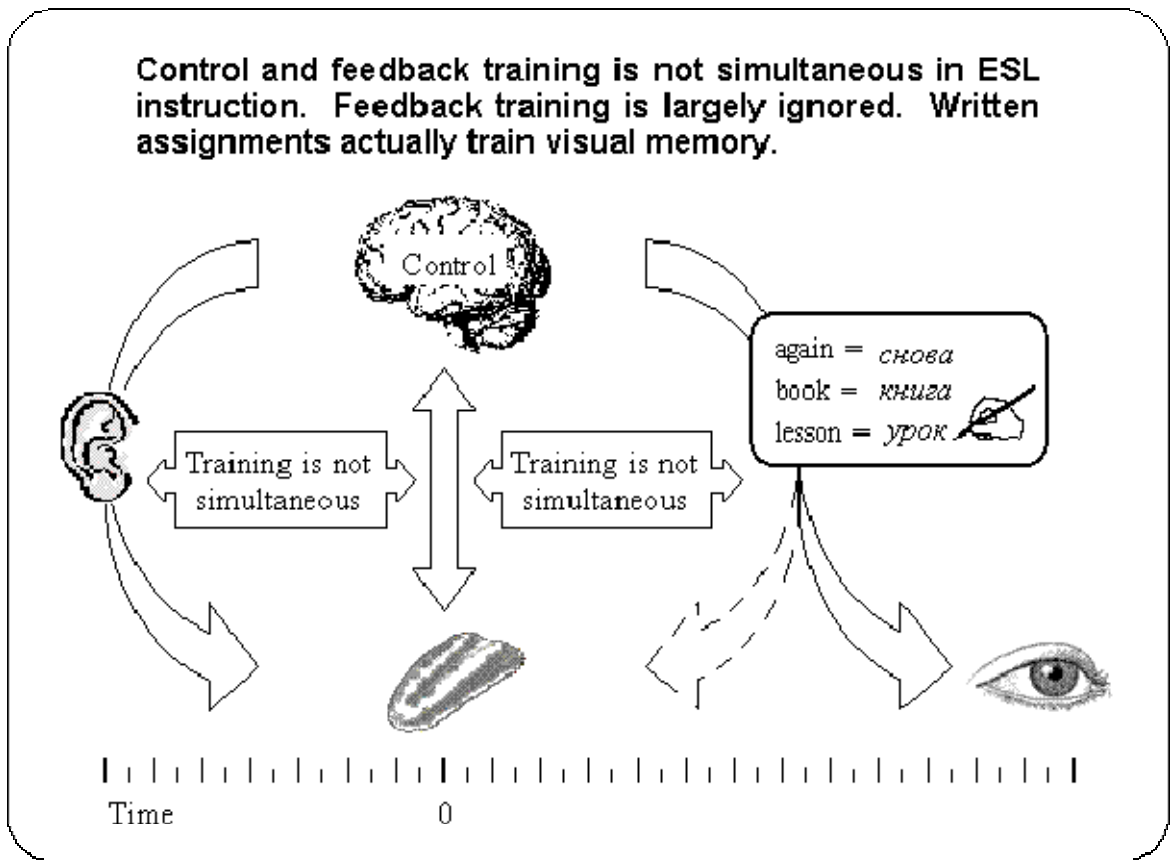


Figure 6: Control and feedback training is not simultaneous in ESL instruction.

It is the important area of the proprio-kinesthetic sense which has been most overlooked in current ESL teaching methodology. When any student over approximately the age of 12 attempts to learn a new language, his or her proprio-kinesthetic response patterns must be consciously re-trained for all of the new sounds and syntax of that language.

Further, to properly train the proprio-kinesthetic sense of the mouth, the combined feedback from the mouth and hearing must be simultaneously processed in the mind. Said simply, the student must speak out loud for optimum language learning.

Without simultaneous involvement of all components of speech, it is impossible to effectively re-train students' proprio-kinesthetic sense to accommodate a new language. Yet, this is exactly what ESL has traditionally done by introducing grammar, listening, writing, and reading as segregated activities. It is not surprising that it takes ESL students so long to learn to speak fluent English. This is particularly true when the instruction is done outside an English-speaking culture. (Students living in a country in which "trade English" is used may have even more difficulty learning to speak correct English with ESL instruction because they must re-train their familiarity with the broken English they already speak.)

ESL instruction has hindered language learning by segregating individual areas of study. This segregation is represented in Figure 6. ESL training has not only isolated proprio-kinesthetic training areas so that it prevents simultaneous skill development, it has substituted visual memory training in its place by using written assignments. ESL teaches English 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 English grammar becomes more difficult to learn.

Using Spoken English Learned Quickly

In contrast to ESL instruction, **Spoken English Learned Quickly** teaches all vocabulary, grammar, syntax, and verb tenses using spoken English exercises. With this method, English grammar is learned faster and better, but grammar lessons do not add instruction time because students learn to speak as they study grammar. Because this method teaches all components of spoken English simultaneously, students learn to speak English in half the time it would require with ESL courses. (They probably learn even faster when they live outside of an English-speaking country.)

Using **Spoken English Learned Quickly**, all verb tenses and agreement of person is learned as spoken English. As a result, students learn to speak naturally, using every form of the English verb correctly.

Conclusion.

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

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

Spoken English Learned Quickly was designed to simultaneously train all proprio-kinesthetic senses. For this reason, a student can learn to speak English in half the time it would require when using an ESL curriculum.

CAN BEGINNING AND ADVANCED STUDENTS USE THE SAME LESSONS?

Before we give an intuitive answer, we need to ask the right question. That question is this, "Does English have multiple, specialized language divisions?"

The answer is "No it does not." There is no English "literary" language versus a different language spoken by commoners. Historically, this has been true in many languages such as Greek and Chinese, to mention only two. Modern English does not even have a specialized construction for folklore. Many languages in which oral tradition has been preserved have a story-telling form of the language distinct from the language used in normal conversation. In these language groups, there will often be specialists who repeat the folklore in public gatherings. Common English has none of that.

In fact, English is so simplistic in this regard that we do not even have two forms of address for people of different social standing. (French, for instance, has strict conventions regarding the use of "tu" or "vous" when addressing a listener.) A U.S. citizen would address both the President of the United States and a young child as "you."

English certainly has specialized vocabularies. Every 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. But the essential English syntax which holds these words together in a sentence is still the language of the street. (Or, the language of the daily newspaper.)

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

There is only one "kind" of English we can teach to an English language student. We do not need two (or more) different course levels.

Why have ESL programs traditionally insisted that there must be beginning, intermediate, and advanced levels of English study? It is not because there are beginning and advanced levels of spoken English. It is because there are beginning, intermediate, and advanced explanations for English grammar. (Meaning that some rules of English grammar are easy to explain. Some rules

of grammar are more difficult to explain. And some are so complex that it will take a long time to explain.) But spoken English is one subject of study, whereas the formal rules of English grammar are quite another.

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

Now, we can answer our question, "Can beginning and advanced students use the same lessons?" Of course they can. There is only one level of spoken English. A beginning student must start by speaking normal English sentences. An advanced student must continue until he or she can fluently pronounce those same normal English sentences.

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

Why do Spoken English Learned Quickly students learn to speak English so rapidly? Because they put all of their energy into speaking English. Since very few of our students want to become English grammar specialists, we do not add time to their study for that specialized subject because it would contribute little to how quickly they will learn to speak.

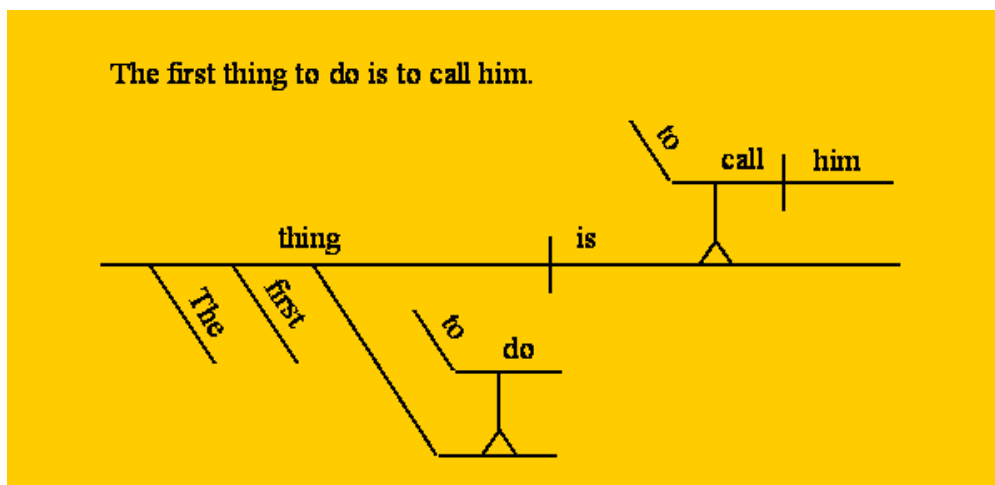
Does this method work? It works very well, and it produces results quickly.

THE PLACE FOR GRAMMAR AND WRITING IN SPOKEN LANGUAGE STUDY

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

In high school I discovered the wonder of literature in my English classes. Through my English classes I developed my first interest in writing. But I also encountered diagrammed English sentences. To this day, I cannot imagine any way in which learning (or at least trying to learn) to diagram an English sentence had any bearing on whether or not I could speak English correctly.

If you are curious, a diagrammed sentence looks like this.



In retrospect, I believe 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. I--like probably most of my classmates--did not learn to speak because I studied grammar. Rather, I learned how to do grammar exercises because I already knew how to speak.

Certainly, I learned many important things about my language through grammar study. But the primary value of English grammar came about because I already had language fluency commensurate to my age group. I did not learn to speak English as a result of English grammar lessons.

English grammar was valuable. But it was of importance to me only because I had already achieved basic English fluency.

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

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

I later learned another language in Africa. Because school-based language courses were almost non-existent in that country, all of my language training was done with recorded language drills. Yet, I learned how to structure a sentence in that language (knowing how to structure a sentence is the basic intent of grammar instruction) and how to write much more quickly than had I been studying grammar and writing independently of the spoken language.

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

In spite of all the good intentions, grammar and writing drills will produce no better results in spoken English fluency than learning to diagram English sentences.

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

WHAT IS ASE (ACCELERATED SPOKEN ENGLISH)?

ASE (Accelerated Spoken English) is a spoken language instruction method which teaches English by equally and simultaneously stimulating the mind, the muscles of the mouth, and the feedback mechanism of hearing. This can only be accomplished when the student is speaking English.

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

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

Yet, this "impossible task" is exactly what has been accomplished in this course. Spoken English Learned Quickly contains enough recorded audio lesson material for two hours of study a day, five days a week for nine months. It is why our students learn to speak English at twice the hour-for-hour rate of ESL students. It also explains the phenomenal growth of the course as students around the world download Spoken English Learned Quickly in such high volume.

ASE carefully considered the necessary elements of human speech which must be incorporated into a successful language study course. Then, both the exercises and the audio recordings were designed to accommodate these elements. The result is the Spoken English Learned Quickly ASE course.

Even the name Spoken English Learned Quickly suggests that its design objective is spoken English. In contrast, the name ESL (English as a Second Language) is not precise in its implied objective. As too many students have discovered with ESL instruction, English as a written language can also be called a "second" language. But that is not what our students want. They want to learn English as a *spoken* language.

SOCIALIZATION VERSUS LANGUAGE INSTRUCTION

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

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

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

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

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

Their first evening at FCC was pleasant enough. An "American" involved with the program knew some Russian and talked with them at length. There was also an older Romanian couple with whom they spoke in Russian. The night's highlighted country was Brazil. Two students from Sao Paulo prepared a desert and explained it in English. (Vladimir and Olga assumed it was fluent English by the teacher's response.) There were, of course, the English lessons. An

"American" teacher asked them questions in English from a book. When Vladimir's turn came, he was able to give a halting response to one question but the "American" had to help him with the second answer. Both times he was told that his answer was "good." Olga could only shake her head and weakly smile when her turns came--she was afraid to try, though the "American" said something about, "That's ok, next week you will do better."

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

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

1. Most of all, teach spoken English. Vladimir and Olga would have been more satisfied with the evening if each had been given an MP3 player with *Spoken English Learned Quickly Lesson 1*; if a language aid had shown them how to use the player; and if they had spent an hour and a half in intense speaking practice. For a full hour and a half they would have been speaking English. When leaving, they could have felt that they made measurable progress.
2. Meet the students' felt needs, but do it outside of language instruction time. The "American" who spoke Russian could have asked Vladimir and Olga if they were having any problems. Had Vladimir mentioned that they were having a problem with their car insurance, the "American" could have asked them to talk to him after class. After class, the "American" could have offered to write a letter to their insurance company for them. Vladimir and Olga would have been immensely encouraged.
3. Be ingenious in providing variety in the spoken English exercises. If it is a two-hour evening session, provide a short break after the first hour. But persistently teach spoken English. (The student's spoken English. Not the teacher's spoken English.)
4. Understand that you will not succeed with every student. There is a reason why these "social hours" work as well as they do. Many non-English speakers have learned that they can spend two hours a week in a program that is not demanding, and still satisfy themselves that they are

"learning English." However, no matter how long these students are in the program, they will never learn to speak English well.

5. Instead, set your sights high and reach those who genuinely want to work hard. You would see a demographic shift in your students. Rather than attracting those who wanted to find an easy non-solution to their language predicament, you would attract students who wanted to work and would reward both themselves and you with their success.

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

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

USING SPOKEN ENGLISH LEARNED QUICKLY IN ENGLISH CAMPS

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

Setting the course objective.

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

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

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

How is that done?

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

also cooks and servers for the noon meal and additional personal as necessary to staff the facility.)

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

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

Look at the amount of English instruction the staff is giving. In this example the camp has 40 students. They are doing intense spoken English study for approximately five hours each day. That means there are 200 hours of spoken English instruction each day. (Or, almost 1,000 hours of English instruction in five days.) Yet, there are only two teachers and three assistants. Therefore, the presence of each teacher or assistant produces 40 hours of English instruction in each five-hour day. This English camp staff has excelled in two areas. The first is the number of hours of intense spoken English study the student will receive. (Compare the number of hours each student is actively speaking English in this course as compared with the number of hours in most courses when much of their time is spent passively listening to teachers and other students talk or watching video presentations and participating in games. See **A technical comparison of Spoken English Learned Quickly and ESL courses**.) The second area in which this English camp staff has excelled is in the low number of teacher-hours required of the teachers and assistants for this concentration of instruction. This is possible because the **Spoken English Learned Quickly** CDs are used for much of the spoken English practice. (We are not minimizing the teachers' and assistants' effort. They work hard. But this camp can give much more spoken English instruction than similar English camps because the

students are not dependent on the teachers or teaching assistants for all of their spoken English practice.)

Rather than giving a lengthy description, let's annotate the time schedule which was sent to each student during pre-registration. We will assume that the students all speak a common language. The English camp is well-publicized in advance and requires advance registration. Registration includes a personal copy of the **Spoken English Learned Quickly** CD for each student and a printed text for the three lessons covered during the camp. (The students will keep both the CD and the printed lessons. Since the CD has the entire 410-page **Student Workbook** and 15 hours of MP3 audio files, the students will be able to continue studying the course after leaving. The CD which is included in registration puts this English camp in extremely high demand.) Finally, each student supplies his or her own MP3 player. This English camp is very popular and enrollment is limited to 40 students. The camp runs for one week and meets from 8:00 to 14:00 on Monday through Friday.

Monday

8:00 – 8:30 **Registration.** Coffee and tea will be available.

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

During pre-registration, a copy of **Information for the Student** in their language was mailed to each student. They were asked to read the **Information for the Student** and study the time schedule before arriving at camp.

Registration personnel will verify that each student has access to either their own portable MP3 player or made prior arrangements to use a player loaned by the English camp. A portable, battery operated MP3 player is required for participation in the course. The player must be equipped with

ear phones. (Pre-registration arrangements can be made between the student and the English camp to borrow a portable player during the English camp. The camp will also have a supply of batteries available for purchase. Experience proves that batteries will be needed frequently during the week.)

8:30 – 9:20

Course orientation.

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

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

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

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

Fluency will be stressed as the objective of the course. The spokesperson will explain that even though an advanced student

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

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

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

The spokesperson will explain how the lesson sessions will be

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

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

If there are significant differences in English fluency among the students, they will be grouped so that those who have less spoken English experience will be together with a teacher at one of the two tables, and those with more experience will be with a teacher at the second table. (However, the grouping is not based on years of study but on actual fluency.) Since -- in this example -- there are four sessions each morning with the teachers, from 0

to 4 groups may be created in either fluency level. The spokesperson will explain this grouping and ask for a show of hands for those who wish to be in either group. One of the two tables (for either one or both sessions) will be designated as the table for those with less spoken English experience.

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

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

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

students can sit at whichever table they please. However, the limit of 10 students per table will again be emphasized.

9:20 – 9:50

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

Audio exercise session.

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

After all of the students are involved in the audio exercises, the three teaching assistants will move between the group of students, listening to their progress. The assistant may do nothing more than walk with a student for a minute or two,

indicating approval of the students effort, and then moving to another student. Occasionally, the assistant will help with pronunciation or give encouragement if a student is having difficulty. Difficulty selecting the correct exercise on the portable MP3 players will be a frequent area in which the teaching assistants will need to aid the students. (Prior to the start of the camp, the staff gave the teaching assistants training with MP3 player operation and use of the time chart.)

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

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

Teaching session.

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

No more than 10 students will go to each of the two tables at the far end of the room. One teacher will be at each table. The

teachers will conduct their class much like the plan outlined in the **Instructor's Guide** for **Lesson 1**. Because this will be the first class session of the camp, the teachers must perform some of the introduction to the audio exercises that the group simultaneously working with the teaching assistants will be receiving. Therefore, the teachers will use an MP3 player which all the students at their table will be able to hear through a speaker. The teacher will begin the lesson as suggested in the **Instructor's Guide**. After 10 minutes with the MP3 player, the teacher may have the students read the sentences in chorus or individually. The teacher will not attempt to engage the students in individual "free" conversation during any of the sessions on the first day. (Note: If you are a teacher in a similar program, read all of the pertinent material in the **Instructor's Guide**.)

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

9:50 – 10:35 **Audio exercise and Teaching sessions.** This session will consist of 20 students with teachers in two groups of 10 each, and another 20 students working individually on audio exercises with portable MP3 players.

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

10:20 – 11:00 **Break and refreshments.**

11:00 – 11:40 **Audio exercise and Teaching sessions.** This session will consist of 20 students with teachers in two groups of 10 each, and another 20 students working individually on audio exercises with portable MP3 players.

The teachers at the tables will emphasize pronunciation and fluency. The teachers will drill the students until they can speak entire sentences (without reading) with proper speed, pronunciation, and smoothness. At the end of the session, groups of two students should be able to ask and answer a group of questions and answers from **Lesson 1** at full conversation speed using good pronunciation and intonation. (They are permitted to read when multiple sentences are used.)

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

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

12:20 – 13:00 **Lunch.**

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

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

The students will also count and repeat the alphabet. The alphabet and numbers are important to English learners because

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

Tuesday - Thursday

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

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

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

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

See the previous descriptions for the first day. In addition, the

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

10:00 – 10:30 **Break and refreshments.**

10:30 – 11:20 **Audio exercise and Teaching sessions.** This session will consist of 20 students with teachers in two groups of 10 each of 10 each, and another 20 students working individually on audio exercises with portable MP3 players

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

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

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

12:10 – 13:00 **Lunch.**

13:00 – 14:00 **Pronunciation reading and conversation.** All students will be

divided equally between teachers and assistants. Each group will be seated at a table.

The **Lesson Text** from **Lesson 2** and **Lesson 3** will be used as a reading text. Pronunciation and fluency will be emphasized. The purpose is to accustom the students to expressing themselves in English in paragraph length conversations which use correct sentence structure (grammar), appropriate vocabulary, and clear pronunciation, while avoiding distracting pauses.

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

Friday

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

See the description of this session for Tuesday through Thursday.

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

MP3 players.

See the description of this session for Tuesday through Thursday.

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

See the description of this session for Tuesday through Thursday.

10:00 – 10:30 **Break and refreshments.**

10:30 – 11:20 **Audio exercise and Teaching sessions.** This session will consist of 20 students with teachers in two groups of 10 each, and another 20 students working individually on audio exercises with portable MP3 players.

See the description of this session for Tuesday through Thursday.

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

See the description of this session for Tuesday through Thursday.

12:10 – 13:00 **Lunch and closing remarks.** The students will be encouraged to continue studying up to two hours a day with their **Spoken English Learned Quickly** CD. They will also be referred to the **More English Study** instructions on their CD for continued English study.

OBJECTIVES AND OTHER COMMENTS:

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

For further comments on paragraphs 1. and 2. above, see **Can beginning and advanced students use the same lessons?**

3. **Spoken English Learned Quickly** is a powerful spoken English language program with over four years of development behind it. For each hour of study, a student can easily increase English fluency at twice the rate possible with ESL lessons. (See the **half-time** link on our home page. Also, look at our **What is Accelerated Spoken English?** link.) Just using **Spoken English Learned Quickly** during the week would put your English camp in high demand. But there is more. In most cases, English camps are getting copies of our reproducible CD at no cost. You can't beat FREE. Now, you can include a take-home CD with your English camp which would have a \$135 price if sold commercially. Students will certainly appreciate that! Finally, because you can build your English camp around the use of the CD for spoken English practice, you can reduce your teacher-load while at the same time greatly increasing the camp's effectiveness.

However, we can tell you one certain way that you can destroy its effectiveness. Try to include some grammar and writing sessions. It doesn't work! (See **The place for grammar and writing in spoken language study.**) Your students are coming to your English camp because their years of study in schools haven't given them the ability to speak. Why give them more of the same?

4. You will want to conduct an English camp which will satisfy your students that they received the best spoken English training possible. Hopefully, they will leave with a sense that their fluency was greatly enhanced because of the effort. However, one week of English camp is only the beginning. Your greatest contribution to their eventual success will come if you have encouraged their consistent use of the **Spoken English Learned Quickly** CD for further study. Their English fluency will improve rapidly if they continue working with the lessons for an hour or two a day, five days a week, over the next six to nine months.

AUDIO FORMAT

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

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

Using the CD format

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

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

The MP3 audio format generally used for music, is becoming increasingly popular as the audio cassette recorded exercise recorder is becoming less commonly used. All *Spoken English Learned Quickly* audio exercises may be

downloaded from the web site in MP3 format. This allows the entire 15 hours of audio material to be transferred to CDs or directly to MP3 players.

Making a recorded exercise cassette recording

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

Using iPod© and MP3 players

The mp3 audio files can be directly downloaded to either iPod© or MP3 players. Use the [Lesson Downloads](#) link on the home page to access the mp3 files.