

LEARNING SPOKEN ENGLISH

. . . in half the time

by Lynn Lundquist

Learning Spoken English

...in half the time

by Lynn Lundquist

Publisher information

Public Domain. This book (***Learning Spoken English***) may be freely published in English or translated into any other language. It may be sold or distributed in any manner (including website publication) without permission from, or royalty payments to, the author. It may carry any publisher's, translator's, or author's name and copyright as long as other publishers outside of the original country of publication can publish their own edition. The book's title may be changed at the publisher's discretion. The book's dual purpose is to help those wanting to learn English become more successful in that endeavor, and to be an effective advertising medium for ***Spoken English Learned Quickly*** as distributed by **www.FreeEnglishNow.com**. As such, our only requirement is that: 1) the English text of the numbered chapters be published as supplied (however, the book's title, cover, and the content of the front material may be altered at the sole discretion of the publisher), 2) any translation be a true translation of the English text, and 3) the names ***Spoken English Learned Quickly*** and **www.FreeEnglishNow.com** be prominently displayed in the text. Any one of three texts may be used: the HTML texts by copying the VIEW SOURCE files, the **PDF file**, or the **Microsoft Word** files. The **graphics file** (included with the **Microsoft Word** files) may be used as is or may be redrawn provided that the intent of the individual graphic remains unchanged.

For greater interest and sales, we recommend that *Learning Spoken English* be published using both the translated language and English. The translated language should be emphasized as the primary language with the translated book title in larger font on the cover and each page occupying the left-hand page. English should be the secondary language with the book title in smaller font and each English page occupying the right-hand page. See the example on **www.FreeEnglishNow.com/lsebrazil.pdf**.

We also suggest that a CD of the entire course be included with the book. See **www.FreeEnglishNow.com/help14.html**.

Index:

Introduction

Chapter 1: **Teaching Your Tongue to Speak English** 1

Chapter 2: **Four Rules for Learning Spoken English** 12

Chapter 3: **Grammar and Writing in Spoken English Study** 17

Chapter 4: **Do You Need Beginning and Advanced Lessons?** 21

Chapter 5: **Selecting a Text** 25

Chapter 6: **Studying the English Verb** 35

Chapter 7: **Success in Spoken English Study** 43

Introduction

You have an opportunity for a better paying job, but you need to improve your English before you can apply. Perhaps you want to enroll in a university in the United States, but your English is not good enough yet.

You have already taken English classes for two years in secondary school. Maybe you have studied more English at the university. You know English grammar and can write, but you need to learn how to *speak* English.

And you need to improve your spoken English very quickly.

This book will tell you how to retrain your mind—and your tongue—in order to learn how to speak English fluently.

With the information from this book, you can learn to speak English in half of the time it normally takes.

Throughout this book, I will emphasize *spoken* English.

Chapter 1: ***Teaching Your Tongue to Speak English*** explains the concept on which this ***Spoken English Learned Quickly*** method is built. The remaining chapters tell you how to apply that information as you learn to speak English fluently.

I wish you the best of success as you study spoken English.

Chapter 1: **Teaching Your Tongue to Speak English**

Chapter Summary: Speech is controlled in your mind by feedback from your hearing and mouth position as much as it is from your memory. If you want to speak fluent English, it is just as important to retrain your tongue as it is to train your memory. To be effective, however, you must retrain your mind, tongue, and hearing at exactly the same time because they must work together when you speak English.

Why have you studied English so long in school without learning to speak fluently? It is because your teachers have tried to train your mind with written exercises without retraining your tongue at the same time.

If you want to learn to speak English fluently, it will help you to understand how the human mind produces speech.

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

Open-loop machine control

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

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

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

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

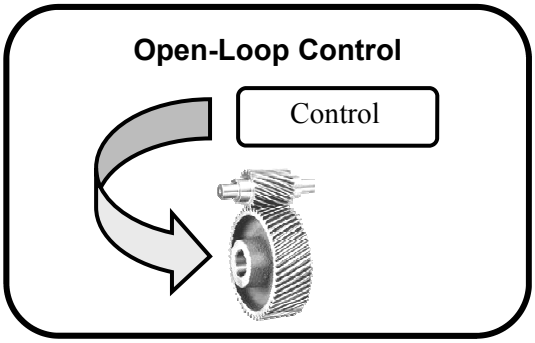


Figure 1: An open-loop machine control.

Closed-loop machine control

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

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

Wikipedia's definition of a closed-loop system subsequently becomes too technical to use here. However, as Wikipedia suggests above, a sprinkler incorporating a soil moisture sensor would be a simple closed-loop system. The sprinkler system would have both a timer and a control valve. Either could operate independently, and either could shut the water off, but both would need to be open in order for the sprinkler to operate. The arrangement is shown in Figure 2.

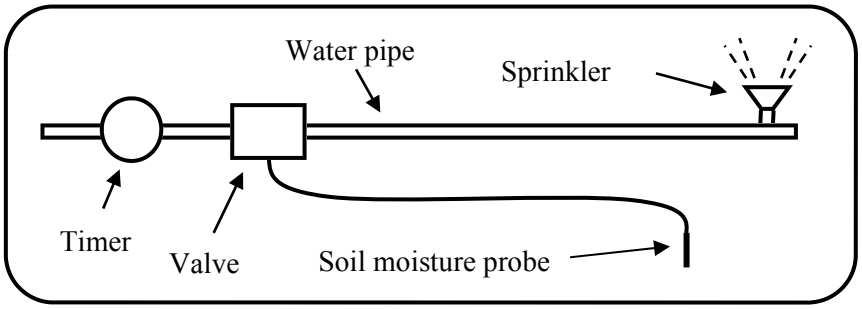


Figure 2: A closed-loop sprinkler system.

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

Figure 3 shows a simple closed-loop machine control.

Notice that Figure 3 also shows a *calibration* function. Irrespective of whether it is a soil moisture sensor on a sprinkler—or a counter on a machine—there must be some way of setting the control so that it will respond in a predetermined way. In a

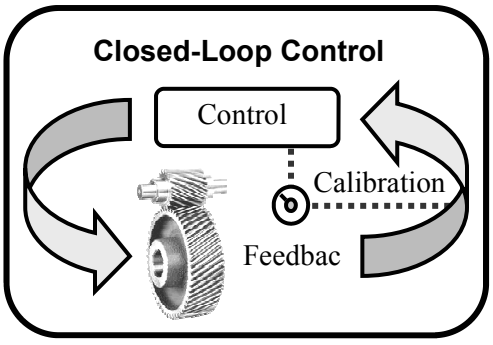


Figure 3: A closed-loop machine control.

machine application, the calibration function could be a counter which is set so that the machine will produce a certain number of finished parts.

Human speech is a closed-loop system

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

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

Because you have spoken your own language all of your life, all of this control is automatic—you do not need to think about it. But when you learn to speak English, you must retrain all of these processes so that they will all work together at the same time. It is not enough to simply put new vocabulary words or grammar drills into your memory. You must retrain your mind to use all of the new sounds your ears will hear, as well as the new movements of your tongue, mouth, and breathing. Yet, since all of these things must happen together for you to speak fluent English, all retraining of your memory, hearing, and the nerves in your mouth must be done simultaneously.

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

The Organ or Sense	Primary Function(s)	Comments
The mind provides:	1. vocabulary memory 2. partial syntax control 3. feedback coordination 4. calibration by the speaker to give meaning to the sounds	The mind is the storage bank for vocabulary. Memory is also involved in structuring syntax. The mind uses both auditory and proprioceptive feedback to monitor and calibrate speech in real time.
The mouth and related organs provide:	1. sound production 2. breath regulation 3. proprioceptive feedback to the mind in real time which regulates pronunciation and provides partial syntax control	The proprioceptive sense is involved in both pronunciation and syntax feedback. It is essential for speech control.
Hearing provides:	1. auditory feedback to the mind in real time	Auditory and proprioceptive feedback are combined in the mind for essential speech control.

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

Proprioceptive.[2] Human speech would be impossible without the proprioceptive sense. (*Proprioceptive* refers to the sense within the organism itself which detects or controls the movement and location of the muscles, tendons, and joints which are used to create speech.) Our mouth, vocal cords, diaphragm, and lungs incorporate thousands of nerve sensors which the brain uses to control the movement and position of these same organs—the mouth, vocal cords, diaphragm, and lungs. Imagine the complexity of pronouncing even a single word with

the need to coordinate the tongue, breath control, and jaw muscles. Now multiply this complexity exponentially as sentences are constructed in rapid succession during normal speech.

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

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

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

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

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

I make no apology for the intricacy of this explanation. The neurological feedback and resulting control of the muscles involved in

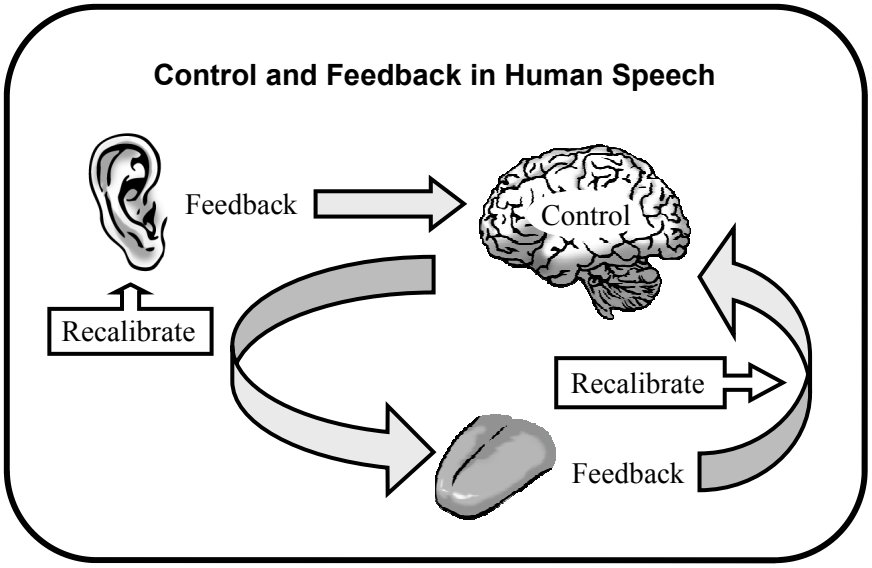


Figure 4: Control and feedback in human speech.

speech is extremely complex. The mind is involved in a far greater task than simply remembering vocabulary and organizing words into meaningful sentences.

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

Even English syntax is dependent on your proprioceptive sense. The statement, "This is a book," *feels* different to the nerve receptors in your mouth than the question, "Is this a book?" We can certainly understand that memory is involved in the use of correct grammar. Just as important, however, is the observation that proprioceptive feedback demands that a question evoke a different sequence of feedback than a statement. This is why I have identified partial syntax control in Table 1 as being a shared function of both the mind (memory) and the mouth (as a proprioceptive sense).

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

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

The best way to learn English

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

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

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

Surprisingly, it will take far less time for you to learn both fluent spoken English and excellent English grammar by learning only spoken English first, than it will for you to study written English grammar lessons before you can speak English. This does not mean, however, that grammar is not a necessary part of spoken English instruction. It is impossible to speak English—or any other language—without correct use of its grammar. My statement simply means that the best way to learn English grammar is through spoken English exercises. (See Chapter 3: *Grammar and Writing in Spoken English Study*.)

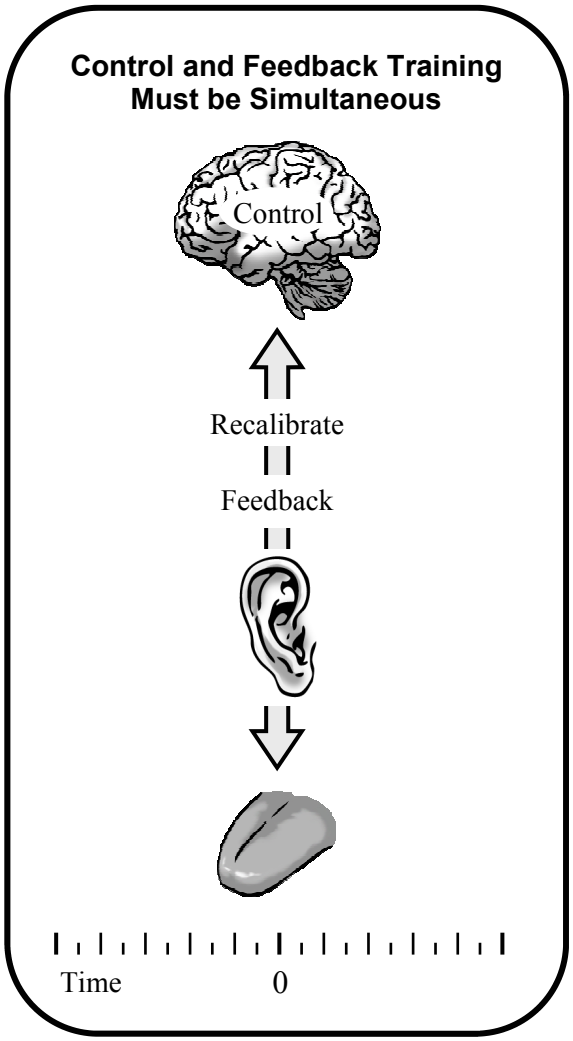


Figure 5: Control and feedback training must be simultaneous.

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

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

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

Without simultaneous involvement of all skill areas of speech, it is impossible for you to effectively retrain your proprioceptive sense in

order for you to speak fluent English. Yet, this is exactly what grammar-based English instruction has traditionally done by introducing grammar, listening, writing, and reading as segregated activities. It is not surprising that you have studied English so long in school without learning to speak fluently.

Grammar-based instruction has hindered English learning by segregating individual areas of study. This segregation is represented in Figure 6. Grammar-based English training has not only isolated proprioceptive training areas so that it prevents simultaneous skill development, it has replaced it with visual memory training by using written assignments. Grammar-based language instruction teaches English as though spoken English was an open-loop system. The result for the student is that, gaining English fluency requires far more study time, pronunciation is often faulty, and grammar becomes more difficult to learn.

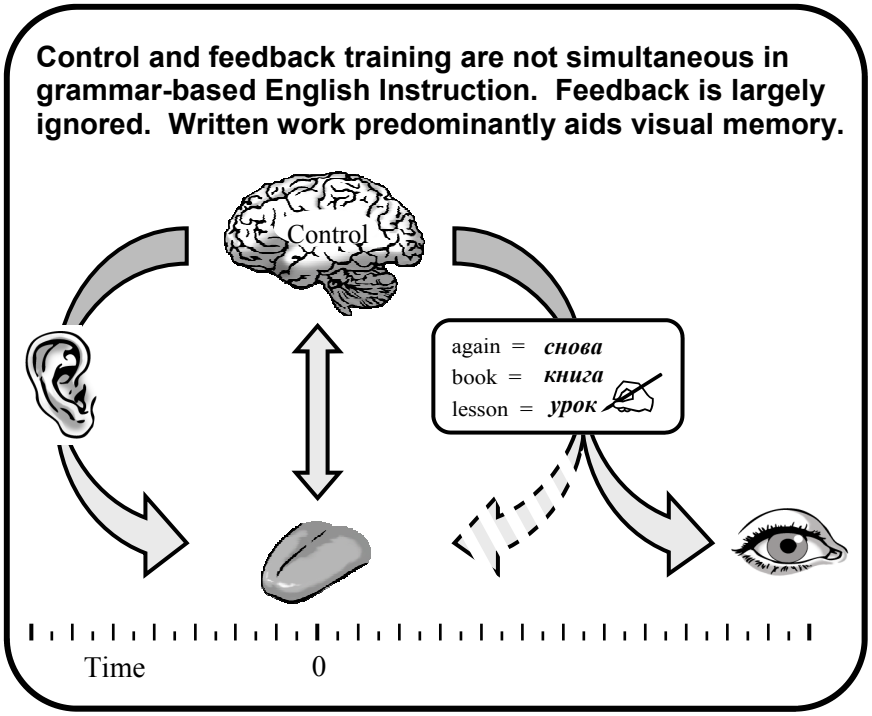


Figure 6: Control and feedback training are not simultaneous in grammar-based English instruction.

Conclusion.

Why has it taken you so long to learn to speak English fluently?

Grammar-based English language instruction teaches as though spoken English is primarily a function of memory. Consequently, grammar-based English lessons emphasizes non-verbal (written) studies of grammar, writing, reading, and listening. All of these activities may increase recall memory for written examinations, but they have little benefit in teaching you to speak fluent English.

The only way you can effectively learn spoken English is by using *spoken* English as the method of instruction. All of your study (including English grammar) should be done by speaking English at full voice volume for the entire study period.

---

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

[2] The terms *Proprioceptive Method* and *Feedback Training Method* may be used interchangeably in describing this language learning method. An earlier term, *Proprio-Kenesthetic Method,* was also used for this same language program.

Chapter 2: **Four Rules for Learning Spoken English**

Chapter Summary: This chapter explains four rules which you must follow in order to learn spoken English. These four rules help you retrain your mind and tongue simultaneously so that you will learn to speak fluent English quickly.

You will be surprised by the fourth rule which states, "You must never make a mistake when you are speaking English."

There are four simple rules you must follow when you are learning to speak English:

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

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

   One of the reasons that your English study in school required so much time while producing such poor results is that none of the *silent* study did anything to train your tongue to speak English.

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

   The proprioceptive sense is not all that you are retraining when you learn spoken English. There is cognitive learning (memory) which must also take place. Grammar-based English instruction has emphasized cognitive learning to the exclusion of retraining the proprioceptive sense. Nonetheless, cognitive learning is an important part of learning to speak English fluently.

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

However, just as you will hinder proprioceptive training by trying to study *silently,* so you will also limit cognitive learning by reading from a text rather than constructing the syntax in your own mind. If you are studying English with ***Spoken English Learned Quickly***, you may use the written text when you first study a new exercise. However, after repeating the exercise two or three times, you must close the text and do the exercise from recall memory as you listen to the audio recording. You must force your mind to *think* in English by using your recall memory when you are studying spoken exercises. You cannot read from a text.

I will come back to this later in Chapter 5: *Selecting a Text*, because there will be times when reading from a text such as a newspaper is an effective language learning tool. But when you are doing sentence responses with recorded exercises, you must force your mind to develop the syntax by doing the exercise without reading from a text.

You are not *thinking* in English if you are reading. Making your mind work in order to think of the response is an important part of learning to speak English.

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

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

When you speak your first language, you do so with no conscious awareness of tongue or mouth position and the air flow through the vocal cords. In contrast, it requires experimentation and conscious effort when you first attempt to make an unknown discrete sound in English—this single sound, usually represented by one letter, is called a phoneme. Some new sounds will be relatively simple for you to make. Others will be more difficult.

To add to the complexity, each phoneme has other phonemes or stops adjacent to it which change its sound slightly. (A *stop* is a break caused by momentarily restricting the air flow with the tongue or throat.) For example, the simple English sentence, "Why didn't

that work?" may be difficult for you to pronounce if your language does not use the English "th" sound. But it may give you difficulty for another reason as well. There are actually two stops in the sentence. When properly pronounced, there is a stop between the "n" and "t" in "didn't" and another stop between the final "t" in "didn't" and the first "t" in "that." Even though the sentence may be said very quickly, the two stops would make it, "Why didn / t / that work?"

Your objective is not to be able to write the sentence, "Why didn't that work?" accurately in English. Your goal is not even to be able to say it just well enough so that someone could figure out what you meant. Your objective is to be able to say, "Why didn't that work?" so perfectly to an American that she would think she had just been asked the question by a fellow American.

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

4. *You must never make a mistake when you are practicing spoken English.*

When you are learning spoken English using the ***Spoken English Learned Quickly*** method, you are strongly reinforcing the learning process each time you speak. However, when you construct a sentence incorrectly, you have not only wasted the learning time used to construct that sentence, but you must now invest even more time in order to retrain your mind, mouth, and hearing in order to construct the sentence correctly. The more you use a sentence structure incorrectly, the longer it will take for your mind, mouth, and hearing to identify the correct syntax.

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

Yet, before you conclude that this would be impossible, let's look at a way in which it can actually be done using the ***Spoken English Learned Quickly*** language course. (Well, it can almost be done!)

Traditional English study

Traditional methods of teaching English attempt to engage the students in free speech as quickly as possible. Though the goal is commendable, in practice it has a serious drawback. A beginning student does not have enough language background to be able to construct sentences properly. More to the point, the instruction program seldom has enough teachers to correct every student's errors. Consequently, beginning students regularly use incomplete sentences having incorrect syntax and verb construction. The instructor often praises them for their valiant effort, in spite of the reality that they are learning to use English incorrectly. The student will now need to spend even more time relearning the correct syntax.

Controlled language study

The better alternative is to derive all initial spoken language study from audio recorded materials which contain perfect syntax, perfect use of the verb, and perfect pronunciation. This sounds restrictive, but, in fact, it can be done with the ***Spoken English Learned Quickly*** lessons.

Say, for example, that during the first two weeks of English study, you used only the ***Spoken English Learned Quickly*** recorded exercises. You would repeat the recorded lesson material which was accurate in every detail. For the entire instruction period, you would work by yourself while repeating the exercise sentences hundreds of times.

Needless to say, in two weeks' time, you would have spoken English correctly far more than had you been passively sitting in a traditional English class. But more to the point, everything you would have learned would have been correct. Your syntax would have been correct. Your use of the English verb would have been correct. And, as much as possible, your pronunciation would have been correct.

To continue the example, say that it was now time for you to begin trying *free* speech. Yet, we still would not want you to make mistakes. Consequently, all free speaking would be taken directly from the many sentences you would have already learned. Your teacher would ask questions from the ***Spoken English Learned Quickly*** exercises so that you could answer in the exact words of the sentences you would have studied. Subsequently, you would be given questions to answer which would use the same structure as the sentences you already knew, but

now you would substitute other vocabulary words which would be in the same lessons.

Making the application.

I assume that you are a college student or a young professional and that you are highly motivated to learn to speak English fluently.

You will do much better if you seek ways in which you can speak English correctly from the very beginning. Strike a careful balance between free speech and forcing yourself to follow a pattern of correct English use. Do everything in your power to use English correctly.

In the early weeks of English study, this may require that you spend more time repeating recorded ***Spoken English Learned Quickly*** exercises than in trying to engage in free speech. Later, however, you will need to spend a great deal of time talking with others.

Nonetheless, every time you encounter new syntax in English, use controlled language drills long enough so that your mind becomes thoroughly familiar with correct sentence structure and pronunciation. If you are using the ***Spoken English Learned Quickly*** lessons, repeat the exercises until you can say them quickly and accurately with perfect pronunciation. As you progress in your English study, begin reading English newspaper articles aloud. Look for examples of new vocabulary and sentence format. Mark the sentences, verify the vocabulary, and then read—and repeat from recall memory—the sentences aloud until they become a part of your speech.

Chapter 3: **Grammar and Writing in Spoken English Study**

Chapter Summary: Any language is unintelligible without grammar because grammar consists of rules used to put words together in ways which convey meaning. The issue is not whether or not you need to know English grammar. The question is, "How do you learn English grammar best?"

My personal experience

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

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

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

I also took two years of Spanish in secondary school. We started with basic grammar. We wrote exercises every day. But we almost never heard spoken Spanish, much less spoke it ourselves. After secondary school graduation, I could neither speak Spanish nor understand Spanish grammar.

Within 10 years of my secondary 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 because French and Spanish verb construction is similar, I also began to understand the Spanish grammar which made no sense to me in secondary school. Because I could read and write in English, I had no difficulty reading French. It was a simple transfer of knowledge from reading in English to reading in French.

Later, I studied an African language. Because school-based language courses were almost non-existent in that country, all of my language training was done by way of recorded language drills that I adapted from local radio broadcasts. I also had a university student as my language helper. Yet, I learned how to structure a sentence (which is applied grammar) and write in that language much more quickly than had I been studying grammar and writing independently of the spoken language.

Traditional English instruction

Traditional English instruction for non-English-speaking students has reversed the process with poor results. Most English classes teach grammar as a foundation for spoken English.

The quickest way to teach students to read English is to teach them to speak it first. The fastest way to teach them sufficient grammar to pass college entrance exams is to build a foundation by teaching them to speak English fluently. Whenever the process is reversed, it takes a needlessly long time to succeed in teaching grammar and writing skills, much less fluent spoken English.

If you are in a school that is using the ***Spoken English Learned Quickly*** lessons and the instructors are also trying to teach supplementary grammar lessons, your progress will be hindered. The fastest way for you to learn excellent English grammar is to learn it while speaking. Every sentence you speak in this ***Spoken English Learned Quickly*** course will teach you grammar. When you have repeated the sentences enough times so that they sound correct to you, you will have learned English grammar. The ***Spoken English Learned Quickly*** lessons are full of grammar. But the grammar is learned by *speaking,* not by writing.

Do not misunderstand what I am saying. You cannot speak any language well without knowing its grammar because grammar consists of the rules used to put words together into meaningful sentences. In English, we can use a given number of words to make a statement or ask a

question by the way in which we order the words and use inflection. Simply stated, placing the words in the correct order is applied grammar.

The best time to study grammar

In Chapter 1, I said that effective spoken English instruction simultaneously trains all of your cognitive and sensory centers of speech. When is the best time to learn that the sentence, "That is a book," is an English statement, and the sentence, "Is that a book?" is an English question? The best time is when you simultaneously learn to speak these two sentences. That would take place while you are learning many other similar sentences so that you will develop a cognitive sense reinforced by motor skill and auditory feedback. You will learn that the order and inflection of the one sentence is a question, while the other is a statement. The *sound* of the sentence is as much an indicator of its meaning as its written form. Right? Right!

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

I am not saying that grammar or spelling are unnecessary. Rather, I am saying that grammar can be taught more effectively—and in less time—by using audio language drills. Teaching grammar by means of spoken language has the great advantage of reinforcing the cognitive learning of grammar while using two additional functions found in normal speech—motor skill feedback and auditory feedback. Teaching grammar as a written exercise does develop cognitive learning, but it reinforces it with *visual* feedback.

Though visual feedback has some merit, it is outside the context of spoken English. The single reinforcement of visual feedback *outside* of the spoken English context is far less effective than motor skill feedback and auditory feedback which are both *inside* the spoken language context. The trade-off is costly and retards progress. Far more is gained when you learn to identify correct grammar by the way a sentence *sounds,* rather than by the way it *looks*. Though it would not

typically be explained this way, it is also important on a subconscious level that you learn how correct grammar *feels*. As a function of the proprioceptive sense, a statement produces a certain sequence of sensory feedback from the mouth, tongue, and air passages that *feels* different than a question.

It would take considerably longer to teach a language student how to write English grammar exercises, and then speak English correctly, than it would to teach the same student to first speak English correctly, and then introduce rules of grammar. This gain would be greatly augmented, however, if the rules of grammar were incorporated into the spoken language lessons themselves as they are in ***Spoken English Learned Quickly***.

If you study spoken English for a year, you will gain a great deal of fluency. With that spoken English fluency, you will have a good understanding of English grammar. If you spend the same amount of time in English grammar study, you will have limited English fluency and will have little practical understanding of English grammar.

That is probably why you are reading this book. You have undoubtedly studied written English for a long time, but you still can't speak English very well.

Chapter 4: **Do You Need Beginning and Advanced Lessons?**

Chapter Summary: Without first evaluating the unique qualities of language, it is often assumed that English study must be divided into *beginning*, *intermediate*, and *advanced* levels.

However, a careful assessment of English indicates that it does not use multiple levels of language complexity.

The kinds of sentences which you use as a beginning student are the same kinds of sentences which you must master as an advanced student in order to gain English fluency. As a beginning English student, you must learn English in the context of full sentences. As an advanced student, you must use the same sentences in order to perfect syntax and intonation.

Your perceived needs as you begin studying English will significantly influence how you answer this chapter's title question. If you decide that you need *beginning* English when you start your study, you will spend much time looking for lessons with beginner level sentences because English does not have differing levels of difficulty. On the other hand, if you decide that the English used in the daily newspaper is what you want to learn, you can easily find that kind of English language.

Is there a need for beginning and advanced lessons in English?

I am really asking if beginning and advanced students can use the same level of lessons to learn spoken English. Before you give an intuitive answer, I need to ask the question properly. The question is, "Does English have multiple, specialized language divisions?"

The answer is, "No, it does not." There is no *high* English language spoken by the gentry versus a *low* language spoken by commoners. Historically, many languages such as Greek and Chinese, have indeed used two levels. Modern English does not even have a specialized construc-

ion for folklore. Many languages in which oral tradition has been preserved have a storytelling form of the language which is distinct from the language used in everyday conversation. In these languages, there are often specialists who recount folktales in public gatherings. Commonly spoken English has none of that.

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

English has many specialized vocabularies. Any student who has taken courses in anatomy, law, physics, automotive technology, psychology, engineering, geology, or anthropology has spent a great deal of time learning specialized terminology. 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 secondary school education would make essentially the same evaluation of another speaker's ability to use *good* or *bad* English.

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

There is only one kind of English which you need to learn. You do not need two or more different course levels. This is not to say that English is a simple language to learn. Far from it. Though it is true that some technical terms and concepts, for example, may be difficult to comprehend, the English language itself does not have differing levels of difficulty.

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

Now I can answer the question, "Do you need beginning and advanced English lessons to learn the language?" Of course not. There is only one level of spoken English. If you are a beginning student, you must start by speaking normal English sentences. If you have studied English for several years and consider yourself an advanced student, you must continue until you are able to fluently pronounce the words in those same normal English sentences.

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

Complex English sentences

I need to add an explanation so that what I am saying is understandable. English grammar identifies **simple sentences** (sentences with one main clause), **compound sentences** (sentences with two or more main clauses), **complex sentences** (sentences with one main clause and at least one subordinate clause), and **compound-complex sentences** (sentences made up of two or more main clauses and at least one subordinate clause). An example of a compound-complex sentence would be, "The Saturday afternoon program was like a two-ring circus; while one part of the TV screen carried the professional football game, the other part showed scores from collegiate games." Of course, this is not a sentence we would expect beginning English students to use. But the complexity of the sentence is not in the language level of the sentence. Its so-called complexity is only in the punctuation of the sentence which makes it a *complex* sentence by grammatical definition. With very little change, the sentence could become three simple sentences: "The Saturday afternoon program was like a two-ring circus. One part of the TV screen showed the professional football game. The other part of the TV screen showed scores from collegiate games." Aside from vocabulary, any one of these three sentences are *beginning* level sentences.

Thus, when I say that there is no difference in the level of English sentences a beginning and advanced student must study, I am not talking about a grammatical definition. I am saying that there is not one language that would be used by commoners and another that would be used by the gentry. Even though the example sentence about the TV's

split screen is not a sentence we would want to include in the first lesson, it does not represent multiple, specialized language divisions.

But it's too difficult to start with normal English

Not really. Once you understand the "hello"s and "goodby"s in English, you are ready to begin practicing with normal sentences. Aside from sentences which contain specialized vocabulary, most English sentences use common verbs and syntax construction. This is the English you want to speak. Use it from the very start of your language study.

This is not as difficult as it seems. If you are using the ***Spoken English Learned Quickly*** course, you will discover that Lesson 1 uses normal English sentences, even though it uses only the present tense. Lesson 2 uses complete sentences in past, present, and future tenses. The sentences become slightly more complex as the lessons progress, but every sentence in the entire course is one that you will need to master as an "advanced" student. Your objective in using ***Spoken English Learned Quickly*** is not merely to understand the sentence as though it was part of a grammar exercise. Your objective is to be able to use each sentence in fluent English speech.

The spoken language you want to learn is everyday English. It will remove a great deal of stress if you realize that in the very first week of English study, you are learning normal English. By and large, your English study will never become any more difficult than it is when you first begin because you will be studying *normal* spoken English from the first lesson to the completion of your formal study.

This is how you will study English with ***Spoken English Learned Quickly***. It was designed for both beginning and advanced students because our students want to learn *spoken* English, not written English grammar.

Chapter 5: **Selecting a Text**

Chapter Summary: For spoken English study, you will need both a written text and an audio recording of that text. It will be easier to make an audio recording using a newspaper text than it will be to transcribe a radio audio program as a written text.

The newspaper article becomes an excellent text for language study.

If you are using ***Spoken English Learned Quickly***, both the text and the audio recordings have already been prepared for you.

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

As you begin language study, you will need both a manuscript and an audio recording of the text for pronunciation practice. In your initial selection of a study text, you will be faced with a choice between a printed text from a newspaper or spoken language from a radio broadcast.

I will explain the use of a newspaper as an English text in this chapter because it will help you to understand how the text would be used. However, if you are using the ***Spoken English Learned Quickly*** lessons, the text and the audio recordings are complete and all of the features in this chapter are already built into that course.

Fourteen of the 16 ***Spoken English Learned Quickly*** lessons begin with a *Lesson Text* section. This material may be read aloud exactly like a newspaper. If you are using the *Lesson Text* for your reading,

you will have the added advantage of familiar vocabulary and audio recordings to guide your pronunciation. You may also print each *Lesson Text* from the downloadable section of the website.

After you complete the ***Spoken English Learned Quickly*** lessons, you will still want to read newspapers as you continue studying English. You can become very fluent in English—and develop an excellent vocabulary—if you continue to read English newspapers aloud. However, at that point you would not need to make audio recordings. Reading aloud and keeping a vocabulary notebook would be all you would need to do. By this time in your study, I am assuming that your pronunciation and voice inflection would be acceptable. If not, you would need to return to the ***Spoken English Learned Quickly*** lessons until your pronunciation was correct.

Going from a written text to an audio recording

In this chapter, I am merely describing the text itself. For the moment, I will assume that you would have a teacher who speaks English as his or her first language. I am also assuming that you would have audio recording equipment.

By now you realize that the purpose of using the newspaper is *spoken* language practice. You would always read the newspaper aloud, and would frequently read a sentence aloud and then look away from the text, repeating the sentence from recall memory.

Everything considered, you would probably find it easier to produce an audio recording from a newspaper text than you would to produce a text from a radio broadcast recording. It would be much simpler to have your English teacher record the text than to have the teacher transcribe the audio recording.

For your study purposes, a printed newspaper text would assure a more precise use of the language, better spelling, and a more easily preserved printed copy. Because live radio broadcasts are difficult to record with inexpensive audio equipment, you would likely have difficulty hearing all of the words. Therefore, it would be easier to get a good text and a usable recording by having the teacher read a newspaper text for the audio recording. The text would be recorded so that there would be adequate pauses for your study.

Using the newspaper for vocabulary

First, read the article out loud, identifying new vocabulary as you read. Whenever you read a word you do not know, stop and find it in your dictionary. Keep a vocabulary notebook. If a word you do not know is used more than twice in an article, put a check (✔) by it for special study. However, do not check names of places or people. After you finish reading the article for the first time, review the meaning of all of the new vocabulary words. Study these words enough so that you know what they mean when you read the article. Always pronounce vocabulary words—do even your vocabulary study out loud.

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

Whenever you are able to do so, write cognate forms of the same word. For example, *to adhere*, an *adhesive*, and *adhesion* are cognates. It will be helpful for you to learn multiple cognate forms of a word at the same time rather than learning each form as a new vocabulary word when you encounter it. Association of a single word in multiple forms with one root meaning will result in more rapid vocabulary retention. It will also teach you how to develop cognate forms of words as you speak English in the future.

Verbs should be listed in your notebook by their infinitive form (for example, "to remember") rather than by a conjugated form (for example, "she remembers"). After mastering the verb's conjugation, it will be far simpler to learn a single verb form than it will be to attempt to learn each form of a verb as an individual vocabulary word.

Spoken English Learned Quickly does an excellent job of teaching English verbs. Since you will learn each new verb in all its persons, tenses, and specialized forms, you will learn the English verb so well that you will be able to use every tense and person of any regular English verb. If you heard a new English verb, you would be able to use every person and tense in a spoken sentence even if you did not know that verb's meaning.

Using the newspaper for meaning

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

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

If you still cannot figure out the meaning of a sentence, it may be because two or more words are used together as a single expression. Try to determine the meaning of expressions. Look for similar expressions in other articles. If you still cannot determine the meaning of an expression, ask your English teacher for assistance.

Review your vocabulary meanings regularly with your English teacher.

Using the newspaper for syntax development

Reading a newspaper article aloud is an ideal way to reinforce your use of grammatically correct English syntax. Your goal is to retrain your mind, hearing, and mouth to understand and use English correctly. Reading aloud from a newspaper is one of the best ways to accomplish that.

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

In many respects, using the newspaper for syntax development is similar to using it for fluency enhancement and as an aid in conversation as mentioned below. The same exercises suggested below would be as profitable for syntax as they would be for fluency and conversation.

Using the newspaper in order to learn expressions

Expressions add richness to all languages. Identify expressions as you read the newspaper. Use a special mark to identify them in articles. Many expressions may be divided so that component words of the expression are separated by non-component words.

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

To continue with another illustration, English uses word forms 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.

Using the newspaper for fluency enhancement

In this use of the newspaper, you would simply read rather than alternating between reading and repeating a sentence from recall memory. You would want to read the entire article aloud for fluency practice. Try reading the article as smoothly as possible without stopping. Read it aloud at least twice.

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

Your purpose would not merely be to learn the vocabulary in these newspaper articles, but to learn to speak fluently. Keep practicing until you can read the article aloud so that an American speaker could clearly understand what you are saying.

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

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

Using the newspaper for conversation practice

In Chapter 2 I said, "*You must never make a mistake when you are speaking.*" That objective will be the most difficult when you first begin free conversation. However, using a newspaper article will be a great aid in producing conversation which is essentially free of mistakes.

A newspaper article can give you a great deal of structure for conversation practice. This structure would give both you and your English teacher 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. Your English teacher could use the newspaper article to structure free conversation.

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

English teacher: "What did the Governor announce on Friday?"

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

English teacher: "What did the Governor announce on Friday?"

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

English teacher: "Will the Governor run for another term?"

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

English teacher: "Will the Governor run for another term?"

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

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

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

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

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

Assuming that you had only been studying English for four weeks, your initial response to each question would be halting. You would also be looking at the printed text when your English teacher initially asked the question. But at least your answer would be word perfect. You would be training your proprioceptive sense by using perfect syntax. Now you would want to add perfect pronunciation and fluency to that.

During typical English instruction, extra attention is usually given to *poor* performance. That is, when you use a sentence incorrectly, it is corrected with additional drills. On the other hand, when you respond correctly, the teacher moves on to the next sentence. That is not what you would want your English teacher to do for you now. Of course, you would want help with incorrect syntax and pronunciation. But in order to learn the language effectively, you would want to emphasize *correct* language use. To continue our example, say that none of the sentences in the above illustration would contain any phonemes which you could not reproduce acceptably. Therefore, your English teacher would continue to drill you on these same sentences until you pronounce them perfectly.

She would again ask the first question twice, allowing you to respond accordingly.

English teacher: "What did the Governor announce on Friday?"

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

English teacher: "What did the Governor announce on Friday?"

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

Now, however, you would not be looking at the text. Your English teacher would ask these two questions until you could answer word perfectly from recall memory.

But she would still not be finished. She would now increase her tempo and would expect you to answer accordingly. She would persist until the two of you were conversing so quickly and naturally that if an American came into the room, he or she would hear a strange redundant conversation in what would otherwise be completely understandable English. It would be just as understandable to that English speaker as any conversation between two Americans in a grocery store.

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

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

Congratulations!

Using *Spoken English Learned Quickly*

The ***Spoken English Learned Quickly*** lessons are designed exactly like the newspaper illustration described above. There is both a text and enough recorded audio lessons so that you would be able speak English for two hours each day, five days a week, for nine months. However, because you would have the recorded audio lessons, after you understood each new exercise, you would do all of your practice with your text closed.

Spoken English Learned Quickly was designed for students who do not have a teacher who speaks English as his or her first language. You would be able to do all of your study alone. However, if you are taking an English class using this course, your teacher should be able to use questions and answers with you in the same way illustrated in this chapter.

If your teacher does not speak English as his or her first language, then most of your time should be spent studying with the recorded ***Spoken English Learned Quickly*** lessons—it should not be spent in English grammar lessons. You have already studied enough English grammar in school. ***Spoken English Learned Quickly*** was designed so that you can learn to *speak* English as quickly as possible. Grammar lessons would only slow you down.

Our promise to you

As you know, ***Spoken English Learned Quickly*** may be freely downloaded from the website **www.FreeEnglishNow.com**. We charge no money for the course, so we are not trying to "sell" you anything. However, if you will study for two hours each day as described above, and if you will study using the four rules described in Chapter 2, you will quickly learn to speak good English.

If you have never studied English before, in four months you will be able to have a simple English conversation with any American. If you have already taken two years of English instruction in school and still cannot speak English well, in four months you will be speaking understandable—though simple—English. If you study for two hours a day for nine months using ***Spoken English Learned Quickly***, you will be able to speak good English.

However, you must avoid a mistake too many students make. These students try to move too quickly and quit studying ***Spoken English Learned Quickly*** too soon. They study a lesson until they understand the meaning of the sentences and the vocabulary. Then they go to the next lesson. You must remember that these are not lessons in English grammar or vocabulary. These are lessons in *spoken* English. *You have not finished a lesson until you can pronounce every sentence so perfectly—without reading from a text—that an American would think you were from the United States.* Of course, we expect that you would make it more interesting for yourself by going to a new lesson, and then

coming back and reviewing a previous lesson. But you must always remember, perfect pronunciation, perfect use of the English verb, and perfect intonation is your goal before you are finished with a lesson.

See Chapter 7 for links to English newspapers.

Chapter 6: **Studying the English Verb**

Chapter Summary: Learning to use the English verb correctly will be one of the most difficult tasks for you in learning to speak fluent English. We suggest that it will be much easier for you if you simultaneously learn all persons and tenses of each new English verb.

Spoken English Learned Quickly includes four kinds of spoken verb drills to help you learn to use the English verb quickly and correctly.

Probably nothing marks someone struggling to learn English quite as much as improper use of the English verb's person and tense. Therefore, as you study English, you will want to emphasize learning to use the verb correctly as you speak. This will require specialized English verb drills.

Spoken English Learned Quickly places great emphasis on the English verb. In all but the first lesson, you will have special spoken drills which will help you learn to use the English verb correctly in all its persons and tenses.

A short introduction to verb drills

I started my French language instruction in a grammar-based course. As I related earlier, I then began studying at a school which emphasized spoken French. During my initial study, I was frustrated by learning only the present tense of a verb, then a week or two later learning its past tense or future tense, only to come back to the same verb later to learn its subjunctive form. It would have been much more effective if I had learned each verb in all its forms at one time. The verb "etre" (to be) evolved into at least four verbs; first I learned the present tense, later the past tense, still later the future tense, and finally, an entirely new verb called the subjunctive. It would have been much more effec-

tive for me to have learned one verb as a unit having four tenses than to have learned four separate tenses as though each was a new verb.

Of course, I am exaggerating. Yet, if you learn every tense and person of each new verb simultaneously, it becomes a far simpler memory task. In addition, achieving full use of each verb as it is learned gives greater initial command of a language. I said many things incorrectly for many months until I finally learned how to use the subjunctive. Then I wasted additional time retraining my mind in learning to use the subjunctive in place of the tenses I had previously thought I was using correctly. I spent more time learning and unlearning incorrect verb constructions than had I learned fewer verbs initially, but learned them in their entirety.

There is, however, another equally forceful argument for learning all forms of the verb at one time. As I have taught the ***Spoken English Learned Quickly*** course, I have discovered that, in a relative few weeks of learning all new verbs in their entirety, adult students with no previous background in English are able to conjugate verbs which they have never before encountered. I have experimented with this many times. I choose an obscure regular verb and find a student who does not know its meaning. Then I have the student conjugate it in all its persons and tenses as a spoken drill. Only after they have successfully conjugated it do I tell them what it means. It is an amazing process to see.

Spoken English Learned Quickly was designed to be used as a self-study course. Most students study on their own. However, I have often conducted a weekly two-hour group session as a means of encouraging the students. It is during the group sessions that I have used these spoken conjugation drills.

I strongly encourage you to learn all forms of each verb the first time you encounter it in your English study. The verb will become much more useful to you in a shorter period of time. The ***Spoken English Learned Quickly*** course contains very useful English verb drills.

In traditional English language instruction, once a particular verb tense is supposedly learned, then it is assumed that the students know that form and no longer need to review it. Yes, the students may be able to write the present tense forms for many regular verbs. But that is not the objective. Can they use all of those forms in spontaneous spoken English? In ***Spoken English Learned Quickly*** we do not stop the instruction merely because our students are able to write the endings of certain verbs. Our goal is to help the students reach a level of fluency

in which they can use verbs in all of their tenses and persons correctly in normal speech.

That will also be your objective as you learn to speak English. Do not be satisfied by simply learning verb tenses and persons in written form. You do not *know* a verb until you can use it fluently in spontaneous conversation.

In the ***Spoken English Learned Quickly*** course, we try to follow the same pattern with other types of English words. It is far easier to learn *big*, *bigger*, and *biggest,* or *angry*, *angrier*, *angriest*, and *angrily* as cognate groups than it is to learn them as individual vocabulary words. Not only is it easier to remember *bad*, *worse*, *worst*, and *badly* as a group, but their meaning is better understood because they are logically related to each other. The greatest advantage, however, is that this method teaches students how the English language is developed. When students know *big*, *bigger*, and *biggest*, they can then develop the word *tallest* if they know only the word *tall*. The real essence of language fluency is understanding that language well enough to intuitively use new vocabulary during actual conversation.

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

Four types of verb drills

In the ***Spoken English Learned Quickly*** lessons we use four verb table formats. All verb tables are used as spoken English drills with recorded audio. In the early lessons, we use only the following format which I will call an "A" format verb drill:

1. **An "A" format English verb drill.**

TO CALL (to call) / He promised to call. (He promised to call.)

Call. (Call.) / Please call. (Please call.)

calling (calling) / It is calling. (It is calling.)

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

- I call (I call) / he calls (he calls) / she calls (she calls) / it calls (it calls) / you call (you call) / we call (we call) / they call (they call)

- I called (I called) / he called (he called) / she called (she called) / it called (it called) / you called (you called) / we called (we called) / they called (they called)
- I will call (I will call) / he will call (he will call) / she will call (she will call) / it will call (it will call) / you will call (you will call) / we will call (we will call) / they will call (they will call)

Since all of our exercises are recorded audio lessons, you would respond by repeating the words inside parentheses. We provide a 450-page *Student Workbook* which contains the written text for all spoken drills. The parenthetical phrases are included in the written text. Thus, the narrator says, "to call" and you would respond, "to call." The narrator says, "He promised to call." and you would respond, "He promised to call." Everything is spoken, and as soon as you would understand a new exercise, you would put the written text aside and complete the exercise by using only the audio recording without the text.

Repeated use of this format is what allows our students to conjugate an unknown verb correctly. Can you see how their fluency would increase as they learn to use English verbs correctly so early in their language learning experience? That is the same fluency you will want to develop as you study English.

Quite early in the lesson series, we use another verb table format. Throughout our *Student Workbook*, all irregular verb forms are written in bold type. A drill for the irregular verb "to meet" looks like this:

2. **A sentence completion English verb drill.**

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

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

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

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

met them here after work.) / They always **met** . . . (They always **met** them here after work.)

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

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

Though the sentences are simple, this format teaches the verb conjugation in the context of the spoken language. It also forces the students to be more mentally alert during the exercise. Later in the ***Spoken English Learned Quickly*** lessons, we add a third type of verb table which I am identifying here as a "B" format table. It looks like this:

3. **"B" format English verb drill.**

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

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

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

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

I test (I test)	I tested (I tested)	I will test (I will test)
he tests (he tests)	he tested (he tested)	he will test (he will test)
she tests (she tests)	she tested (she tested)	she will test (she will test)
it tests (it tests)	it tested (it tested)	it will test (it will test)
you test (you test)	you tested (you tested)	you will test (you will test)

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

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

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

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

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

In ***Spoken English Learned Quickly***, you will always study the verb using a spoken exercise without reading from the text after you are familiar with that exercise.

We use a final verb exercise format in the ***Spoken English Learned Quickly*** course. That exercise with its spoken introductory explanation looks like this:

4. **Tense- or person-selection English verb drill.**

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

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

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

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

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

This verb table format is used frequently throughout the lessons with a large number of regular and irregular verbs. It uses all tenses and persons and incorporates as much vocabulary from each new lesson as possible.

The Proprioceptive Influence

Notice how our emphasis on the proprioceptive sense in language learning has influenced our method. Verb use is important in English. In order to use the verb properly, the speaker must use tense and person correctly.

However, tense and person have multiple components. There are cognitive components which are essentially controlled by memory. So we need to construct drills which will retrain memory. This will be accomplished by using a great deal of repetition—these verb forms will be repeated thousands of times throughout these lessons.

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

We have also done something else in ***Spoken English Learned Quickly*** which would be extremely important for you. Everything you heard the narrator say would be perfect English. It is *perfect* in both its pronunciation and syntax. You could use these lessons for two hours a day for five days a week. If you would repeat exactly what the narrator says, you could speak perfect English for 10 hours during that week, even though you were studying by yourself.

Of course, you could probably do a written exercise using the same material. It would be a cognitive exercise, but it would not involve any retraining of your mouth or hearing. You would probably work on it for two hours or less during the week. The results would be negligible in terms of teaching you to speak English fluently.

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

Chapter 7: **Success in Spoken English Study**

Chapter Summary: This chapter will encourage you to be persistent in studying spoken English. Staying at the task will be your greatest difficulty.

This chapter will also encourage you to improve your spoken English fluency by reading newspapers. The chapter closes by telling you that you can expect success as you study spoken English.

You are reading this book because you want to learn to speak fluent English. I trust it will help you. Most of all, I think our freely downloadable ***Spoken English Learned Quickly*** course on **www.FreeEnglishNow.com** will be of benefit to you.

It is the world's most widely used spoken English language course, and it is helping hundreds of thousands of students around the world learn English very quickly. If you lived in the United States, for each hour of study, ***Spoken English Learned Quickly*** would help you learn to speak English twice as fast as you could learn spoken English in a college English class. However, it is much more difficult to learn to speak English fluently in a country where English is seldom used. If you live in a country where you do not regularly hear properly pronounced, grammatically correct English, ***Spoken English Learned Quickly*** could help you learn to speak English in even less than half of the time it normally takes in your country.

However, even though the course is free on the internet, it will still cost you a great deal to learn to speak fluent English. It will cost you time and a great deal of personal discipline. There will also be the cost of changing your method of studying English. You must stop wasting your time on English grammar and writing lessons and practice *spoken* English instead—even when others tell you that in order to learn to speak English well, you must study English grammar and writing. (Has studying English grammar really helped you speak English fluently?)

Why is it free?

Many wonder why ***Spoken English Learned Quickly*** is free on the internet if it is really as good as claimed. Many probably think that I am trying to sell them something later. The simplest reason that ***Spoken English Learned Quickly*** is free is that I want to help people. I especially want to help those who do not have much money. There is also a practical reason—it is too expensive for me to pay others to market a new product worldwide. Even though I would charge $135 for the course if I were selling it as a CD, it would be much more expensive for me to sell the course than it is to give it away free on the internet because I would have production, marketing, and shipping costs—and after all of the cost, it would be almost impossible to protect the course from pirating.

But there is still another reason why ***Spoken English Learned Quickly*** is free. I believe that this new method is the best way to learn spoken English. That is true even though it is impossible for me to change the way our universities and colleges teach English in the United States. There is only one way I can show them that this method is more effective. When hundreds of thousands of students around the world learn to speak English faster and better with ***Spoken English Learned Quickly*** than they can with any other course, then I will have proved the point. That is why I want you to be successful in learning fluent spoken English with ***Spoken English Learned Quickly***.

After only two years on **www.FreeEnglishNow.com**, ***Spoken English Learned Quickly*** became the world's most widely used spoken English language course. Its worldwide use increases every month because students are finally learning to speak English so quickly.

Remember the four rules

In order to succeed at learning to speak English fluently, you must remember the four rules previously given in Chapter 2:

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 English aloud, the more quickly you will learn to speak fluently.*
4. *You must never make a mistake when you are practicing spoken English.*

Now, let's add another rule—Rule number 5:

5. *Your success will depend upon the amount of time you devote to spoken English study.*

There is no alternative to spending a great amount of time in spoken English language study. If you are devoting full time to it, then try to spend a full eight hours a day, five days a week on language study. Ideally, that will be eight hours devoted to actual speaking while using either the ***Spoken English Learned Quickly*** lessons or reading the newspaper aloud. If you are enrolled in an English class, you will need to supplement your class and preparation time with additional newspaper reading and spoken exercises for a total of eight hours of study each day.

In all probability, however, you are not studying English full time. Whatever your schedule permits—from one hour a day to eight hours a day—bring as much *spoken* language into your study time as possible.

Be persistent

Lack of persistence is the largest reason why you would fail to learn fluent spoken English. Though grammar-based study is ineffective, it is usually easier for a student to do written English grammar assignments than spoken drills. (Written grammar assignments are also used because English classes are often too large for spoken language study, students do not have recorded audio lessons or audio equipment, written assignments make it look like more was accomplished, and because English teachers themselves often do not speak English fluently.)

Many ***Spoken English Learned Quickly*** students fail because they assume that when they understand the meaning of all the sentences, and know the meaning of all of the vocabulary words for a lesson, they have finished that lesson. You will not succeed, however, until you have repeated the spoken English exercises frequently enough so that you can pronounce each sentence exactly like an American. That will take far more time than merely learning what each sentence means.

Another reason ***Spoken English Learned Quickly*** students fail is because they feel they are too advanced for these lessons. "After all," they think, "I have already studied English for two years, and I already know the meaning of these sentences." They are making the same mistake. They are confusing their understanding of grammar with their ability to speak. I have had these "advanced" students come to one

class and then quit. Yet, they could not speak fluent English. They needed to do the exercises from ***Spoken English Learned Quickly*** just as much as the beginning students, though they probably would have progressed much more rapidly than others in the class. This is why ***Spoken English Learned Quickly*** is so valuable as a self-study course—each student can progress at his or her own speed.

In fact, practicing the drills until you can really speak fluent English will be the most difficult part of these lessons.

But don't try too hard

You need to be persistent. But trying too hard to learn spoken English can also hinder your progress.

When you studied for important English exams in school, you worked hard to memorize grammar rules, you lost sleep in order to study, you worried about your grade, and you were anxious during the exam. As a result, stress was often associated with English study.

On the other hand, when you and a friend were talking in your own language about a soccer game, you were excited about your favorite team's victory. But you were not anxious about the language itself when you were speaking.

To use this new Proprioceptive Method to its full advantage, you must hear yourself speaking English correctly. If stress accompanies the language learning process, your spoken English will not be normal.

Be persistent in spending the time necessary to learn spoken English. But avoid becoming stressed. Whether you are reading a newspaper aloud or repeating drills from the ***Spoken English Learned Quickly*** lessons, forget that you are studying English and speak naturally just as if you were talking to a friend about a soccer game.

Continue reading the newspaper

You will have more time to study spoken English with newspapers after you finish the ***Spoken English Learned Quickly*** course. However, even while you are studying these lessons, you may add variety by reading an English newspaper. Always read aloud using full voice volume.

Then, when you have finished all of the ***Spoken English Learned Quickly*** lessons, you should continue practicing spoken English at least

five days a week. A simple way to do that is to read an English newspaper aloud for one hour each day. Continue to use a vocabulary notebook and learn the pronunciation and meaning of new words.

If you are not certain that the English newspapers published in your country use good English (many do not), then go to the internet to find newspapers published in English-speaking countries. If you are studying American English, be certain to use newspapers which are actually published in America in order to get the vocabulary and expressions you want to study.

You may want to use the following internet sources. You can usually print newspaper articles from the internet for your study. If the normal print function on your computer does not work—or if it prints more than just the article you want—you can drag your cursor over just what you want to save in order to highlight it, click copy, and then paste it into a new document on your computer.

Some U.S. newspaper web sites.

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

Search web sites for other U.S. newspapers.

www.hometownnews.com
www.50states.com
www.dailyearth.com
www.usanewspapers.com
www.oaklandtribune.com
www.argusleader.com
www.seattletimes.com
www.chron.com

Search web sites for other U.S. newspapers.

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

Expect success

Learning to speak any new language is a difficult task. But it is not impossible. The ***Spoken English Learned Quickly*** lessons will make it much easier for you.

However, language learning always seems to move in steps. You will study for a period of time and then reach a plateau where it seems as though there is no progress. Suddenly, you will realize that your English is improving, only to once again think there is no advancement.

This is a normal process. These stair steps in spoken English fluency will be much more exaggerated to you than they will be to those who speak English as their first language. If you are studying diligently, they will undoubtedly hear regular progress in your ability to speak, even when you think nothing is happening.

Be persistent! You can learn to speak English fluently if you work diligently.

About the Author

Lynn Lundquist is the developer of both the ***Spoken English Learned Quickly*** language course and the *Proprioceptive Language Learning Method*. For the same amount of study time, students using this method with (delete) the ***Spoken English Learned Quickly*** lessons can learn to speak English in half the time it would require when using other English language courses. Just two years after it was introduced on the website **www.FreeEnglishNow.com**, ***Spoken English Learned Quickly*** became the world's most widely distributed spoken English language course.

Lundquist has an undergraduate degree in both Anthropology and Education, and a Master's degree in Education. Following graduation, he studied French in Paris, France for a year where he first became acquainted with ***spoken*** language instruction. He then lived in an African country for nine years where he developed his own language course because little was available in the local schools. During the time he was learning his second language, he developed many of the methods he describes in his book, **Learning Spoken English**. He has the personal experience of learning languages and also knows the frustration of being regarded as "stupid" because he could not speak a new language well.

Lundquist has done considerable innovative work. He has 14 published books (in the fields of electrical training, ancient Greek manuscript exploration, and English language study). He is a licensed, supervising electrician and holds 23 issued U.S. patents in the field of industrial equipment and processes.

Most recently, he spent five years developing both the ***Spoken English Learned Quickly*** language course and the instruction method now known as the *Proprioceptive Language Learning Method* (*Proprioceptive Method*). It is also known as the *Feedback Training Method*.

LEARNING SPOKEN ENGLISH tells you how to learn to speak English in half the time it would require in even the best grammar-based English training programs. If you live in a country where good English is not regularly spoken, for each hour of study you can learn how to speak in even less than half the time it will take others in your country.

This entirely new language study method for learning spoken English works extremely well. It was first introduced on the website **www.FreeEnglishNow.com**. Within two years, it had become the world's most widely distributed spoken English language course. Today, hundreds of thousands of students around the world are learning fluent spoken English using the ***Spoken English Learned Quickly*** lessons from the website.

This book completely explains this new language study method which is called the *Proprioceptive Language Learning Method* (it is also known as the *Feedback Training Method*). You can now learn English—or any other language—faster and with greater fluency using this new method.

This book will help you learn English more quickly if you are already studying in another English program. You may also use the freely downloadable ***Spoken English Learned Quickly*** lessons from **www.FreeEnglishNow.com** whether you are a beginner or advanced English student.

We wish you the best of success as you learn to speak fluent English.