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SECTION-I

SPOKEN ENGLISH

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Teaching Your Tongue to Speak English

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:

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.

Closed-loop machine control:

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 have an effect on the process outputs, 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.

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. 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: 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 1, 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.

The neurological feedback and resulting control of the muscles involved in speech is extremely complex. The mind is involved in a far greater task than simply remembering vocabulary and organizing words into meaningful sentences.

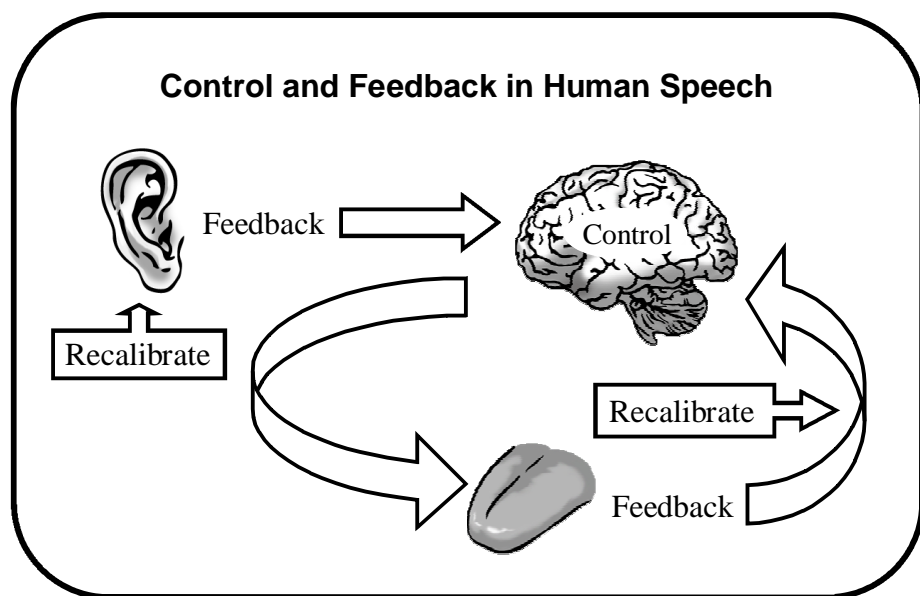


Figure 1: Control and feedback in human speech.

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).

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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 draw out the mental activity required when you do a written grammar-based English assignment. The second would result in the same kind of mental activity required when you study English using spoken drills. How quickly you learn to speak fluent English will be directly proportional to your mental involvement when you study.

The best way to learn English:

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

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

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

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

Since, 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 2.

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.

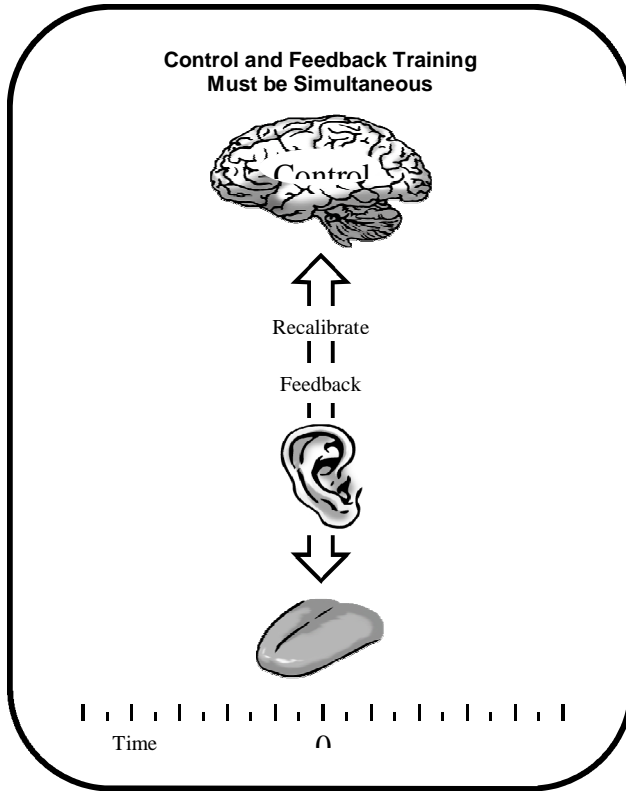


Figure 2: Control and feedback training must be simultaneous.

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

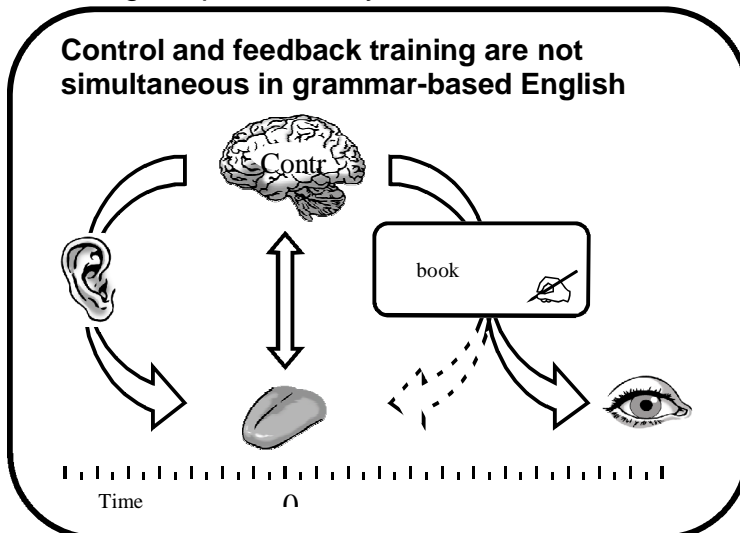


Figure 3: Control and feedback training are not simultaneous in grammar-based English instruction.

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Grammar-based instruction has hindered English learning by segregating individual areas of study. This segregation is represented in Figure 3. 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.

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 emphasize 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.

Four Rules for Learning Spoken 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.*

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 learning by reading from a text rather than constructing the syntax in your own mind. You must force your mind to *think* in English by using your recall memory when you are studying spoken exercises. You are not *thinking* in English if you are reading. Making your mind work in order to think of the answer 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?" That degree of perfection will require thousands—if not tens of thousands—of repetitions. Therefore, 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, 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.

Traditional English study:

Traditional methods of teaching English attempt to engage the students in free speech as quickly as possible. Though the goal is worth praising, 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 brave effort, in spite of the reality

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that they are learning to use English incorrectly. The student will now need to spend even more time relearning the correct syntax.

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.

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. 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.

Selecting a Text

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 informal 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.

You can become very fluent in English and develop an excellent vocabulary if you continue to read English newspapers aloud. 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 modulation of the voice would be acceptable.

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.

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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 (derived from the same family). 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.

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 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 a speaker uses when talking.

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 a speaker could clearly understand what you are saying.

Fluency is the ability to speak smoothly with proper accent. 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 re-reading fewer articles aloud perfectly than you would by reading many articles aloud with faulty pronunciation.

Using the newspaper for conversation practice:

As I said in the previous module, "*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.

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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 Friday?"

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

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

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

Assuming that you had only been studying English for a few 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 Friday?"

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

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

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

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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 superfluous 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.

Success in Spoken English Study

You are reading this book because you want to learn to speak fluent English. I trust it will help you.

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, plus a new rule I am adding now:

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 Rule number 5:

5. *Your success will depend on 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 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.

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 Feedback Training 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.

Continue reading the newspaper:

You will have more time to study spoken English with newspapers after you finish this 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 these 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.

Expect success:

Learning to speak any new language is a difficult task. But it is not impossible. These 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 you are not making further progress. Then, suddenly, you will realize that you have once more made excellent progress. Then, for a time, it will again seem as though nothing is happening.

This is a normal process. These stair steps in spoken English fluency will be much more apparent to you than they will be to someone who speaks English well. If you are studying carefully, a first language English speaker will undoubtedly hear regular progress in your ability to speak English, even when you think nothing is happening.

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