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## Klaus Bung:

# How to learn any language and remember 90%: A practical guide to the IDYLL<sup>®</sup> METHOD<sup>™</sup>.

Part 1: Why it works: The theory

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## Part 1: Why it works: The theory

### Introduction

As a rule, teachers and learners grossly underestimate the number of revisions which are necessary for successful learning, and they know absolutely nothing about the correct timing of revisions. They then blame the resulting failures on the non-fact that languages are difficult or that the learners lack talent or dedication. Neither claim is true. No language is difficult if handled with the right methods. Every student who seriously wants to learn a language can do so successfully, provided he is given the right tools and uses them as instructed. Talent does not come into it. Diligence and self-discipline does.

This guide describes explicit procedures (learning algorithms) which can be taught to learners and help them to efficiently absorb vocabulary, idioms, grammar, foreign scripts and factual information. Learning algorithms shift the emphasis of work from teaching to learning, from the teacher to the student, who is responsible for his own progress and is given the learning algorithms as his most important tool. If parents have been trained, they can help their children apply the algorithms. No physical tools other than pen and paper are required.

The algorithms discussed control initial learning, leading to a retention span of 5 to 15 minutes. They then dynamically stretch this span over a period of 9 months or longer, increasing or decreasing the revision intervals for each item (e.g. vocabulary item) depending on the learner's performance. These algorithms are therefore called “dynamic” and “adaptive”. Learning algorithms are the engine at the core of the IDYLL<sup>®</sup> METHOD<sup>™</sup>. In opposition to the silly advice “Revise as often as possible” which teachers often give to their students as a recipe for success in language learning, the IDYLL<sup>®</sup> METHOD<sup>™</sup> proclaims “Revise as LITTLE as possible (but as often as necessary)”. Another maxim of IDYLL<sup>®</sup> is: “You can minimise the time you invest in learning by revising before you forget rather than after you have forgotten, and by revising as late as possible but not so late that you fall into the abyss of forgetting” (since revisions done before forgetting take much less time than revisions done after forgetting).

The target standard is always 100%, and the actual retention attained is always 90%. Special revisions before tests and exams are not necessary. The student is ALWAYS well prepared, even though he "knows neither the day nor the hour" (Matthew 25:13).

Working to these high standards actually minimises learning time. Certain constants in the procedures can be adjusted (external adaptation) to allow for difficult languages, or slow learners, or for people who are fast learners and fast forgetters.

In traditional teaching and learning, success and retention is largely random. The teacher explains and practises, somehow, a large amount of information. Some of it (quite unpredictably) falls on stony ground, and some of it (50% or whatever the figure) is retained by some students but not by others. The effort in so-called teaching (presenting and practising) information which is then forgotten is completely wasted in respect of the student who has forgotten it. By contrast, everything that is controlled by the IDYLL<sup>®</sup>

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METHOD™ is entirely predictable. Each student receives only a limited amount of "information" (skills), but he is expected to remember (perform) 100% of it. IDYLL® does not try to teach what will not be remembered. Analogy: Traditional school teaching is like a carnival procession at which fistfuls of sweets are thrown into the crowd. 50% fall on the ground and are trampled on, and 50% are caught by joyful children. This is unavoidable, and perhaps even part of the fun, in a carnival procession, but it is not appropriate in education; for the sweets which fall on the ground mean failure and frustration, sometimes for life. By contrast, the IDYLL® METHOD™ makes the children queue, open their hands, and gives them the sweets one by one. We call this "child-centred teaching"!

More information can be found on the Internet ([www.rtc-idyll.com](http://www.rtc-idyll.com)) and in printed publications. The INSTITUTE FOR DYNAMIC LANGUAGE LEARNING™ also runs workshops for schools to train students, teachers and parents in the use of the IDYLL® algorithms as an adjunct to their existing course materials (to make even mediocre materials more effective, without having to change them altogether and unnecessarily upset too many existing users). Even if only students are trained, great gains can be made, but ideally students, teachers and parents are all trained, and co-operate with each other.

The INSTITUTE also offers consultancy services to schools which are considering changes in their teaching and learning methods.

## Cartesian language learning

The algorithms discussed here are part of the Cartesian approach to language learning (but not by far all there is to it), which is characterised by the following features:

1. The main effort is shifted from teacher to student; it is a learning method, not a teaching method. The responsibility for successful learning is with the student and only to a limited extent with the teacher. The teacher becomes an informant, not the driving force of the process. The student becomes a kind of suction pump trying to get out of the teacher and out of books as much information as he can. This information (= skill) then has to be absorbed and retained by the student, and our algorithms control in every detail how this is done.
2. The subject matter (in our case vocabulary, grammatical forms and sentence fragments) is broken down into small fragments, called items. This is typical for the Cartesian method.
3. The items are arranged into increasing order of difficulty (Cartesian method).
4. The various part-skills, and learning and teaching techniques, are carefully and rationally balanced (an engineering job) so as to achieve the intended goal and guarantee success. No one technique is used exclusively. Different techniques are used for different, precisely specified, purposes.
5. Nothing is left to chance, whereas in traditional teaching virtually everything is left to chance. The teaching steps are carefully planned, evaluated and improved, in the same way in which you develop and test a computer program until it reliably does its job: This is "programmed instruction" (programmed learning) (Lumsdaine and Glaser 1960).

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6. When a computer program delivers the wrong results, you do not blame the keyboard operator, or the dead patient whom you have killed by calculating the wrong dosage, but the programmer.
  7. Problems which arise are resolved by detailed analysis.
  8. Some of the techniques used are algorithms and core parts of the method. Others are in the nature of preferences and recommendations. They are discussed in Part 2.

Why has the IDYLL<sup>®</sup> METHOD<sup>™</sup> been called "the Cartesian Approach to Language Learning" or simply "Cartesian Language Learning"?

In his book "Discourse on Method", the French philosopher René Descartes formulated four principles (including "division of problems"), which have since become (together with Adam Smith's principle of "division of labour") the basis of modern science and technology. All our modern prosperity rests on them.

They are:

1. never to accept anything for true which I did not clearly know to be such; that is to say, carefully to avoid precipitancy and prejudice, and to comprise nothing more in my judgment than what was presented to my mind so clearly and distinctly as to exclude all ground of doubt.
2. to divide each of the difficulties under examination into as many parts as possible, and as might be necessary for its adequate solution.
3. to conduct my thoughts in such order that, by commencing with objects the simplest and easiest to know, I might ascend by little and little, and, as it were, step by step, to the knowledge of the more complex, ...
4. in every case to make enumerations so complete, and reviews so general, that I might be assured that nothing was omitted.

(René Descartes: "Discours de la méthode", 1637. Translated by John Veitch, Everyman's Library, Vol 570, London 1912, Part 2, p 15-16)

In brief:

1. Question all dogmas = Systematic scepticism
2. Divide problems into their components = Division of tasks
3. Solve the problems in ascending order of difficulty = Easy before difficult
4. Make diagrams and enumerations = Diagrams and lists

## Principle 1

Concerning Principle 1, nobody can credibly claim to be entirely free of prejudice but it can be claimed that the IDYLL<sup>®</sup> METHOD<sup>™</sup> is, often and obviously, less governed by prejudice than some traditional methods, that it tends to be much more rational and analytical, looking at very small components of the learning process and therefore able to re-assemble them differently (synthesis) and come to different conclusions, making things possible which are apparently impossible in less analytical approaches to language learning. The combination of analysis and synthesis is characteristic of the IDYLL<sup>®</sup> METHOD<sup>™</sup>.

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## Principle 2 and 3

Principle 2 is an outstanding feature of the IDYLL<sup>®</sup> METHOD<sup>™</sup>. It shows itself in the fact that the IDYLL<sup>®</sup> METHOD<sup>™</sup> has special techniques for the learning of vocabulary (words are easier to learn than sentences) and that we learn many words before we practise them in context.

But we go even further and often look at the components of words and help the student to take advantage of such knowledge for faster learning. When learning foreign scripts we even look at the components of characters where convenient.

We make the student AWARE of every detail, to aid initial learning (the very first steps), and then practise in such a way that handling of the language becomes automatic. This distinguishes Cartesian Language Learning from many other methods, including the Direct Method and certain immersion methods of language learning.

Whatever causes difficulties for a student, we spot it, break it down into its components, then learn the components one by one, and then synthesise the components to re-create the whole. The technique of quasi-algorithms (subject-matter algorithms) can be used to identify (diagnose) exactly WHERE a student encounters problems. (Bung and Sánchez 1978)

## Principle 3

Principle 3 is also an unmistakable feature of the IDYLL<sup>®</sup> METHOD<sup>™</sup> and is applied with more rigour than in many traditional methods. Principle 3 cannot easily be used unless preceded by Principle 2. Therefore approaches which are reluctant to break the subject matter down as much as the IDYLL<sup>®</sup> METHOD<sup>™</sup> does will not be able to achieve the sequence of Principle 3, ascending from easier to more difficult and making things easy enough at the beginning. Bung 1967b and 1973 has shown that tasks cannot be successfully sequenced from easier to more difficult if the analysis of tasks has not been done thoroughly enough, i.e. if a complex task remains unanalysed and contains several components each of which requires different sequencing. This is often the case in traditional language courses.

## Principle 4

Principle 4: This is used not only by the IDYLL<sup>®</sup> METHOD<sup>™</sup> but also by other good traditional methods, but not by bad ones.

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## Teaching algorithms and learning algorithms

An algorithm is a mathematical or computational procedure which is explicit and effective and which, given the same input (starting conditions), always produces the same result, in our case 90% retention of all items which have gone through the procedure (algorithm).

The concept of algorithm (subject matter algorithm) has been introduced into education mainly by the Russian psychologist L N Landa, and the German cybernetician Helmar Frank (computer controlled teaching algorithms). Klaus Bung (1972) introduced subvariables into Frank's model of the didactic variables, and developed the concept and distinction of subject matter algorithm (eg grammatical rules), teaching algorithms (specifying the actions of a teacher or a teaching machine/computer) and learning algorithms (specifying the actions of the learner, trying to master the subject matter algorithms).

To keep this exposition simple, we restrict our subject matter to vocabulary. We will later show that our learning algorithms can be used with equal effectiveness for other types of subject matter.

### The IDYLL<sup>®</sup> METHOD<sup>™</sup>

The learning algorithms whose principles I have to describe here form the core of a comprehensive system of language learning known as the IDYLL<sup>®</sup> METHOD<sup>™</sup>. This system prescribes a standard layout for any subject matter to which learning algorithms are to be applied.

Whatever I say here is meant in the strict sense of my words, it is not approximate, it is not in the nature of a recommendation.

The words are divided into exercises of 10 items. The student does not proceed from one exercise to the next unless he has mastered it. Mastery is defined as: the student has given 10 correct answers (responses) in succession, i.e. 100% success.

Before we proceed, let us look at some exercises in popular languages. The student has to learn 10 words by translating them from source language (e.g. English) into target language (e.g. French etc). Further examples with notes can be found in Part 3 of this book.

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## The standard format of IDYLL<sup>®</sup> exercises

### French

#### Exercise 1

- 1 the father  
le père (m) /lə pɛ:r/
- 2 the mother  
la mère (f) /la mɛ:r/
- 3 the child  
l'enfant (m or f) /lɑ̃'fɑ̃/
- 4 the man  
l'homme /lɔm/
- 5 the uncle  
l'oncle (m) /'lɔ̃:klə/
- 6 the aunt  
la tante (f) /la tɑ̃:t/
- 7 my uncle  
mon oncle (m) /mɔ̃:'nɔ̃:klə/
- 8 my aunt  
ma tante (f) /ma tɑ̃:t/
- 9 the pen  
la plume (f) /la plym/
- 10 the pen of my aunt, my aunt's pen :-)  
la plume da ma tante /la 'plym də ma 'tɑ̃:t/

Note: The French equivalent of English "la plume da ma tante" is "My tailor is rich. My tailor is not rich" (Mon tailleur est riche). These sentences have become proverbial in France since they were first used as opening sentences of the very popular recorded (8-

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inch vinyl disks) language course "Assimil Anglais" / "Anglais sans Peine"). Among the novels in which they have been quoted is Georges Perec: "La disparicion" (1969).

## Spanish

### Exercise 1

1 the boy

el chico (m) /el 'tʃi:ko/

2 the girl

la chica (f) /la 'tʃi:ka/

3 he speaks

el habla /el 'abla/

4 she speaks

ella habla /'ɛla 'abla /

5 well

bien /bʲien/

6 He speaks well.

El habla bien. /el 'abla bʲien/

7 Spanish (the language)

el español /el espa'ɲol/

8 He speaks Spanish well.

El habla bien el español. /el 'abla bʲien el espa'ɲol/

9 The girl speaks Spanish well.

La chica habla bien el español. /la 'tʃi:ka 'abla bʲien el espa'ɲol/

10 the teacher

el profesor (m) /el profe'sɔr/



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## Italian

### Exercise 1

1 good

buon /bu'ɔn/  
Memory aid: bonus, bona fide

2 the day

il giorno (m) /il 'dʒorno/  
Memory aid: journal

3 Good morning (literally "Good day")

Buon giorno /bu'ɔn 'dʒorno/

4 the evening

la sera (f) /la 'se:ra/  
Memory aid: serenade

5 Good evening

Buona sera /bu'ɔna 'se:ra/

6 the night

la notte (f) /la 'nɔt-te/  
Memory aid: nocturnal

7 Good night

Buona notte /bu'ɔna 'nɔt-te/

8 Thank you

Grazie /'gra:tsie/  
Memory aid: gratitude, grateful

## German

### Exercise 1

- 1 the crocodile  
das Krokodil
- 2 swims  
schwimmt
- 3 in the Nile  
im Nil
- 4 The crocodile swims in the Nile.  
Das Krokodil schwimmt im Nil.
- 5 the river Rhine  
der Rhein
- 6 in the Rhine  
im Rhein
- 7 the pig, the swine  
das Schwein
- 8 The pig swims in the Rhine.  
Das Schwein schwimmt im Rhein.
- 9 the fish  
der Fisch
- 10 the water  
das Wasser

## Exercise 2

- 1      drinks  
        trinkt
- 2      The fish drinks water.  
        Der Fisch trinkt Wasser.
- 3      the wine  
        der Wein
- 4      the woman  
        die Frau
- 5      The woman drinks wine.  
        Die Frau trinkt Wein.
- 6      the beer  
        das Bier
- 7      the man  
        der Mann
- 8      The man drinks beer.  
        Der Mann trinkt Bier.
- 9      blue  
        blau
- 10     The woman is blue.  
        Die Frau ist blau.

Absurd sentences can be very useful. Not only for learning vocabulary but also for learning grammar. They are often more memorable than "reasonable" sentences. If you learn to form correct sentences about rabbits conducting a motor cycle race in the coffee cup (an idea I owe to an excellent American programmed Spanish course; Grolier), or impatient snails queuing and blaspheming at the ATM machine, you have learnt something memorable and you can easily adjust it to human beings queuing or swearing. We should not be obsessed with the immediate usefulness of the sentences we practise. Such

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usefulness is necessary and justified in a phrase book for tourists, but not in a language course, whose purpose it is to teach language and not ready-made sentences to be used in popular situations. I have been to language courses which avoided grammar and systematicity and focussed on "useful" sentences to such an extent that they became courses in sentence learning (much as vocabulary learning in the olden days but much more difficult). Some of the best and most useful textbooks on my bookshelves, some very old, are comprehensive and leisurely, teach the principles of the language and train the student to adapt these to any concrete situations that might arise. Absurd examples for vocabulary and grammar can be beneficially used for similar purposes.

## Urdu

### Exercise 1

1 rice

'tʃa:val (m)

2 white

sa'fe:d

3 coal

koi'la: (m)

4 black

'ka:la

5 blood

xu:n

6 red

surx

7 banana

'ke:la: (m)

8 yellow

zard

9 grass

g<sup>h</sup>a:s (f)

10 green

sabz

Note: In this vocabulary exercise, we are pairing primary colours with typical objects to stimulate and utilise visual imagination.

## Arabic

In the Arabic example, the student translates English words into Arabic and learns writing them in IPA and in Arabic script. In the second example, he is given the Arabic letter names in IPA and converts them into Arabic script. Usually the student will have handwritten exercises in front of him which he has written out himself, a preliminary stage of learning.

Ex 7					
1	si:n		6	za	short vowel emphatic
	س			ظ	
2	ʃi:n		7	ʔain	
	ش			ع	
3	sa:d	emphatic	8	ɣain	
	ص			غ	
4	da:d	"	9	fa:	
	ض			ف	
5	ta	short vowel "	10	qa:f	
	ط			ق	

The student never spends time just looking at text (or mumbling words, or mentally "concentrating on them") in order to learn them but is always active trying to answer one question after another always in writing, an observable activity, which can be subdivided, when required, into the skill of writing each letter. In our first example, the student translates words from English into French, or whatever language). He is "doing one item after another." He covers the model answer with a slip of folded paper, writes his own response on this paper, and pulls it down to reveal the correct answer. He determines whether his answer was right or wrong.

On the basis of this evaluation PAPA (the Pen And Paper Algorithm) knows approximately the retention time the student has achieved. IDYLL<sup>®</sup> tests not only correctness but also retention time. A correct response after 20 seconds is treated differently from a correct response after 15 minutes, 2 days, or after 4 months.

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## Why is PAPA a "dynamic" learning algorithm?

PAPA determines in which sequence the items have to be tackled (i.e. how much time in seconds, minutes, days, or months, has to elapse between each revision of the same item). Times are approximate but determined by precise rules.

If the student gives a correct answer after  $x$  time, PAPA increases the interval before the next revision. If the student gives a wrong answer after  $x$  time, PAPA decreases the interval, and continues doing so until the student begins to give correct answers. Such algorithms are called adaptive because they respond to the student's behaviour. The system is called "dynamic" because the intervals are continuously changing, up or down, like a thermostat.

The intervals are controlled at the macro-level with the help of a revision diary which determines the intervals between learning sessions in terms of days, weeks and months, increasing or decreasing them as required.

The intervals are controlled at the micro-level within one learning session (duration of 30 to 60 minutes), in terms of seconds and minutes (varying from, say, 20 seconds to 3 minutes, the time it takes to do one run through an exercise). This is done through a decision mechanism (learnt by the student as part of his training in using the IDYLL<sup>®</sup> METHOD<sup>™</sup>) which determines, on the basis of the learner's correct or incorrect responses, which item is to be tackled next, i.e. in which sequence the items are to be tackled. These sequencing decisions automatically determine the timing (revision intervals).

The initial objective of PAPA is to achieve a retention of, say, 20 seconds for one item, which is like putting a car into first gear. In other words, PAPA attempts to get a correct response 20 seconds after the learner has last seen and copied the correct answer. PAPA then tries to stretch this retention time to, say 3 minutes, 15 minutes, 1 hour, 24 hours, etc, to 4 months. This is like putting a car gradually from first gear into fifth gear.

## Variants of PAPA

There are three variants of this algorithm, PAPA-BASIC, PAPA-INTERMEDIATE and PAPA-PREFERRED.

PAPA-BASIC is the easiest to learn but less efficient. PAPA-PREFERRED is more difficult to learn but extremely efficient. PAPA-INTERMEDIATE is a compromise between ease of acquisition and efficiency.

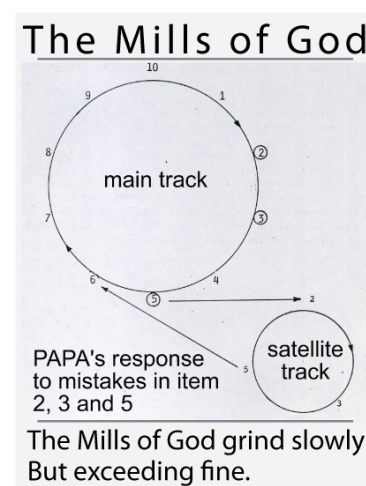
It always pays to let students learn PAPA-PREFERRED. But it is good policy to teach them PAPA-BASIC and PAPA-INTERMEDIATE as an introduction to the IDYLL<sup>®</sup> METHOD<sup>™</sup> (the micro level), then teach them REV, the revision algorithm, which stretches the retention time from 24 hours to 4 months, and ENFA, the Enforcer Algorithm, which deals with items which are trying to slip through the net, i.e. which one particular learner finds extraordinarily difficult. There are precise rules for dealing with such items (e.g. words or

grammatical forms). Recalcitrant items are so ground down by the Enforcer Algorithm, that eventually these difficult items are the easiest, the tamest, and eat out of the learner's hand. It is impossible for a difficult word, or form or rule to resist extraordinary rendition. As an ancient Indian text says: "On this path no effort is ever lost and no obstacle prevails" (Gita 2:40). This promise applies to our language learner too and it gives him confidence.

## PAPA-BASIC vs. PAPA-PREFERRED

PAPA-BASIC is simple: The learner tackles one item after another, from 1 to 10, and again from 1 to 10, until he has made 10 correct responses in succession. You can imagine the items as numbers 1 to 10 on a circular track. The learner keeps going round and round practising until he has mastered the exercise.

PAPA-BASIC is an algorithm, but not a dynamic one; it does not adapt to the learner's performance. It uses only the "main track" (which accommodates 10 items). Once the student has mastered an exercise through PAPA-BASIC, this exercise is passed to REV, the retention algorithm, which is adaptive, and is easy to learn.



PAPA-PREFERRED is dynamic and controls the learner's behaviour at the micro-level, i.e. within one learning session. The goal is the same as that of PAPA-BASIC, namely to obtain 10 correct responses in succession from the student, i.e. to get the student to exhibit a retention time from between 1 and 3 minutes. But PAPA-PREFERRED achieves this in a more sophisticated way (and more quickly) than PAPA-BASIC.

In this Part of the book, I will describe only the principles of PAPA and not the technicalities. Learners have to understand, and be in sympathy with, the principles. Otherwise the technicalities will appear tedious, and the learners will not follow the very precise instructions of the algorithm.

Any deviation, however small, from the literal application of the algorithm will destroy its effectiveness, which has been tested over and over again, and cannot be improved at the whim of a teacher or a learner who have only a partial understanding of the system as a whole. Deviations which appear trivial to the learner can be fatal for the algorithm, which depends on all its components being exactly where they are expected. Analogy: two trapeze artists. Each of them depends on the other being exactly where he is expected. If one partner varies his position even slightly, the other one can fall to his death, no matter how good an artiste he may be himself.

PAPA-PREFERRED is very much an exemplification of the Cartesian principle that problems have to be divided into manageable chunks. The IDYLL<sup>®</sup> METHOD<sup>™</sup> says in addition that no task is so easy that it cannot be made even easier (by further division) if a learner requires it (i.e. "no obstacle prevails").

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## Principles of PAPA-PREFERRED: Divide and rule

The task in front of the learner is not to learn French, German, Spanish, Latin, Greek, Sanskrit, Arabic, Chinese, or whatever, but to learn ten words. That is manageable.

On the main track, PAPA-PREFERRED looks for three words which the learner does not know (i.e. gives wrong responses to). These three words are then placed (by the system) on the satellite track.

Physically they stay in the IDYLL<sup>®</sup> Workbook (see image above, handwritten Arabic example, and handwritten examples in Part 3). The task at hand has now been reduced from 10 items to 3 items, from the main track (testing track) to the satellite track (intensive track). Psychologically the student can relax. He may be phased by the task of learning 10 words, but not by the prospect of having to learn 3 words. (Removing stress is an essential part of the IDYLL<sup>®</sup> METHOD<sup>™</sup> and helps to make it so effective.)

Even better: The student's task is not to learn all three items. All he is expected to do is to give one correct response, to remember just one of these items, any item, for just 20 seconds. No student can say that this is too difficult, especially as he can go round the satellite track at leisure and as often as he likes.

If the three items on the satellite track are 2, 3 and 5, the student tries 2, 3, 5, 2, 3, 5 etc etc, until he has given one correct response, which proves a retention time of, say, 20 seconds or less for that item. There are now only 2 items on the satellite track (and a record of them is kept there). PAPA-PREFERRED therefore sends the student back from the satellite track to the main track. The student continues working his way around the main track and tries to find another unknown item (item with an incorrect response). The student is happy when he makes a mistake because this is his entry ticket for the nice and leisurely satellite track. He knows that the satellite track is his short-cut to success. O felix culpa! As soon as the student has a total of three incorrect items (e.g. two still remaining on the satellite track from his last visit there, plus the one just found on the main track, testing track), he returns to the satellite track and tries to eliminate one of the three items, a stress-free but very effective task.

This dynamic interaction between the main track and the satellite track is continued until the student has reached his objective for this learning session: 10 items correct in succession. This means that for each item in the exercise a retention span of, say, 3 minutes (i.e. the duration of doing the whole exercise once while giving only correct responses) has been demonstrated. You might call this "second gear" when driving a car.

PAPA-PREFERRED (interaction of main track and satellite track) and the objective of mastery (10 items correct in succession) applies not only to initial learning but also to each revision.

In the IDYLL<sup>®</sup> METHOD<sup>™</sup> there is no difference between learning and testing. Every learning session has the form of a test: questions and answers which gradually move up from guessing to unshakeable knowledge. This reduces tension and ensures that the algorithm continuously monitors the learning activities of the student. It also ensures that the student does not spend a minute more on "learning" (whatever that might be) than is



absolutely necessary. The moment he passes one of his continuous "tests", he can stop work or move on to the next exercise (= test).

The learner's first round on the main track is a sequence of guesses with a, say, 2% probability of success. This probability increases with each round of the guessing game until the learner has learnt to guess the answers of one exercise with a 90% probability of success. If the student is dead-sure about one item (e.g. English "house" = German "Haus"), then we say that he can guess the answer with a 99% probability of success. Whatever answers we give in life, even from profound "knowledge", our answers are always guesses - with varying probabilities, and never quite 100%. The sun will probably rise again tomorrow morning, but even James Naughtie, the Pope, or Great Homer may just very occasionally slip up. Learning can therefore be seen as systematically increasing the probability of correct guesses. The IDYLL<sup>®</sup> METHOD<sup>™</sup> recognises this, and the student can relax (very important!). All he is expected to do is to guess - no guilt is involved. Initially he guesses largely wrong, eventually he guesses right. The algorithms lead him from darkness to light, from weak guessing to good guessing, from diffident guessing to confident guessing.

There is also no difference between the rules which apply to initial learning or to revisions (after days, weeks or months): The same learning algorithm is used (PAPA), the target standard (mastery = 100% correct answers in succession) for the revision is the same. The student continues with the exercise until he has "mastered" it. The expectation is also the same: 90% retention on average. Each item that has failed (when the revision intervals have reached a specific point: R7) is copied into ERB (the Extraordinary Rendition Book), which causes 11 additional revisions distributed over nine months (but no howling and gnashing of teeth). Here again our motto "And no obstacle prevails" applies.

Because of Extraordinary Rendition, it cannot happen that the 1-item per exercise failure rate (forgetting) which the system permits gradually builds up a large collection of unknown items.

Learning is obviously much more fun

- if the student experiences almost nothing but success,
- if he feels in full control of the subject he is studying,
- if he can walk full of confidence into any exam at any time, without special revision just before the exam,
- and if, moreover, learning itself is so extraordinarily easy.

IDYLL<sup>®</sup> provides all that.

From the bird's eye perspective, what is happening is that the algorithms are looking for "easy meat", for soft targets, items which are easy to learn, and get them out of the way. Over a period of about nine months a residue of obstinate items (refusing to be remembered) is filtered out and subjected to ever increasing pressure to submit (to be learnt). The more obstinate the item, the greater the pressure. There is no point in applying this pressure, these extraordinary techniques, to soft targets which do not require them. Since no item is ever allowed to escape for good (call it the Inspecteur Javert syndrome [Les Misérables]), this happens not only in the short-term, hours and days, but also in the long-term, after an interval of many months.

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## Provision for special learner types

It is one of the outstanding features of the IDYLL<sup>®</sup> METHOD<sup>™</sup> that it provides not only different routes to the objective for different learners, the most efficient route for each learner, and that it also provides precise instructions for learners who fall by the wayside and tells them how to get back on the rails in the most efficient way (e.g. students who have missed a few revisions, or several months or years of revision, because of illness, change of occupation, etc).

The method has been designed to have general applicability, not to work only in one specific case and context, but in all cases, with teacher, or without teacher, for advanced students or beginners, for gifted students and for slow learners, etc etc, and all this with the simplest possible rules.

I will mention here only the provisions for altering the size of the main track and the satellite track. When my experiments with PAPA first started, ages ago at Arizona State University, the large track contained 30 items, i.e. proof of mastery was "30 items correct in succession", which meant that the retention span achieved during initial learning was very long but also very difficult to reach. Students often had to do 30 items again because of only 1 mistake. This had certain advantages but the current version, of a 10-item main track with a 3-item satellite, has proved most effective over the years - for normal language pairs and for normal learners. So that is the standard, but we deviate from it when we have good reason.

The 10-item main track is accompanied by the 3-item satellite. The size of these tracks can be adjusted to suit certain learners or certain language gaps.

## Adjustments for difficult languages

Language gaps: If L1 (source language) and L2 (target language) (e.g. English and Spanish) are closely related, there is a small language gap and L2 can be said to be easy, or "normal". The values 10 and 3 for the main track and the satellite track respectively have been tested for a normal language gap.

Sanskrit, Hindi, Urdu and other Indo-Arian languages are comparatively distant from English and therefore may be treated as "difficult" languages. When dealing with difficult languages, we change the values of the tracks: main track = 5 items, satellite track = 2 items. PAPA rules remain unchanged (except that these two constants are altered). The effect of reduced values are that there are more intermediate steps before full mastery on the 10-item track is achieved. The intervals between revisions become shorter, and initial retention becomes easier and therefore faster.

The standard exercise is divided into two halves, 1-5 and 6-10. The student continues working through 1 to 5 until he has achieved mastery. He slips into the satellite track as soon as he has found two unknown items (2 mistakes). Once 1 to 5 has been mastered, the learner tackles 6 to 10 in the same way. THEN he tackles 1 to 10 in the "normal mode" (track size of 10 and 3). This is like helping someone, e.g. an apprentice burglar, to mount

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a wall by putting many small steps in front of it, but eventually the apprentice, if he wants to be recognised as a master burglar, has to jump over the wall without these helping steps.

The situation will be different for a speaker of Hindi (native speaker, or someone who has already learnt Hindi well). For him Sanskrit will be "normal" and track size 10 and 3 will apply from the beginning. Similarly Latin will be "normal" (easy) for a speaker of Italian or vice versa.

## Adjustments for slow learners

The same adjustment can be made to help people who, for whatever reason, find learning a so-called "easy/normal" language difficult. Let's call them "slow learners". If such a learner finds normal track size (10 and 3) frustrating, he can switch to track size 5 and 2.

For most English learners, Spanish will be normal (easy). Most Spanish learners will find Italian normal/easy. But if any such learner has difficulty with the normal track sizes, he can switch to the easy (smaller) track sizes. In brief: slow learners or "difficult" languages are treated in the same way.

This facility is extremely useful for failing schools, or schools classified as failing in modern foreign languages.

## Adjustments for fast learners and fast forgetters

On the other hand, there are certain learners who are fast learners and fast forgetters. I have had such people in my courses on the IDYLL<sup>®</sup> METHOD<sup>™</sup>. Some computer programmers were of that type. They were very fast in achieving mastery in initial learning. But an hour later they would have forgotten what they had learnt, whereas more normal learners would remember the predicted 90% or more after one hour.

The fast learners might be given an exercise with 10 unknown items, go round the main track once, and in the second pass get every item correct, whereas a normal learner might have to go 5 or 8 times round the main track before achieving mastery.

An hour later though, the normal learner will remember 90%, whereas the fast learner (e.g. computer programmer) will remember only 50%, which in the IDYLL<sup>®</sup> METHOD<sup>™</sup> is quite unacceptable. Such learners have to be forced to do more repetitions (especially of "known" items) on the main track before mastery can be declared.

The PAPA rules are so designed that the few obstinate items in an exercise force the student to practise also the known items, thus ensuring that they are better anchored in his memory. (This is sometimes called "overlearning", a rather misleading and woolly term. In the IDYLL<sup>®</sup> METHOD<sup>™</sup> there is no OVERlearning but only the correct amount of revision to achieve the objective.)

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Before we release the fast learner (e.g. that notorious computer programmer) from the main track, he has to demonstrate twice the normal retention span for all items, i.e. when the duration of the main track is, say, 5 minutes, the normal learner who gives 10 correct responses in succession provides evidence of 5 minutes retention of each item.

To ensure that the fast learner (computer programmer) does well during the later revisions, we must force him to demonstrate a longer retention span than the normal learner. We achieve this by doubling the size of the main track. The size of the satellite track remains unchanged. So for the computer programmer the track sizes are: main track = 20, satellite track = 3.

The fast learner will combine two 10-item exercises to get one 20-item exercise, e.g. Exercise 10 and 11 will be combined. The procedure is then as follows:

- Mastery of Exercise 10 (This means that the main track size is, at this stage, normal: 10 and 3)
- Ditto Exercise 11
- Then Exercise 10 and 11 in succession (This increases the main track size to 20, with size 3 for the satellite track).

Mastery can be claimed only when the student can make 20 correct responses in succession. If he makes one single mistake, however small, he has to go through the whole track again. This can happen repeatedly, just because of one mistake, and perhaps each time in a different item because of lack of concentration, etc. This ensures that the fast-learner cum fast-forgetter gets the number of revisions of all items that are required for long-term retention.

## **Algorithms eliminate desire, fear and anger**

The objectivity of the learning algorithms helps to remove the three great enemies of successful language learning: desire (greed), fear and anger.

Desire causes the learner to want to progress too fast (unrealistic expectations). He will then be frustrated and disappointed when he cannot learn and remember at that speed. Analogy: If a train journey in India takes 38 hours, that's what it takes. I will not fret but will take enough food and water and learn Hindi so that I can enjoy the company of the other passengers. I cannot change the railway timetable (corresponding to the laws of human memory): I must adjust my behaviour to it.

Desire also causes the teacher (often constrained by an unrealistic syllabus) to force a class through a course, thinking he has done his duty if he has "covered" (presented) the subject, even if the students have not learnt it. The algorithms represent an immutable railway time table. Like it or not, you can not learn faster than what the algorithms say. You can only pretend to be learning, as many students do. The speed of light, for example, is an absolute. You can not beat it, therefore you should not desire to do so.

Fear causes the learners to expect failure, not to trust in their own learning skills, wasting energy on repeating "I cannot do it". These fears tend to be self-fulfilling. The algorithms set the student a simple goal, which he knows he can achieve, namely to answer correctly

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just one question on the satellite track. He need not worry: "What comes after that, and what after that". He needs to learn only one word, and can trust that the algorithm will tell him, unambiguously, what to do next. (Even when the student has missed out on some revisions, the algorithm prescribes the optimal remedy.). The student can focus on that one word. Concerning the other words he can say: "We will cross that bridge when we come to it, the algorithm will take me across that river, or even that ocean". He can trust the algorithm like a child can trust his parents. Working with the algorithms has something of the calming effect of meditation exercises. The student is concerned only with the here and now. His task is not even to write one word, his task is only to write the next letter. Fear will cause him to worry about the future, and whether he will perform well. The algorithm removes this fear by letting him do only one thing at a time.

This total absorption into his work is more easily achieved if the student uses pen and paper rather than a computer when doing his IDYLL<sup>®</sup> exercises.

Anger is a most dangerous emotion for adult language learners. Instead of following the simple instructions of the algorithm in case of a mistake (write down the number of the mistake, cross out the error, copy the correct answer, move on to the next item), many, if not most, untrained students respond to a mistake by passing judgement on themselves or on the system: "Your system does not work. You see I told you I can remember nothing, I am bad at language learning. This language is impossibly difficult." They are reflecting on their failures (wasting time and energy). I never promised these students that they would not make mistakes. What I promised was that I would diagnose their weaknesses and eliminate them. IDYLL<sup>®</sup> welcomes mistakes. It means that they can be eradicated. Mistakes are a symptom of ignorance. Even if the mistakes are not made (e.g. because a question is not posed, or because of cheating), the ignorance is still there. If I make a mistake, I am happy since the mistake diagnoses a weakness. Mistakes are the rungs on the ladder to success. Once I can get a student to trust in the algorithm, his anger will disappear and he will gain at least 30% in his learning efficiency.

As part of the system, the student will become aware that cheating is not a clever thing that harms the teacher or examiner, but that cheating is something bad that he does to himself. If he cheats, he shoots himself into his own foot because he will not then learn. By thrusting the responsibility for progress and learning on the student, away from the teacher, the student becomes aware that the purpose of learning is not to get certain grades or to please or benefit the teacher, but that the purpose of learning is to acquire skills. Learning does not benefit the teacher but the student. Therefore there is no point in either sabotaging the teacher or in cheating and pretending to the teacher that the student knows more than he actually does. The goal of learning is knowledge (and skill), not evidence (or semblance) of knowledge and skill.

## **Silly advice often given to language learners**

Books on study methods often refer to the concepts of long-term and short-term memory. These concepts are so coarse that they cannot help learners in the slightest. There is no such thing as a short-term or long-term memory. Any dividing line is arbitrary. No useful learning advice can be based on such concepts. The IDYLL<sup>®</sup> METHOD<sup>™</sup> by contrast is based on a more realistic and useful memory model which assumes infinitely many

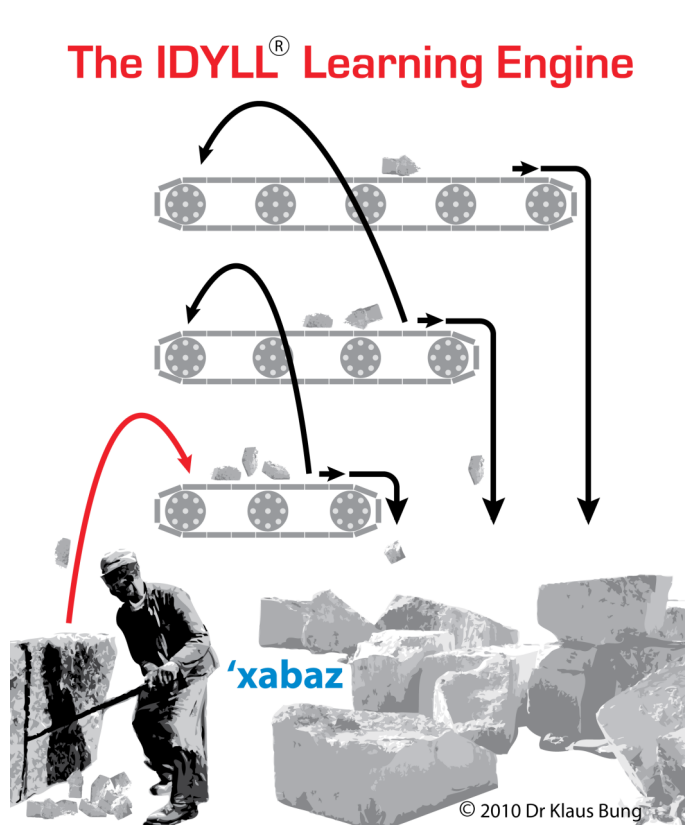
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memory layers, each of which associated with a different retention time. (Bung 1991a). The Memo-Sutras contained in Bung 1991a state succinctly the assumptions of that model, and all practical consequences can be derived from it, for example the algorithms presented in this book, the ideal revision times, and how to learn more by revising as little as possible.

It is the task of the learner to heave each item first into a memory layer with a short retention span (e.g. 20 seconds) and then do each subsequent revision at a time when it maximises the increase of memory span (jump from one memory layer to another). This will make the time taken for each revision as short as possible and enable the student to revise as seldom as possible.

We do this by revising as late as possible (i.e. make fewer revisions) AND as early as necessary to avoid forgetting. For this purpose, the ideal time for revision is just before the projected time of forgetting (which is computed by the IDYLL<sup>®</sup> algorithms at the level of 90% retention), i.e. we revise when we expect that the learner still remembers 90%. If we revise too late, the student will forget too much (make more than 10% mistakes), if we revise too early, the student will have wasted time and the jump to a deeper memory layer will be smaller (i.e. increase in retention span will be smaller). The revisions must take place when there is at least a CHANCE of making a mistake, but only a 10% chance. Even mistakes have a right to exist: we welcome them - in moderate numbers, in the right proportion. Like immigrants, they are the spice of life. The IDYLL<sup>®</sup> revisions therefore must take place very close to the abyss of forgetting - as close as possible but not too close. In the words of an ancient Indian sage: "This is a path most difficult to tread, sharp like a razor's edge" (Katha Upanishad 1:3:14).

The memory layers we have been talking about do, of course, not physically exist but are only a model based on our observations of the functions of remembering and forgetting. Another model, more concrete and less likely to cause confusion between model and physical reality, is a system of conveyor belts.



Men work in a quarry to break up huge blocks of stone into manageable sizes. This work, which is not algorithmic, neither in the quarry nor in the study, has close analogies to the early tasks in language learning, which has to be done by the teacher (or textbook author), or by the student himself if teachers and authors have not done an adequate job. Details of this work have been, or will be, discussed elsewhere.

Initial learning corresponds to the act of lifting the stones onto the lowest conveyor belt. Each revision lifts the stones from one conveyor belt to the next higher one, with a longer "running time", i.e. the distance between the required revisions increases. Any student of yours can easily see that. If the student is not in position at the end of each conveyor belt to move the stones to the next belt, the stone will drop back into the quarry and the whole process has to start again, a silly and completely avoidable waste of time, and also frustrating and demotivating. But this is what most language learners do and what most language teachers do not prevent. No wonder that language learning is unpopular and considered difficult. The IDYLL<sup>®</sup> algorithms predict when each stone is about to reach the end of its belt and has to be lifted to the next.

The endlessly repeated advice from teachers to their students: "Revise as often as possible" is silly nonsense. It guarantees failure: No student working on this basis will make the number of revisions necessary for him to be successful. The IDYLL<sup>®</sup> METHOD<sup>™</sup> proclaims instead: "Revise as seldom as possible, but as often as necessary", and our algorithms tell the student WHEN it is necessary.

An attitude that prevails in schools is: "We have to revise because you have forgotten". This is also stupid and wasteful. The IDYLL<sup>®</sup> METHOD<sup>™</sup> says: "You have to revise before you forget, and in order not to forget". If a student follows the IDYLL<sup>®</sup> maxim, each

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revision will give him a feeling of triumph ("Yes, it is true, I can remember everything, I am a good student, language learning is fun"), rather than of regular frustration as in most schools. He will therefore want to study more and do his revisions on time.

Parents trained in the IDYLL<sup>®</sup> METHOD<sup>™</sup> can help to encourage this and ensure that the student follows the absolutely vital revision schedule. Pupils, parents and teachers have to work together. Each makes an important contribution to the ultimate success.

The revisions before forgetting take only a few minutes whereas revisions after forgetting take many times more time than the IDYLL<sup>®</sup> revisions.

## **Subjects to which IDYLL<sup>®</sup> learning algorithms can be applied**

Our learning algorithms can be applied to any language, to the learning of vocabulary, sentence fragments, sample sentences etc. Some examples have been given above. Many more examples can be found in Part 3.

IDYLL<sup>®</sup> can also be used for the teaching of foreign scripts. Greek and Russian scripts are too easy and too similar to Latin to require algorithmic treatment, but Sanskrit and other Indian scripts (North and South) and Arabic (and related scripts) can benefit from this approach.

Factual information can benefit from the same approach, both during initial learning and during the revision period. Anything that can be turned into a quiz (presented as stimulus and response) can benefit and ensure that the student walks full of confidence into his exam. Joining separate words in accordance with sandhi rules is an obvious candidate for algorithmic learning, from the first introduction of these rules, up to the ultimate stages when the student has to get them right even in random order. ("No obstacle prevails", if the student applies these methods.)

Subject-matter algorithms are fool-proof procedures which enable a student (or a computer) to convert any given input efficiently and without error into a wanted output. The sandhi rules are obvious candidates for converting from their usual prose or tabular form into subject matter algorithms (Bung and Sánchez 1978). To internalise this procedure, the student is given a large number of examples for each rule. The examples (questions and answers) are written down in the IDYLL<sup>®</sup> format. The student then practises the exercises in accordance with PAPA, works out the solution for each item by referring to his chart (the subject matter algorithm). He continues doing this, again and again, until he gradually becomes bored with referring to his chart (flow diagram) because he can see the correct answer at a glance and is absolutely sure of it. (Bung 1972, Landa 1968 and 1969)

## **The IDYLL<sup>®</sup> algorithms work well in conjunction with very different teaching methods**



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The IDYLL<sup>®</sup> METHOD<sup>™</sup> is a comprehensive system for language learning and has a preferred answer or solution for almost any problem or task that can arise. However, not all its components are core components. Some components are recommendations or preferences rather than strict rules. These non-algorithmic components of the IDYLL<sup>®</sup> METHOD<sup>™</sup> are described in Part 2 of this book.

Part 1 deals only with the algorithms. The algorithms themselves are strict and cannot be altered without damaging the system, but they can be combined with almost any existing textbook, course material or approach for the teaching of any language, and make such courses more efficient. It does not matter whether your basic textbook is old-fashioned, or modern, in what sequence the various elements of your language are tackled (even though IDYLL<sup>®</sup> is very much concerned with programming the best sequences of language elements and has strong preferences in this respect). For all these approaches, PAPA, LASPEX, REV and ENFA can be used to make them more efficient. The algorithms are flexible in this respect. Like any MP3 player which will play any MP3 file, regardless of its contents, The IDYLL<sup>®</sup> learning algorithms will process any material which has been converted into a question and answer format ("quiz") and laid out in the IDYLL<sup>®</sup> standard format.

The subject matter can be converted into the IDYLL<sup>®</sup> format by the teacher or by the student. If it is done by the teacher, there will be fewer mistakes and, once the material has been prepared, many generations of students can benefit from the same materials. If it is done by the students, each student has to do the "quarry work" (see diagram above), year after year, again and again, and some mistakes will inevitably get into the exercises (unless the teacher checks them), but preparing the exercises, bringing the subject matter into the IDYLL<sup>®</sup> format is useful. It is the first stage of learning for the student, and speeds up initial learning when it starts.

## The importance of training

The INSTITUTE FOR DYNAMIC LANGUAGE LEARNING (IDYLL<sup>®</sup>) offers to conduct courses, workshops, seminars, lectures, for end-users (i.e. language learners rather than teachers), in the UK and abroad, to help them to become more efficient language learners. The Institute also offers consultancy services to schools, etc. We will be glad to hear from interested organisations.

Even if you do not run courses on the IDYLL<sup>®</sup> METHOD<sup>™</sup> for your students, I recommend that you refer them to the website (click: Practical Advice, especially PAPA-BASIC and PAPA) and let them pick out whatever information they want. All the information is free, and is as clear and detailed as I have been able to make it so far. I will continue to improve it.

The only drawback with students relying on the website without attending a seminar or workshop is that they often do not see how stringent the rules are and pick out just a few ideas (with the result that they benefit only 10% when they could benefit 100%) and do not experience even remotely the power of the method, provided it is used exactly.

They will not experience the 90% retention because they do not think that it is possible, and they do not appreciate that adherence to the rules is necessary. My greatest problem with learners (and nowadays I have many of these on the Internet, especially from the Indian subcontinent and from Arab countries) is that, at a distance, I cannot easily induce them to read my articles properly and fully and then to put into practice what they have learnt. They are grateful and think they have benefited but I know very well that they have not benefited as much as they could have done. That's why it is in the interest of students to be trained by an expert who fully understands the system.

## Training teachers

Training teachers in the IDYLL<sup>®</sup> METHOD<sup>™</sup> is useful because, if teachers organise their material, handouts and home work in a way that is more closely in keeping with the IDYLL<sup>®</sup> principles, it will become easier to digest and assimilate by their students. The students have to do less "quarry work" and can devote more time to learning and produce better homework. Moreover preparatory work done by teachers (e.g. preparing homework in the IDYLL<sup>®</sup> format) can be reused year after year. This therefore means less work and more success for the teachers in the long run.

## Training parents

It is also useful to train willing parents together with their children. This will enable the parents to help if a pupil has forgotten or misunderstood one of the IDYLL<sup>®</sup> rules, or wants to shoot himself in the foot by cheating on the IDYLL<sup>®</sup> rules. They can keep emphasising to the child the benefits of strict adherence to the rules. Moreover, all members of a family (even at university level) can benefit from such parental training at the school of one child, whatever subject and language they are learning. In brief, training the parents will have great benefits for everybody, the children will learn better, the teachers will have more motivated and successful students and teach better, and the schools will gain in standing and reputation.

## Training students

Even training only some students is helpful. If they apply the IDYLL<sup>®</sup> METHOD<sup>™</sup> at home, even in an unchanged school environment, they will soon be able to provide some pleasant surprises to their teachers and the rest of their class. But, obviously, ideally all three parties, students, teachers and parents should be trained.

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# The IDYLL<sup>®</sup> METHOD<sup>™</sup>

## Part 2: How to work it: The technical details

### Part 2: How to work it: The technical details

#### Introduction to Part 2

The IDYLL<sup>®</sup> METHOD<sup>™</sup> is a learning system which helps motivated adults to learn any foreign language, enjoy their studies, and remember 90% for as long as it is useful. It has been thoroughly researched, and its core principles have been described in Bung 1991a. The chain of all relevant publications by Klaus Bung and other authors can be traced back from there. The present document is an attempt

- to describe all the essential techniques of the method in a single document
- show how they are interrelated,
- unify the terminology which has developed over the years,
- and describe the technical details ("How to do xyz", rather than "Why the IDYLL<sup>®</sup> METHOD<sup>™</sup> is good") in terms addressed to the end-user, the ordinary language learner rather than the academic or teacher, as has been done in previous publications.

Part 2 therefore contains mainly "How to" information and less "Why" information, less justification and persuasion. The most up-to-date "Why" information can at present be found in Part 1 and on the website. Whereas Part 1 deals mainly with language elements (vocabulary, grammar, sentence fragments, idioms), Part 2 also covers, in outline, techniques closely linked to communication skills.

The IDYLL<sup>®</sup> philosophy assumes that what (and how much) the student does between lessons is more important than what happens during lessons and that a student can and should use the IDYLL<sup>®</sup> METHOD<sup>™</sup> to compensate for any shortcomings of his teacher. The IDYLL<sup>®</sup> METHOD<sup>™</sup> can therefore be combined with, and enhance, any teaching method, however ignorant it may be of the IDYLL<sup>®</sup> approach.

Students who use the IDYLL<sup>®</sup> METHOD<sup>™</sup> secretly can provide their teachers with pleasant surprises. However, students can be greatly aided if teachers hand out learning aids in the standard IDYLL<sup>®</sup> format rather than leaving it to each student to construct these for himself.

Teachers can therefore benefit from being trained in the IDYLL<sup>®</sup> METHOD<sup>™</sup>, even though the method is a LEARNING method and not a teaching method, a method which shifts the responsibility of success from the teacher to the learner. It therefore presupposes willing

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learners and learners who can be motivated by success in the language (internal motivation) rather than relying on motivational gimmicks, which the IDYLL® METHOD™ studiously avoids.

The IDYLL® METHOD™ teaches each student how to control his learning behaviour at the micro-level (in terms of seconds and minutes) and at the macro-level (in terms of hours, days, weeks and months). It allows him to proceed at his own pace, generate exactly the number of revisions he needs, exactly when he needs them. It also allows him to benefit from the sadly neglected Skinnerian principle of immediate feedback of results. (Lumsdaine and Glaser 1960)

Allegedly weak students (and underperforming schools) can benefit conspicuously from this approach.

This amount of individualisation can obviously not be controlled by a teacher. Every student has to control it for himself. The method therefore presupposes that the student WANTS to learn. The successes of the method, however, are so stunning that most students WILL WANT to learn once they have experienced it for themselves.

Obviously it is in the interest of a school to have students who WANT to learn rather than students who RESIST learning. Students who want to learn use the teacher as a resource (as an informant, who tells them WHAT to learn) and use the IDYLL® METHOD™ to absorb the language elements they have been given (in class and especially between lessons). They use the class mainly to practise the communication skills under the guidance of the teacher. The language elements which they absorb with the IDYLL® METHOD™ prepare them for efficient, successful and enjoyable practice of communication skills.

The IDYLL® METHOD™ is successful even in the worst of circumstances (enabling the student to learn from even the worst teacher and efficiently absorb whatever is thrown at him by the teacher, e.g. too fast or in too condensed a form). This requires a student who WANTS to learn, who is active in himself, does more than the teacher demands, does not merely want to get by but wants to be best, does not only want to dutifully hand in his homework but wants to have mastered it in every detail, does not need to be dragged along by the teacher but, on the contrary, is eagerly trying to get more language information (input) from the teacher. By being able to demonstrate and ensure success, the IDYLL® METHOD™ helps to create such students, this spirit of WANTING to learn.

But if the teacher is a good teacher, prepares, explains and practises his subject matter well, has been trained in the IDYLL® METHOD™ and provides all his students with ready-made exercises in the IDYLL® format (which can be re-used year after year), then we have the desirable situation, of both parties, teacher and learner, fully co-operating.

The situation becomes ideal if the parents have also been trained in the IDYLL® METHOD™ so that they can help and encourage their children.

The INSTITUTE FOR DYNAMIC LANGUAGE LEARNING™ is developing learning materials which will be published in due course and offers workshops for learners, teachers and parents.

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A highly successful computer-based course was published in Germany some years ago (Beginners' English for speakers of German, Bung 1991b), but we feel that concentration and absorption is even greater if people work with the more intimate tools of pencil and paper.

This also makes the method independent of expensive hardware and electricity (benefit for developing countries, rural communities, holidays, travel) and relieves the problems (and waste of learning time) if students or teachers struggle with typing "exotic" scripts, say Arabic, Urdu, Hebrew, Devanagari, Tamil, where the implementation may be different on each computer.

It enables the learner to squeeze in 15 minutes of learning time wherever he is, at a motorway service station, while in a waiting room, waiting for a train, etc. The learner should always carry his little IDYLL® workbook with him. This is not possible even with a laptop.

Public demand will presumably force the Institute in due course to produce computer-based courses (where the responsibility for controlling revisions is passed from the student to the computer, where IDYLL's® learning algorithms become teaching algorithms). but for the time being we believe that old-fashioned pencil and paper, careful writing on paper of each letter, aids memory more than use of keyboard and monitor.

Study of this document will reveal that the IDYLL® METHOD™ is effective not only in the learning of foreign languages but also of many other, less difficult, subjects and will help to produce motivated and successful students of those subjects if it is intelligently used. Examples are given in Part 3.

## **Factors which contribute to the efficiency of learning**

There are various factors which contribute to making learning more efficient or less efficient. They can all be accounted for, and organised, by means of Helmar Frank's 'Didactic Variables' (Frank 1969) and their subvariables (Bung 1972, Bung and Lansky 1978). Frank's Didactic Variables are:

- Subject matter (What to learn)
- Target standard (How well to learn it)
- Learning system (e.g. Which learner)
- Teaching system (e.g. Which teacher, computer, book, etc)
- Teaching algorithm (Which exact and effective teaching method)
- Environment (Where to learn)

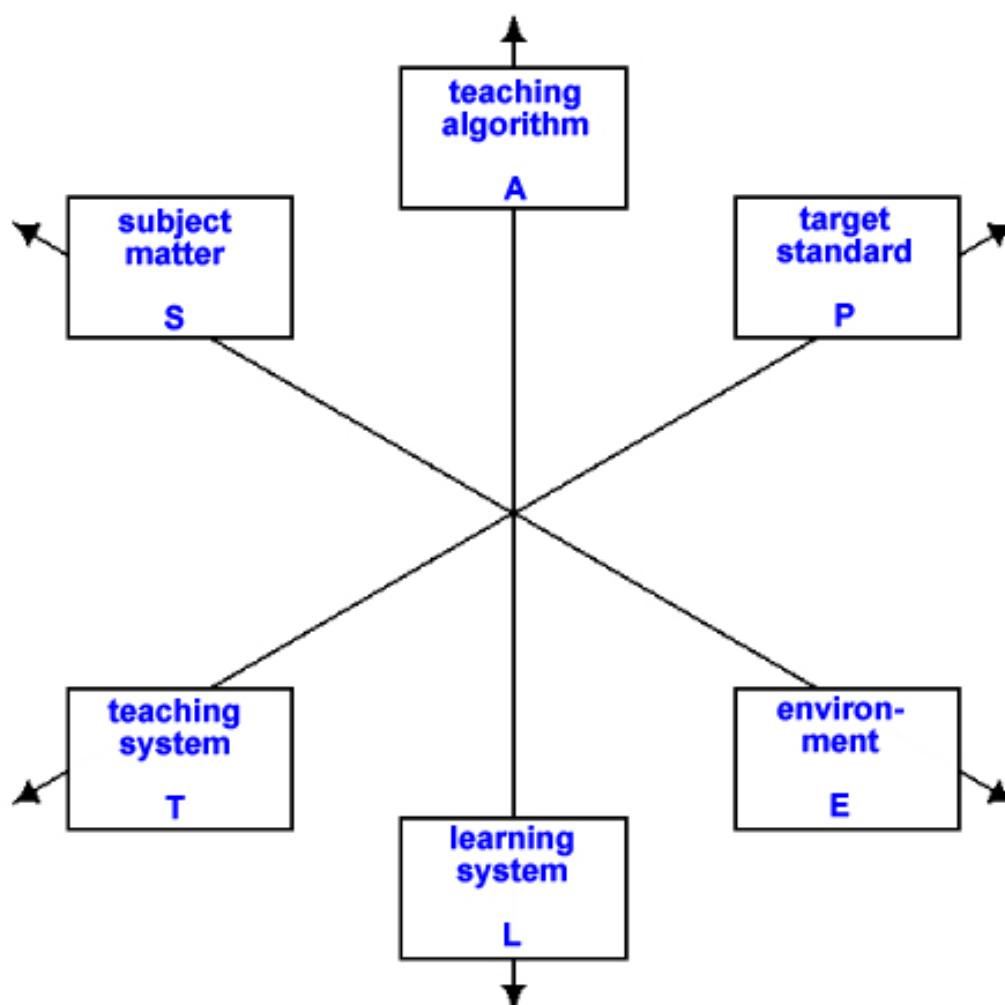


Image 1: The six didactic variables (Helmar Frank, 1969)

The term 'learning algorithm' denotes exact and effective learning methods available to the learner (learning system). Learning Algorithm is therefore a sub-variable of the variable 'Learning System'.

The theory of these variables has already been thoroughly discussed in other publications. I shall now merely name some of the factors which are not otherwise mentioned in this paper, since I presume that they are known and are being well manipulated in practice. The list is neither systematic nor exhaustive, and some of the concepts overlap. In listing some of these factors, I want to alert my readers and critics to the fact that I regard the Dynamic Learning Algorithms, which are badly neglected in practice and whose importance is provocatively underlined in this paper, as a necessary but by no means sufficient condition for successful learning. For this purpose it is enough if I name them informally. If these factors are not properly utilised in teaching and learning, be it through negligence or through perversity, then the effectiveness of the Dynamic Learning Algorithms can be destroyed. This, however, does not detract from their true value.

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Conversely, the other factors cannot be fully effective, and discussions about them may deteriorate into trivial chatter, if the Dynamic Learning Algorithms and their underlying principles are not fully utilised. Here then are some of the factors which the Dynamic Learning Algorithms take for granted:

1. Personality of the learner
2. Willingness to learn
3. Talent
4. Prior knowledge
5. Learning methods
6. Correct models (e.g. no errors coming from textbook or teacher)
7. Memorable presentation of subject matter
8. Graphic and visual presentation of subject matter
9. Good explanations
10. Use of all senses (the fashionable expression for this is 'to use the right half of the brain')
11. Emotional involvement of the learner
12. Usefulness of the subject matter must be made obvious
13. Opportunities to apply the subject matter in practice
14. Rewards for good performance
15. Offer experiences of success (in the case of foreign language learning: stay abroad)
16. Relaxed state of mind while learning
17. Patience and persistence
18. In the case of language instruction: eliminate linguistic interference (e.g. from native language)
19. Memory aids
20. Time planning and progress control
21. Invest the required amount of time

The IDYLL® METHOD™ has well-tested procedures which facilitate language learning for beginners, intermediate and advanced students, for example learning vocabulary, grammar and idioms (for beginners/intermediate learners), spelling and pronunciation (beginners/intermediate), foreign scripts (beginners), communication skills in speech and writing (intermediate/advanced), listening and reading comprehension (intermediate/advanced). This document deals mainly with the learning algorithms which enable beginners and intermediate students to efficiently absorb and retain large quantities of vocabulary, grammar and idioms at a 90% retention level for as long as they are useful.

These IDYLL® core algorithms deal with short-term retention of:

- written language (PAPA-BASIC, PAPA-INTERMEDIATE, PAPA-PREFERRED)
- spoken language (LASPEX-BASIC, LASPEX--INTERMEDIATE, LASPEX-Preferred)

Long-term retention is covered by

- REV, the revision procedure for items of average difficulty
- ENFA, the enforcer procedure for items of extreme difficulty

## The structure of IDYLL<sup>®</sup> exercises

Turn whatever you want to learn into a quiz, a list of questions and answers@:

- question > model answer [=correct answer]
- stimulus > response
- input > output

The question may be a real question:

Q: How many wives had Henry VIII?

A: 6

Q: How many wives, at most, is a Muslim allowed to have?

A: 4

Q: What is the most popular name for dogs in England?

A: Max

Q: What is the most popular name for dogs in Libya?

A: Gaddafi

Or the question may be just a word, e.g. to be translated from English into French, or the names of capital cities.

Translation questions:

Q the chair

A la chaise

Q I love you.

A Je t'aime.

Questions on capital cities:

Q Egypt

A Cairo

Q Libya

A Tripoli



Learning a foreign script: Arabic

Q: /ba:/

A: ب

Q: /ta:/

A: ت

Learning a foreign script: Hindi

Q: ba

A: ब

Q: bha

A: भ

Practising pairs of opposites: English for foreigners

Q: black

A: black - white

Q: big

A: big - small

Q: young

A: young - old

Q: fast

A: fast - slow

Anything that you have to memorise, anything you have to remember, anything that can be tested can be converted into a quiz.

Each question with its model answer is called an "item".

1 the chair  
la chaise

2 I love you.  
Je t'aime.

These are two items.

Assemble 10 items to form an Exercise. Number the items from 1 to 10. Number the exercises: Ex 1, Ex 2, etc.

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Write all your items into a "Workbook". Usually size A6 (postcard size, 105mm x 148mm, or similar) will be ideal for vocabulary and short sentences. For long sentences use size A4 (letter paper, 210mm x 297mm, or similar).

Always write the model answer below the question, not beside it. Leave a blank line between each question and answer and the next question. Before you start learning, let an informant, teacher, expert, knowledgeable friend check that the exercise you have written does not contain any mistakes. Make corrections with correcting fluid. Your exercise must be extremely tidy; otherwise you will not learn well or you will learn mistakes.

Here is an example of a complete vocabulary exercise for beginners in German:

Exercise 1

1     yes

ja    /ja:/

2     no

nein  /nain/

3     good

gut   /gu:t/

4     the day

der Tag  /de:ɐ ta:k/

5     Good day, Good morning.

Guten Tag!  /'gu:tən 'ta:k/

6     the morning

der Morgen  /de:ɐ 'mɔRgən/

7     Good morning.

Guten Morgen!  /'gu:tən 'mɔRgən/

8     not

nicht  /niçt/

9     not good

nicht gut  /niçt gu:t/

10 beautiful

schön /ʃø:n/

For learning the written exercises, you use PAPA, REV and ENFA.

## Recording your exercises

The written exercises teach you the correct spelling. Sound recordings teach you the correct pronunciation.

When learning foreign languages, let your informant, friend or teacher, record the exercise for you and save it as an mp3 file.

Start the recording of each exercise by announcing its number: "Exercise 1". Announce the ending of each exercise: "End of Exercise 1". Announce the number of each item: "Number seven: Good morning".

Leave a pause after the question and after the model answer. The pause after the question must be twice as long as the model answer. The pause after the model answer can be the same length as the model answer but no less.

You can use a free program called mp3DirectCut to make these recordings and to lengthen the pauses.

For learning the spoken exercises, you use LASPEX, REV and ENFA.

We assume that at this stage the written and spoken exercise has been written down and recorded, has been carefully checked and is error free.

## Learning the written exercises with PAPA

PAPA is the "Pen And Paper Algorithm". You do not need a computer. In fact, you learn more intensively (concentrate better) if, in a quiet environment, you write your responses on paper rather than type them.

## How to tackle one item

**1** Here is an exercise prepared by a student and containing unknown words from a French novel he is reading. L1 = English, L2 = French. An English speaker is learning French.

1 to grate, grind, creak, squeak

grincer

2 He dismissed me. (Simple past)

Il me congédia.

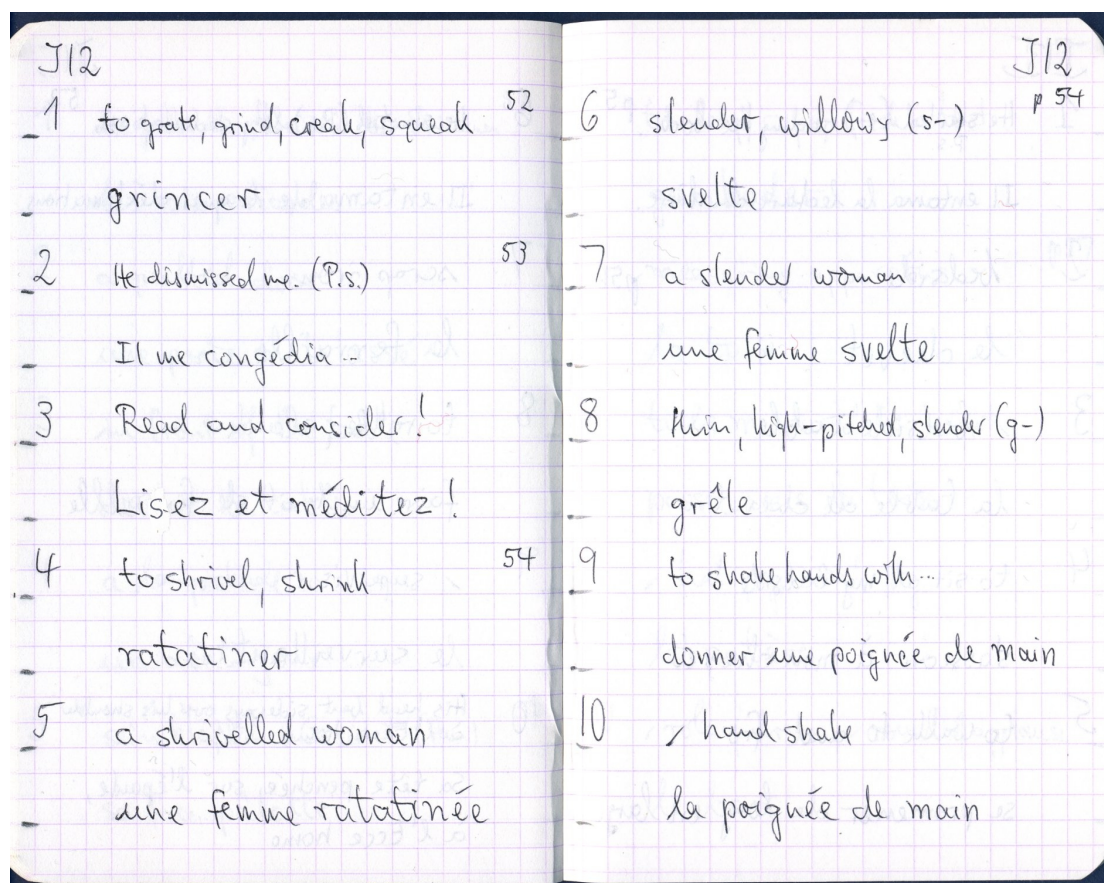


Image 2: English-French workbook

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- 2** Take a piece of A5 paper (148mm x 210mm, or similar size), "the folding slip". Fold it in the middle so that the open side points upward.

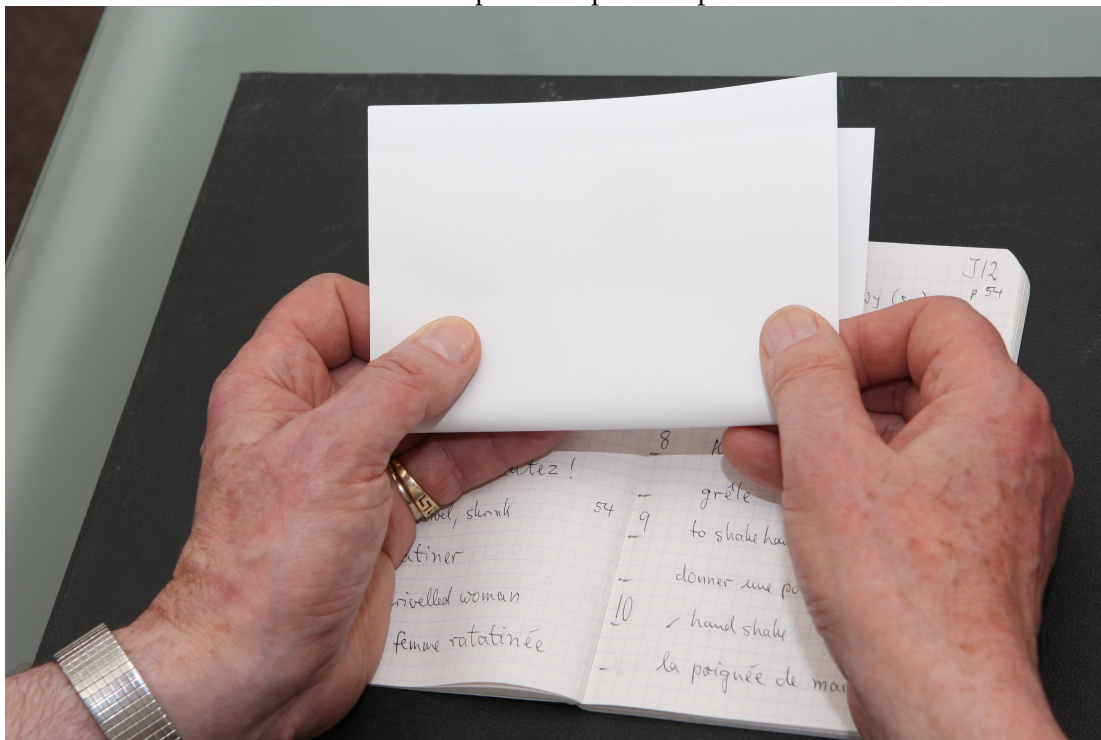


Image 3: How to fold

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- 3** Cover the top of your exercise with it, and do NOT read the first items while covering them. Otherwise you will spoil the diagnosis of the system.

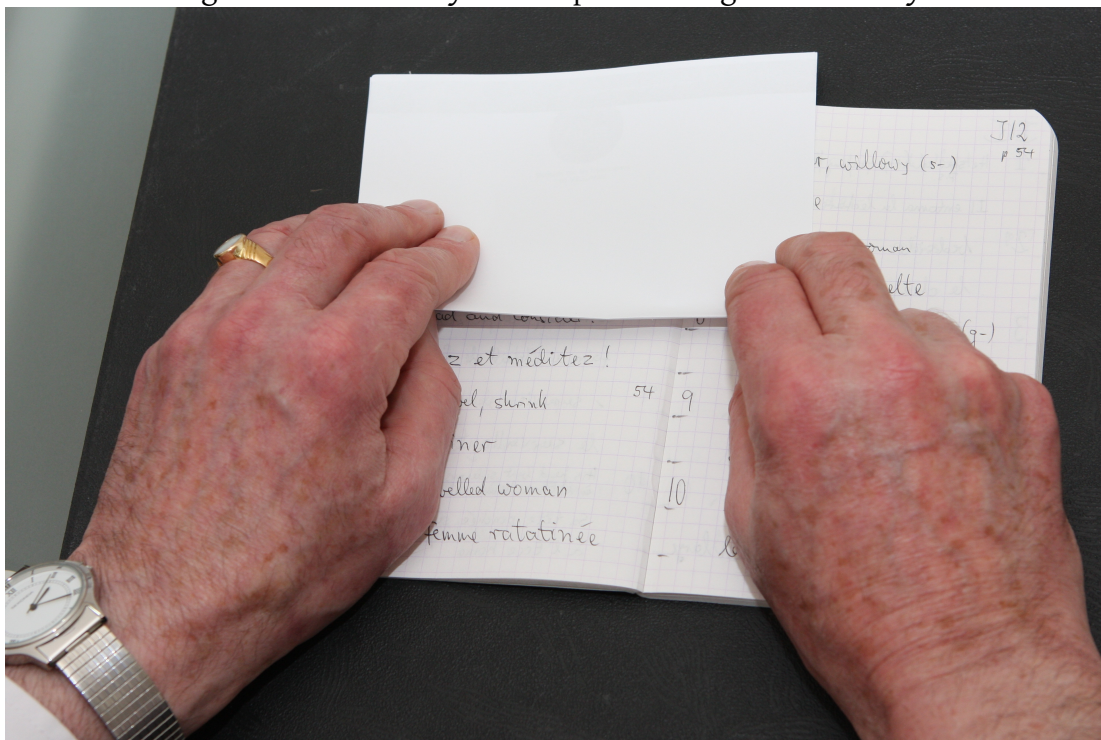


Image 4: Completely cover the top of the exercise



- 
- 4** Slowly slide the paper down until the first question (e.g. "to grate, grind, creak, squeak") is revealed. Make sure you do not accidentally see the answer ("grincer").

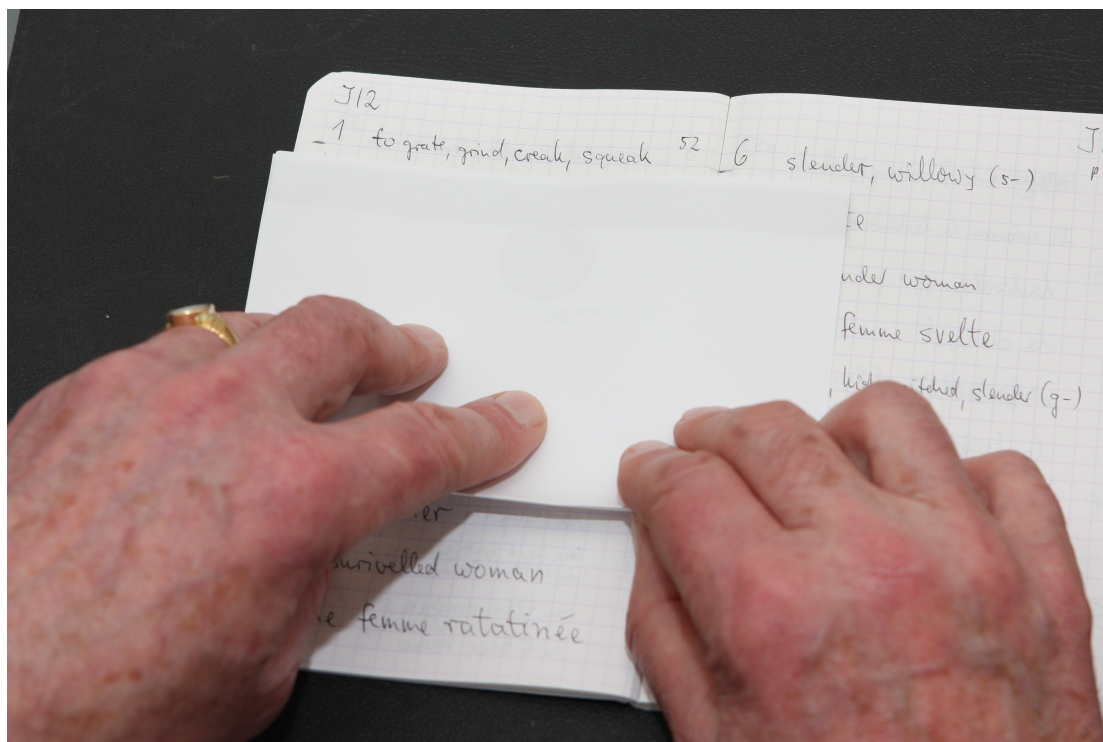


Image 5: Reveal the question

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- 5** Guess the answer. Guess anything and write it on the folding slip, e.g. "granter". It does not matter whether what you write is right or wrong. Just reveal on paper what your mind is doing right now, as if it were a game.

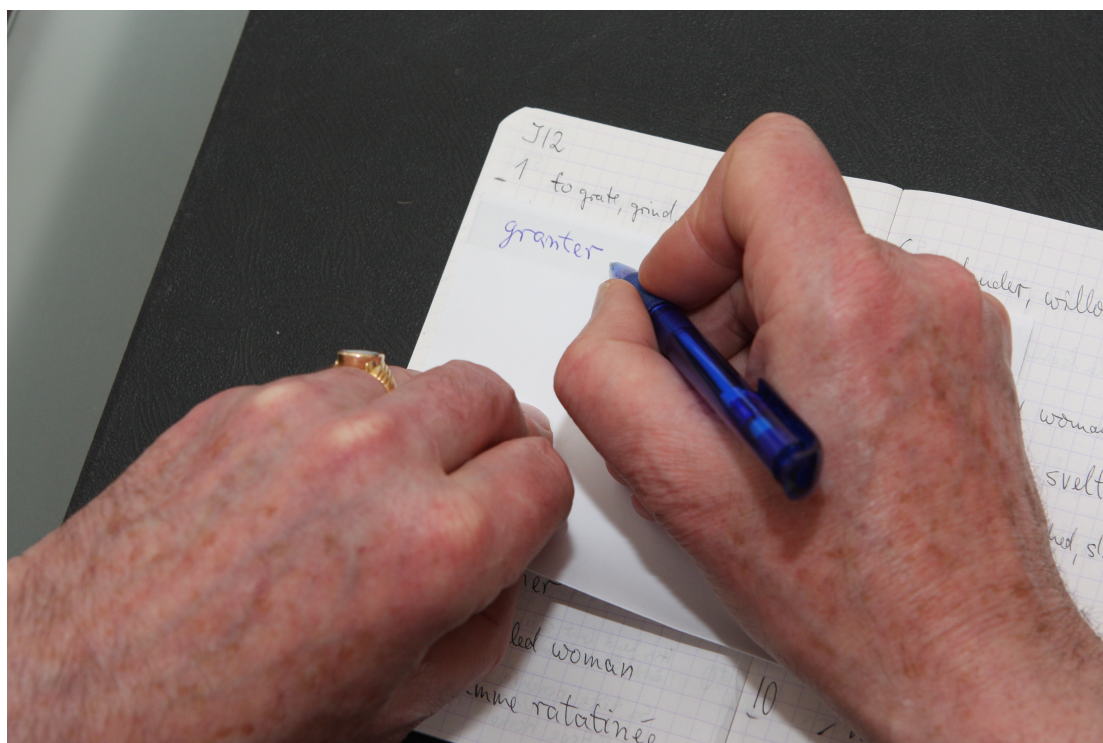


Image 6: Write down a guessed answer

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**6** Slide the folding slip down to reveal the model answer: "grincer".

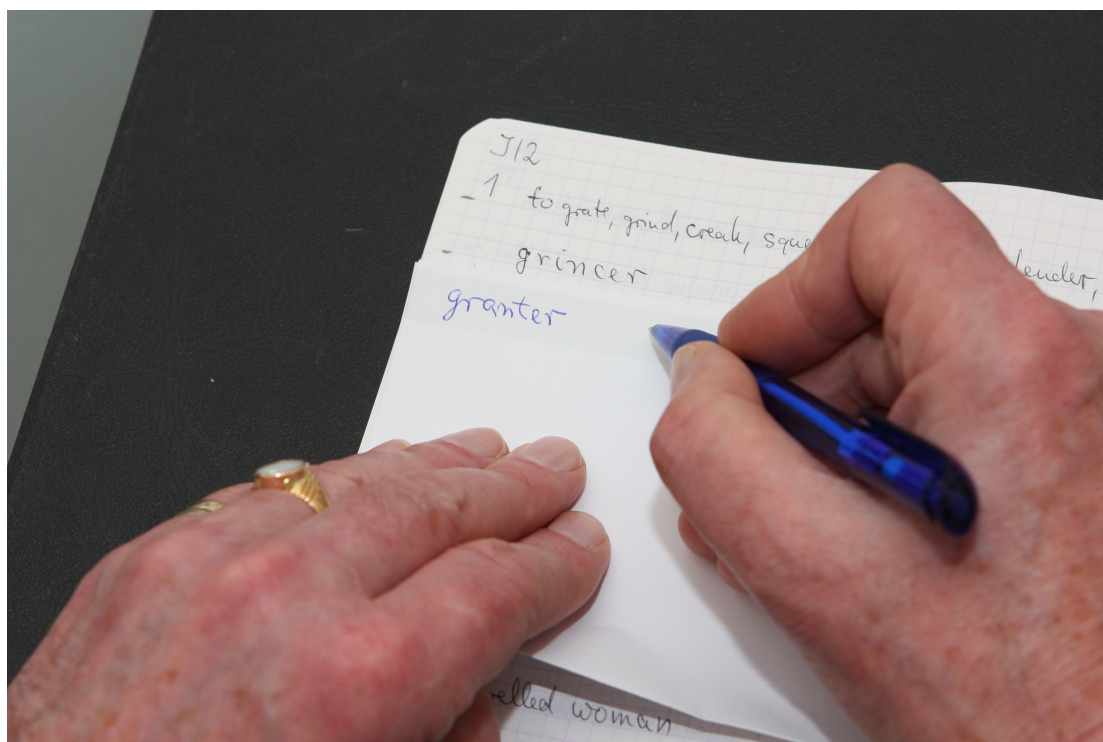


Image 7: Reveal the model answer

**7** Compare your answer with the model answer. There are differences, but it could be much worse.

Congratulate yourself:

- You have written two syllables (not one, not three): that decision was correct.
- The ending is correct, "-er", i.e. you guessed the correct conjugation ("-ie" and "-re" would have been wrong in this respect).
- Five letters are correct, only two are incorrect, i.e. 71 per cent of your answer is correct.
- The spelling might not be correct, but you have come close to the pronunciation. The first incorrect letter "a" (instead of nasal "i") indicates that you have a hunch of the correct pronunciation. I.e. you are well on the road towards mastery.

This is a realistic observation and assessment of how your brain gradually comes to grips with a new item, trying this and trying that, rejecting the errors, pondering the little successes with satisfaction, until eventually all the letters (and the pronunciation) settle into place and can be allowed to harden. (In the traditional classroom these processes are ignored, but they are important, especially for the "failing learner".) This battle with a new word is similar to the training of a wild horse. Eventually your horse will learn to obey. In the IDYLL METHOD (R) this is known as the "xabaz syndrome". It is typical for the quarry work, lifting a stone onto the lowest conveyor belt, the most difficult task of all. What follows is child's play.



It is important that you never get angry with yourself. Instead, treat this as a game with strict rules and one inevitable outcome: YOU will win. You will reach MASTERY.

Along the way, like in a football match, the ball moves from one half of the pitch to the other. You remember something, then you forget again. You get it wrong, then right, then wrong again.

These are the doings of your brain, part of nature. Observe what is happening in your brain, watch it with amusement, but never talk yourself down, never get angry or upset. Just observe the facts (in this case, that your guessed answer differs from the model answer, i.e. it is still wrong), then simply do whatever the IDYLL® METHOD™ prescribes, keep doing it, keep observing it, make the next move in this mental game with yourself, watch the ball move from one end of the pitch to the other and back again, and be assured that YOU ALWAYS WIN in the end.

It may take long, it may require many moves (that is nature, nothing to do with your talent or otherwise, just nature) but in the end YOU WILL WIN. This is the attitude you must develop, and with this attitude YOU ARE A WINNER.

OK. You observe a difference between the model answer and your guessed answer (wrong answer). Try to realise that this word has nothing to do with English "grant" or "grunt", that you need a "c" and not a "t" to start the second syllable.

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Write down the number of the wrong answer, e.g. 1, and draw a circle around it: thus:



Image 8: Write down the number of the wrong answer and draw a circle around the number.

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**8** Cross out the mistakes.

The student uses his normal pen to cross out the mistakes. In the photograph we had to make the strokes red in order to make them sufficiently conspicuous.

Image 9: Cross out the mistakes

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**9** Copy the model answer onto your folding slip. While copying, but no longer, observe as much as you can from the model answer that might help you to make a better guess next time round.

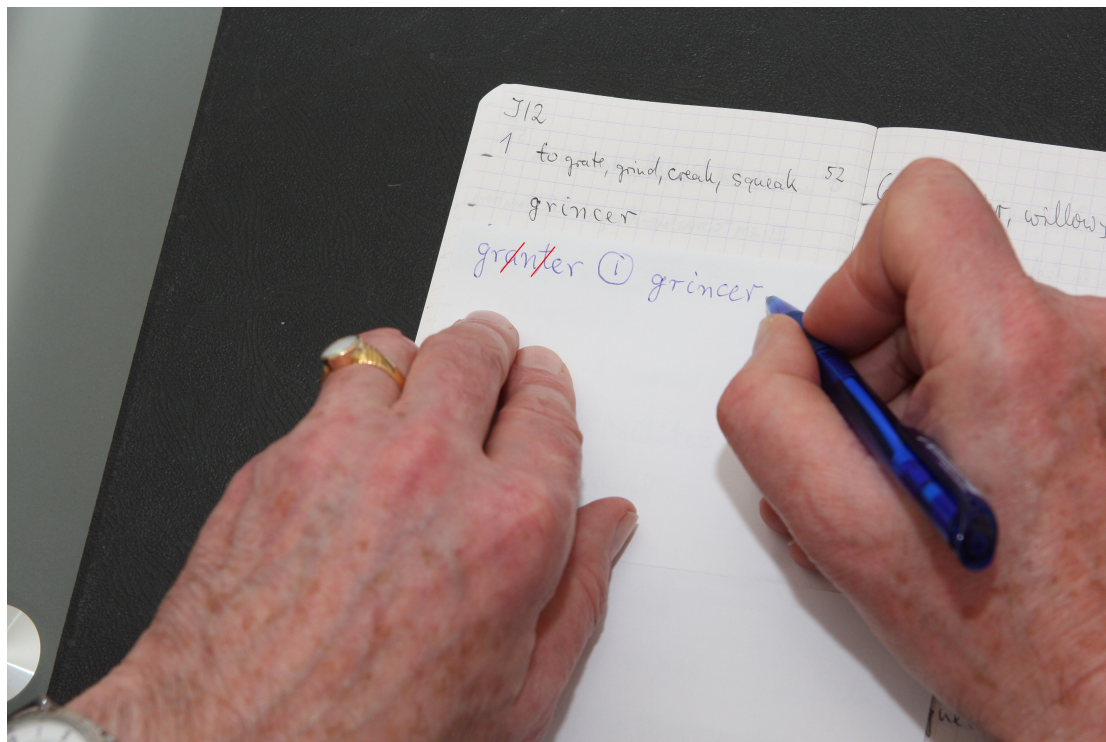


Image 10: Copy the model answer

In this case, "grincer", you might observe some of the following details (but you do not have to observe all at this stage; observe as many as you can easily take in while copying):

- 1 The first vowel is a nasalised "i".
- 2 The second syllable starts with a "c". Think of a creaking sound as a memory aid, or whatever memory aid you prefer.



**10** Slowly slide the folding paper down to reveal the next question, Q2, the next item in the game.



Image 11: Reveal the next question

You need NOT make any conscious effort to remember anything. Just observe the sort of thing that is easy to observe. You will re-visit this item often and, even without trying very hard, gradually your guesses will get closer and closer to the model answer, until they are perfect. This is inevitable. Just do as you are told.

## The three versions of PAPA

PAPA controls the sequence in which you tackle the items in an exercise and indirectly controls the time intervals after which the items are presented and the retention times that are tested. The outcome is 100% correct answers. You must continue work on each exercise until you give 10 correct answers in succession. Anything less will seriously undermine the guarantees of the IDYLL® METHOD™ and destroy your success in language learning. You must follow all our instructions in every detail.

PAPA comes in three versions PAPA-BASIC, PAPA-INTERMEDIATE and PAPA-PREFERRED. PAPA-BASIC is quick and easy to learn but less efficient than PAPA-PREFERRED. PAPA-PREFERRED takes longer to learn than PAPA-BASIC but speeds up your learning enormously, makes learning of difficult items much easier, and eliminates every chance of frustration while learning. PAPA-INTERMEDIATE sits in between Basic and Preferred.

The correct sequence is therefore:

- 1 Use PAPA-BASIC for two or three exercises until you have got used to tackling the individual items and to using the folding slip.
- 2 Then abandon PAPA-BASIC and use PAPA-INTERMEDIATE for a few exercises.
- 3 Eventually use only PAPA-PREFERRED.

## Why the timing of items and revisions is important

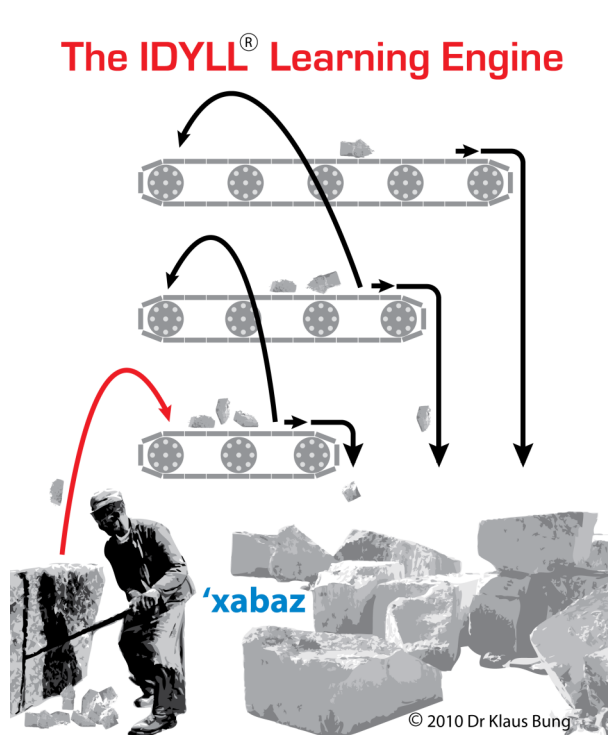


Image 12: Conveyor Belts Diagram (Quarry Diagram)

In the quarry you spend some time understanding words, phrases, sentences and grammar. You then learn to remember them for at least some short period of time. That happens in every classroom, but it happens at random. In IDYLL<sup>®</sup> we control the retention times precisely. The IDYLL<sup>®</sup> Learning Algorithms ensure that you remember an item first for seconds or minutes, then for hours, then for days, weeks and months. Difficult items are reliably built up syllable by syllable, letter by letter and phoneme by phoneme. All is engineered to perfection. Nothing is left to chance as in traditional language teaching and learning. The conveyor belts diagram shows the logic underlying these algorithms.

Every item is stored in your memory with a different retention span. During the retention span you can give correct answers. When the retention span has expired, you will give wrong answers. Revisions lengthen the retention span. To avoid wrong answers and frustration and to minimise learning time, you have to revise during the retention span and as late as possible during the retention span.

The diagram illustrates this. The process of analysing and understanding, of writing out your exercises in the form of a quiz and constructing and recording the exercises corresponds to the quarry work. PAPA then helps you to store one item for, say, 20

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seconds, or one minute or three minutes. This is part of "initial learning". It is equivalent to lifting a stone to the lowest conveyor belt.

After, say, 3 minutes, the stone will drop back into the quarry. All the lifting work will have been wasted. But this is what regularly happens in traditional teaching and learning. To avoid this waste, the stone has to be lifted to the next conveyor belt just before the end of the belt. And so on for each successive belt.

In IDYLL® learning, this corresponds to revising each item (re-visiting each item) before its retention span ends. This is embodied in the IDYLL® maxim: "Revise as seldom as possible, but as often as necessary". It is diametrically opposed to the silly advice regularly dished out to language students in traditional classes: "Revise as often as possible", which means in effect: "Don't revise unless you feel like it. All your other duties and activities are more important than language learning. And, if you don't revise at all, it is still OK, because it simply wasn't possible." As a result most traditional language students, if they revise at all, always revise at the wrong time, revise when the revisions are least effective, when the time they take is very long, and when they maximise their mistakes, which make revision an unpleasant experience.

The IDYLL® algorithms ensure that items are re-visited before they reach the end of the conveyor belt and that items which fall off the conveyor belt are caught and given special treatment (through ENFA, the Enforcer Algorithm.) This activity is systematically maintained over a period of at least 9 months, or longer for items which require it.

## How the timing of items is achieved in PAPA-PREFERRED

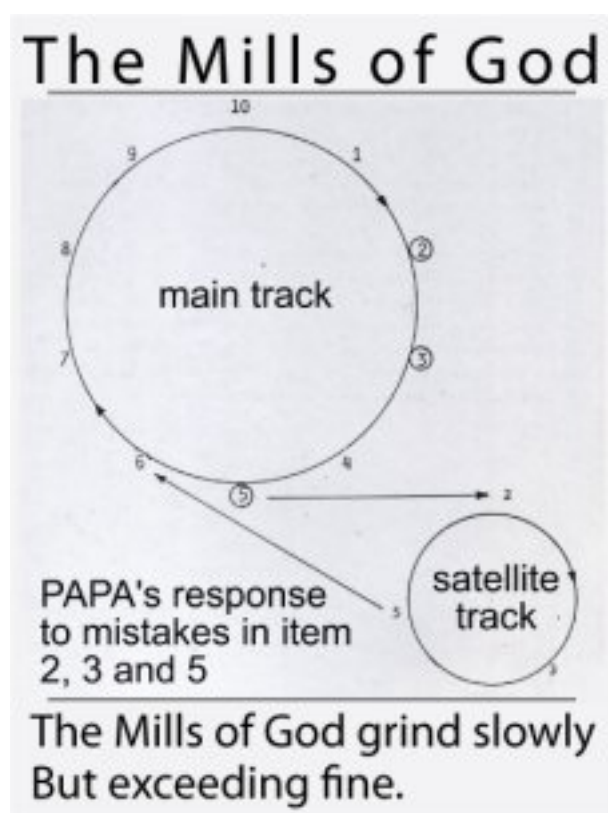


Image 13: The Mills Diagram

In the Mills Diagram, you see two tracks (two wheels). The main track (main wheel) represents the ten items of an exercise. PAPA-BASIC instructs you to tackle one item after another, from 1 to 10 and again from 1 to 10 etc, until you have given 10 correct answers in succession. The interval between one occurrence of item 3 (or whichever) and its next occurrence is always the same, e.g. 2 minutes. For some items this is fine. No student will find it hard to remember French "merde" (shit). For some items this unchanging interval is rather long. The student will have to revisit this item on the main track many times, giving different wrong answers each time, before he begins to remember it and respond correctly. But eventually he will. This is the "xabaz-syndrome" alluded to in the conveyor belts/quarry diagram.

In other words, PAPA-BASIC is effective, it leads to the goal of 100%, but is not as efficient as it could be, e.g. not as efficient as PAPA-PREFERRED.

When the student has learnt this version of PAPA-BASIC, he moves to PAPA-INTERMEDIATE, which is slightly more efficient than PAPA-BASIC. He mentally divides the Exercise into 3 Blocks.

Block 1 = Item 1 to 3,

Block 2 = Item 4 to 6,

Block 3 = Item 7 to 10.



---

He works on Block 1 until he has mastered it. Then on Block 2 and finally on Block 3. When he has mastered each Block in turn, he tackles the Exercise as a whole until he has mastered it.

The intervals in PAPA-INTERMEDIATE are shorter than those in PAPA-BASIC. That is why it is more efficient for initial learning. It is like setting a car into motion in first gear or even "half clutch" rather than trying second or third gear immediately. Car engineers and driving instructors know what they are doing. Language teachers often are less rational and distrust engineers. Why!

The Blocks in PAPA-INTERMEDIATE are static, i.e. each block always covers the same items regardless of the student's performance. The student is now ready to advance to PAPA-PREFERRED. In PAPA-PREFERRED the static Blocks are replaced by Groups, which are dynamic. The student tackles each item on the main track and tries to find wrong responses (unknown items). Whenever he has found three such items, these items constitute a group. They are placed on the Satellite Track for intensive practice. The members of the current group change dynamically, whereas the Blocks previously used were always the same. The blocks were static, the groups are dynamic.

PAPA-PREFERRED brings the Satellite Track into play. PAPA-PREFERRED collects 3 unknown items (= 3 wrong responses), e.g. items 2, 3 and 5. When it has found these, it places them on the Satellite Track. You now work your way round the Satellite Track. Forget about the burden of having to learn 10 items. All you have in front of you are 3 items. You re-visit them every 20 seconds or so, i.e. they are much easier to remember that long. By remembering them for 20 seconds, you are placing them on the lowest conveyor belt (the one with 2 minutes retention). When you have eliminated 1 item from the Satellite Track by giving a correct answer, you return to the main track to find another unknown item. The moment you have found it, you place it on the Satellite Track, where 2 items (left over from the last round) are still waiting. Again you work on the Satellite Track until at least 1 item has been eliminated. Then you return to the main track.

This is extremely efficient. The tasks on the Satellite Track are very easy. All that is required is a retention of 20 seconds or less. There is no classroom in the world where your starting tasks would be so easy. Making it easy at the beginning (20 seconds retention) and very gradually increasing the difficulty (retention span) is typical for the IDYLL® METHOD™. This applies not only to languages but to many other subjects as well.

In brief, it is well worthwhile making the effort of learning PAPA-PREFERRED. The time invested in learning it will be repaid over and over again. Like learning to drive a car. It costs money, takes many hours, possibly repeated failures in the test. But having learnt to drive saves you an immeasurable amount of time and trouble throughout your life.

## Using PAPA-BASIC in practice

Use PAPA-BASIC only for the first three exercises, to get a feel of how the folding slips work and the fantastic effect of REV, the Revision Algorithm, and the REVISION DIARY. Then spend some time learning thoroughly how to use PAPA-PREFERRED, or attend an IDYLL® workshop.

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"Next item" and "Next question" are defined by the main track on the Mills Diagram. After Item 1 comes Item 2, etc. After Item 10 comes Item 1.

**Step 1:** Tackle Item 1, or whatever is the next item.

- If your answer is correct, go to Step 2 (below).
- If your answer is wrong, go to Step 3 (below).

**Step 2:** What to do after a correct answer.

- Slide the folding slip down until you can see the next question (but not the answer).
- Try to answer the question.
- Then go to Step 1.

**Step 3:** What to do after a wrong answer.

Stay calm and observe, perhaps with amusement, what your mind has come up with this time and compare what your mind SHOULD have produced. While copying, also silently or aloud articulate (say) the correct answer as best you can.

Write down the number of the wrong item. Draw a circle around this number. (The circle marks incorrect answers.)

Copy the model answer onto the folding slip and make yourself aware of where and why you went wrong.

Go to Step 4.

**Step 4:** What to do at the end of an exercise.

Have you just tackled Item 10?

- If yes, go to Step 5 (below).
- If no, go to Step 1.

**Step 5:** You are at the end of the exercise.

Check if any circles (wrong-item markers) are visible on the folding slip.

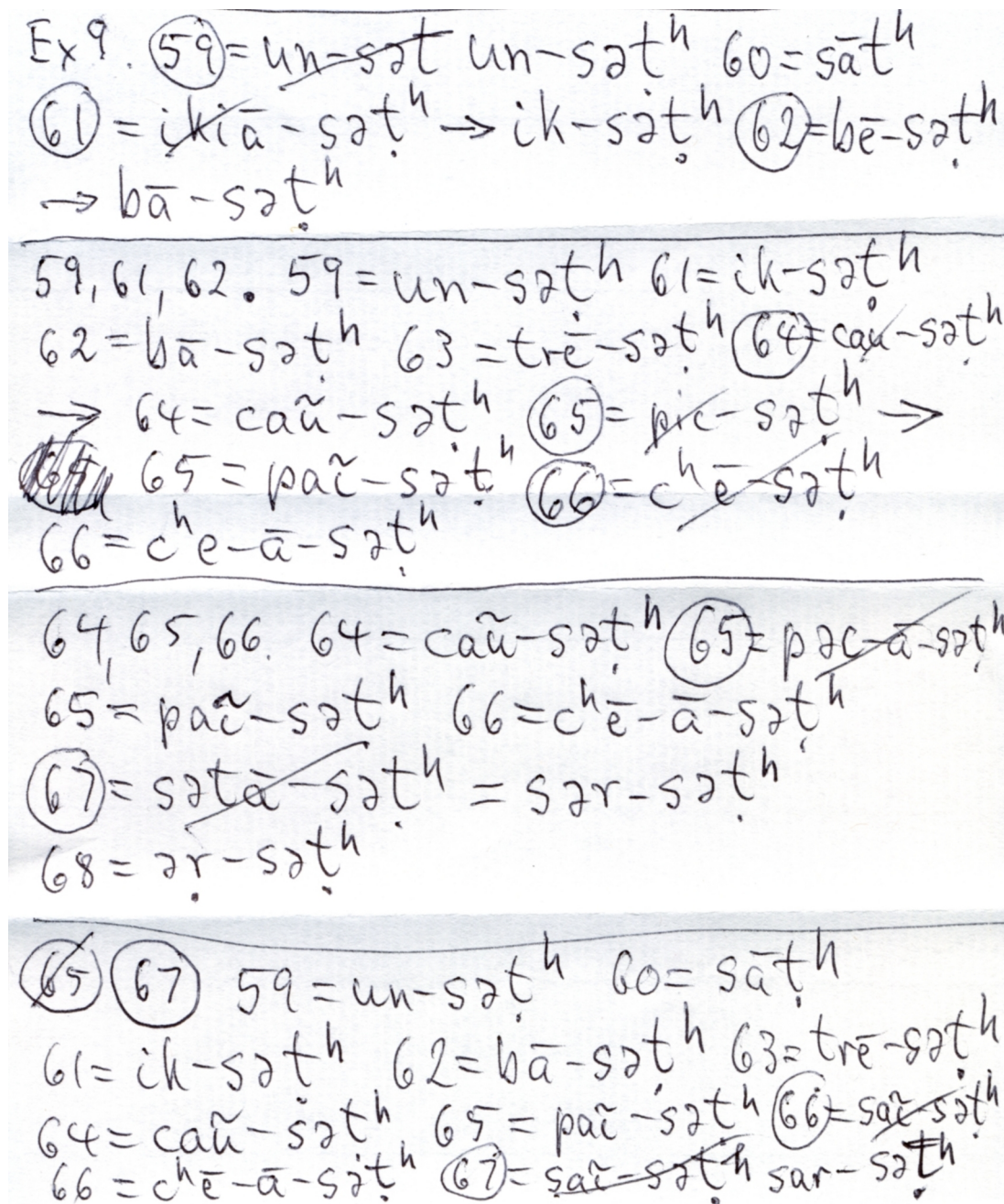
- If yes, go to Step 6.
- If no, go to Step 7.

**Step 6:** Circles are visible.

Copy the circles and their numbers into the next line on your folding slip.  
Fold the slip back so that the copied circles and their numbers are now visible on top of the slip, but that your previous answers on the slip are now invisible.

Go to Step 1.

Image 14: Folding slip: practising Hindi-Urdu numerals



Note: This student is learning the diabolical Hindi-Urdu numerals (nicknamed "The HURDle" or "The HUNS"). The horizontal lines show where the paper has been folded. Concerning the linguistic problems involved, see Bung 2010.

In this exercise, the student had to practise the numerals from 11 to 99. To avoid confusion, he therefore did not number the items 1, 2, ..., 10, but the numbers to be "translated" (59, 60, 61, ...) served as item numbers and appear on the folding slip.

**Step 7:** No circles are visible.

You have reached the passing score (100%) for this exercise. You can proceed to the next exercise or stop work for now. But make sure that you apply all the instructions of REV, the revision algorithm. You do not want to have wasted your time and forget what you have just learnt.

End of this procedure.

## Using PAPA-PREFERRED in practice

We assume that you have used PAPA-BASIC to learn at least three exercises, and that you are therefore familiar with using the folding slip, and writing down the item number in a circle when you have made a mistake. We also remind you of the Satellite Track in the Mills Diagram (above). Read that description again. The only difference between PAPA-BASIC and PAPA-PREFERRED is that PAPA-BASIC uses only the Main Track, whereas PAPA-PREFERRED uses the Satellite Track to help you focus on the unknown items, and make them easy to learn.

- 1** Use the folding slip and tackle one item after another.
- 2** Compare your answers with the model answers. When you have made a mistake, write the item number into a circle on your folding slip. Copy the model answer and briefly try to figure out what went wrong and why. Don't spend more time on "figuring out" than you need for copying the correct answer. Your next attempt at this item need not be perfect, you just hope that you will have more correct letters and fewer wrong letters. Eventually it will be perfect - without any stress for you. While copying, silently or aloud articulate (say) the correct answer as best you can.
- 3** If your answer was correct, you need not copy (in writing) the model answer, but do articulate it (say it) as best you can.
- 4** As soon as three circles are visible on your folding slip, the Satellite Track comes into operation. Its "capacity" is three items, no more, no less.
  - a** Copy the circled item numbers into a new line on your folding slip. Fold the slip so that the three circled numbers are visible but that your previous answers are invisible.



Image 15: Folding slip: practising Hindi-Urdu numerals

Ex 9. (59) = ~~un-sat~~ un-sat<sup>h</sup> 60 = sat<sup>h</sup>  
 (61) = ~~ikā~~-sat<sup>h</sup> → ik-sat<sup>h</sup> (62) = ~~bē~~-sat<sup>h</sup>  
 → bā-sat<sup>h</sup>

---

59, 61, 62. 59 = un-sat<sup>h</sup> 61 = ik-sat<sup>h</sup>  
 62 = bā-sat<sup>h</sup> 63 = trē-sat<sup>h</sup> (64) = ~~caū~~-sat<sup>h</sup>  
 → 64 = caū-sat<sup>h</sup> (65) = ~~pic~~-sat<sup>h</sup> →  
 (65) = pač-sat<sup>h</sup> (66) = ~~chē~~-sat<sup>h</sup>  
 66 = chē-ā-sat<sup>h</sup>

---

64, 65, 66. 64 = caū-sat<sup>h</sup> (65) = ~~pač-ā~~-sat<sup>h</sup>  
 65 = pač-sat<sup>h</sup> 66 = chē-ā-sat<sup>h</sup>  
 (67) = ~~satā~~-sat<sup>h</sup> = sar-sat<sup>h</sup>  
 68 = ar-sat<sup>h</sup>

---

(65) (67) 59 = un-sat<sup>h</sup> 60 = sat<sup>h</sup>  
 61 = ik-sat<sup>h</sup> 62 = bā-sat<sup>h</sup> 63 = trē-sat<sup>h</sup>  
 64 = caū-sat<sup>h</sup> 65 = pač-sat<sup>h</sup> (66) = ~~sat~~-sat<sup>h</sup>  
 66 = chē-ā-sat<sup>h</sup> (67) = ~~sat~~-sat<sup>h</sup> sar-sat<sup>h</sup>

- b Tackle each of the circled items in succession, e.g. if the circled items are 2, 3, 5, then tackle these three items again and again, until you get one of them right.
- c When you get an item right, cross out its circled number. This removes it from the Satellite Track. There are now only two circles visible on your folding slip, i.e. only two items waiting on the Satellite Track. The Satellite Track stops and you return to the main track, as shown in the Mills Diagram.

- d You are now trying to find another unknown item (wrong answer). As soon as you have found one, you rejoice, and write down its number in a circle. Now three circles are visible again, and the Satellite Track, "the language learner's best friend", starts running again. Write the circled number into a fresh line on your folding slip, fold the slip, and try to eliminate one of the three items.
- 5** When you come to the end of the exercise, item 10, you have to return to item 1 (as shown in the Mills Diagram). But first you have to fold the slip to make your previous answers invisible. (Cheating will harm you badly. You will lose the success guarantee of the IDYLL® METHOD™ and you may fail to learn the language.)
- 6** Before folding the slip, you have to preserve the circled item numbers which are waiting to enter the Satellite Track. Therefore, if there are any circled numbers visible,
- copy them into a fresh line together with their circles.
  - Then fold, immediately above the circled numbers.

Image 16: Italian exercise

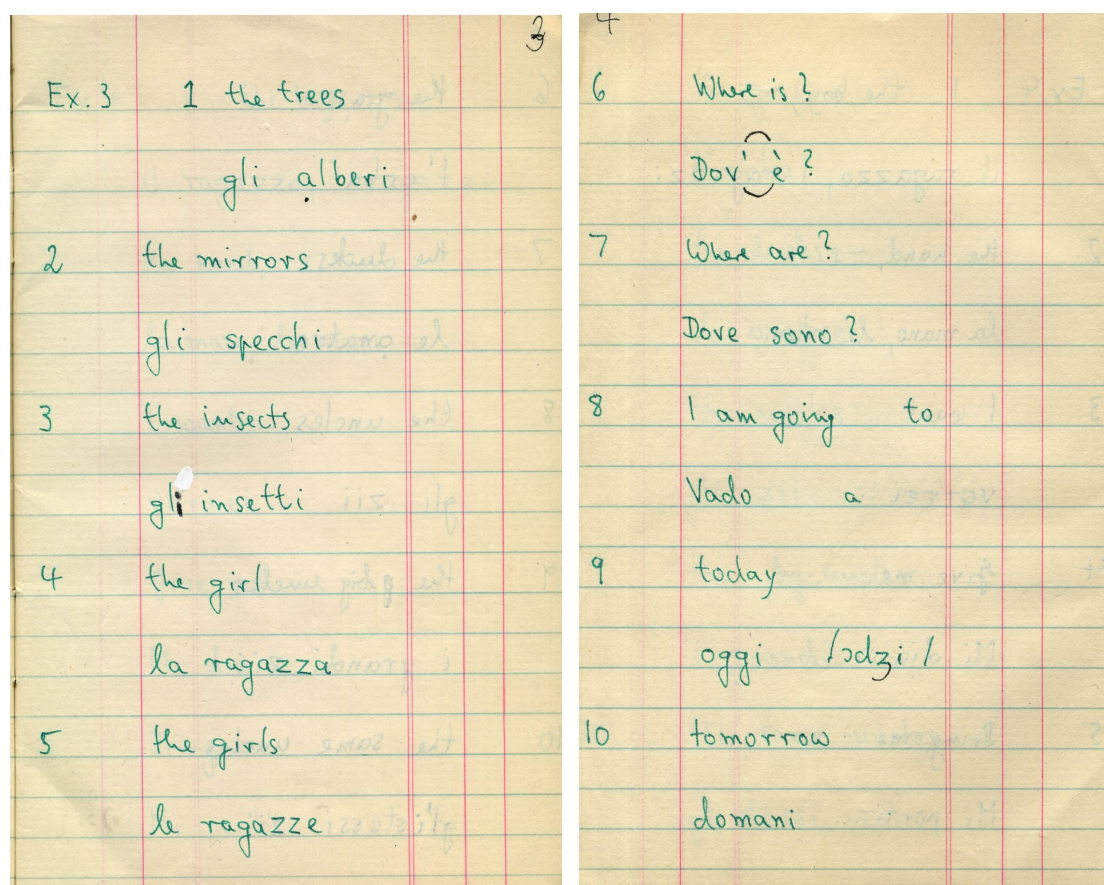
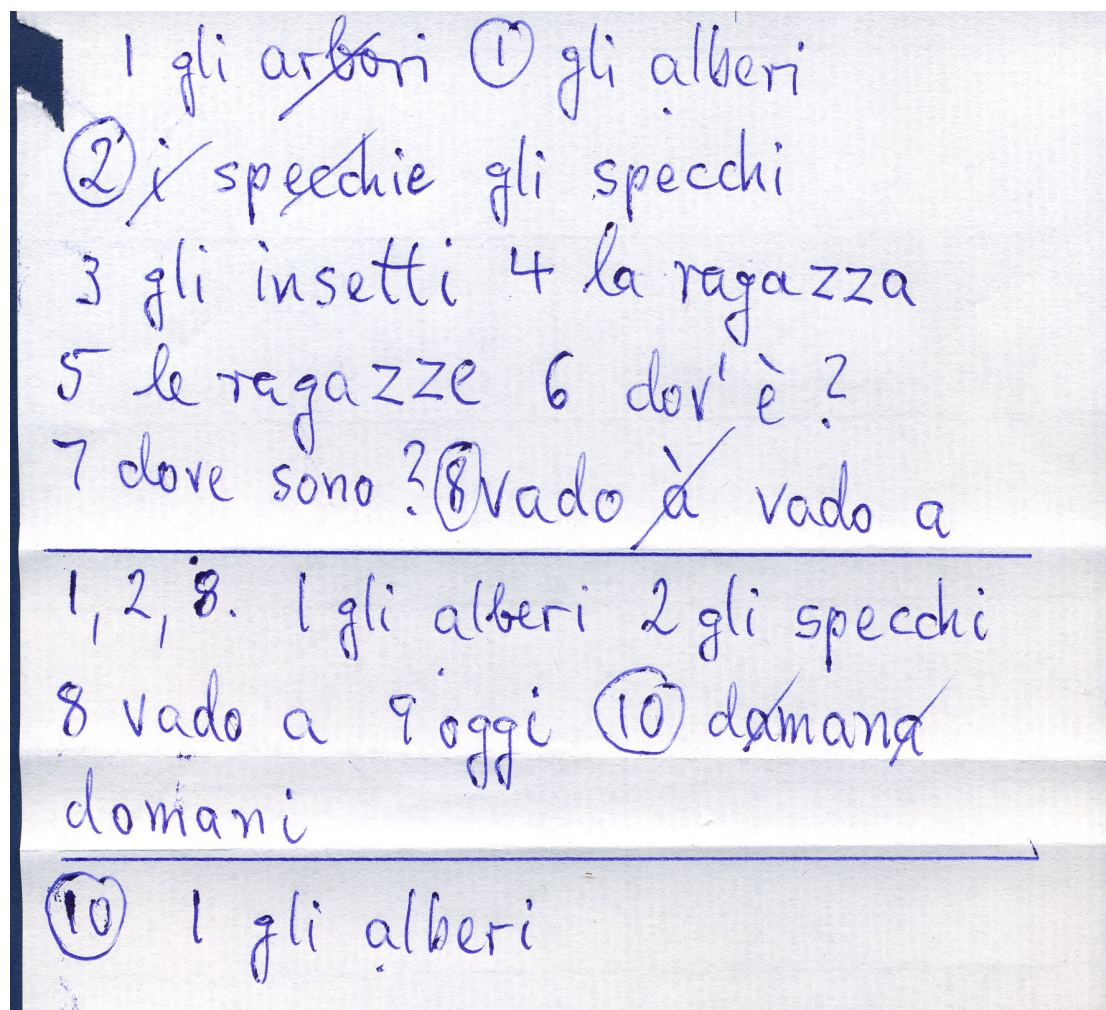


Image 17: Folding slip, showing End-of-Exercise situation

Any circled numbers visible between the last fold and the next fold (now due because the end of the exercise has been reached and the student has to return to



the beginning) must be copied and preserved on the next line before the paper is folded. In this case, there is only one circled number, 10 in a circle.



The horizontal lines show where the paper has been folded.

- 7** Slide the folding slip to the very top of the exercise, then slide it down slowly until you have revealed question 1.
- 8** Keep doing the exercise from beginning to end (on the Main Track), occasionally interrupted by a sprint on the Satellite Track, until you have given 10 correct answers in succession, i.e. you have reached the passing score (100%).
- 10** Now practise the spoken version of the same exercise with LASPEX until you have reached the passing score (10 items correct twice running).
- 11** Update your REVISION DIARY and apply REV. Do not forget the revisions during the first 24 hours prescribed by REV. They are most important to make learning easy and fun: Revise after 15 minutes, then after 60 minutes, then in the evening of the same day, then any time during the next day. You will be stunned by your own successes.

## Adjustments to PAPA-PREFERRED for slow learners or difficult languages

The normal capacity of the main track is 10 items, i.e. each standard IDYLL® exercise consists of 10 items.

The normal capacity of the Satellite Track is 3 items, i.e. it comes into operation when 3 unknown items have been found on the main track.

This works well for most learners and for many languages, e.g. for English people learning a closely related European language: French, Spanish, German etc. But it may not work well enough for difficult languages (e.g. Russian, Chinese, Arabic, Farsi, Urdu, Hindi, Telugu, Tagalog, etc) or for slow learners learning a language which other learners find easy (e.g. English speakers learning Spanish).

In such situations (slow learner, or difficult language) we change the capacity of the main track from 10 to 5, and the capacity of the Satellite Track from 3 to 2.

The result in practice is as follows:

- 1 Main track: Tackle items 1 to 5 with the same rules which normally apply to items 1 to 10. After item 5 return to item 1 and keep practising item 1 to 5 until you have 5 items correct in succession, i.e. passing score of 100%. Bring in the Satellite Track as soon as you have found TWO unknown items and circled their numbers.
- 2 When you have mastered items 1 to 5, work on items 6 to 10 in the same way.
- 3 When you have mastered 1 to 5, and 6 to 10, each block on its own, tackle items 1 to 10 of the same exercise in accordance with the normal rules, i.e. change the capacity of the main track back to 10 and of the Satellite Track back to 3.
- 4 When you have mastered the 10-item exercise like everybody else, you can proceed to the next exercise, again splitting it into two halves, to start with.

This adjustment makes slow learners fast and difficult languages easy.

## Infinite simplification

**IDYLL® maxime:  
No task is so easy that it cannot be made even easier  
for learners who require it.**

IDYLL® has many tools for such learners. The "easy" task which has proved too difficult for some learners is broken down into easy constituent tasks (Cartesian method). When these have been mastered, they are carefully sequenced and synthesised to gradually build up the desired more complex skill.



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The simplification of tasks (breakdown of tasks) can be done stage by stage, level by level, until the tasks are sufficiently easy for the student.

Traditional teachers are often not willing to simplify tasks as much as is necessary. Instead of adjusting their methods to the needs of certain students, they declare these students to be untalented or unable ever to learn a foreign language.

## **Adjustments to PAPA-PREFERRED for fast learners and fast forgetters**

Occasionally one finds students who reach the passing score (100%) very quickly but also forget unusually fast. I have found computer programmers performing like this. They sometimes go through an exercise once making the normal number of mistakes, but during the second run get every item correct.

So far so good. But here is the other side of the coin. When you test them the following day, they have forgotten 80%, when normal learners (who spent much longer on initial learning before reaching the passing score) forget only 10% or less.

Such learners have to be forced to spend more time on initial learning, to ensure that the items are deposited in a memory layer with a sufficiently long retention span.

If you are of that type, you change the capacity of the main track to 20, but leave the capacity of the Satellite Track at 3. Then apply the normal rules, adjusted to these new capacities. The passing score for this type of learner is now "20 items correct in succession" (rather than "10 items correct in succession", as for normal learners). To achieve this standard, the student has to spend much more time on initial learning than he would in the normal system, he would revise items APPARENTLY known many more times, and thus ensure their long-term retention.

If you are such a student, you will proceed as follows:

- 1 Treat two successive exercises of 10 as if they were one exercise of 20. Assume the exercises are called Exercise 13 and Exercise 14.
- 2 Learn Exercise 13 with the normal track capacities until you have reached the passing score of 100%. Do the same with Exercise 14.
- 3 Increase the capacity of the main track to 20, i.e. try to answer all items in both exercises correctly in succession, bringing in the Satellite Track where required. Go through all 20 items for as often as it takes, so that you achieve long term retention. If you make foolish mistakes (lack of concentration), concentrate better on those items, but do not abandon the algorithm and the required target standard.

## **LASPEX-BASIC: Learning algorithm for spoken exercises**

You already know about the structure of LASPEX exercises. There is a long pause before the model answer and a short pause after the model answer.

During the long pause, you try to say the answer as best you remember (right or wrong). During the short pause, you always repeat the correct answer.



# LASPEX Scoring Sheet

Ex. No.														
Date														
Home / Collage														
Position														
Run No.	1													
	1													
	2													
	3													
	4													
	5													
	6													
	7													
	8													
	9													
	10													
Total correct														

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Image 18: Blank scoring sheet

To aid concentration and to keep a record of your answers (right or wrong) you use a blank scoring sheet (grid) or a scoring book. You fill in the cells on top of the sheet, as follows:

---

Exercise No:

Date:

Home/College: (Note 1)

Position: (Note 2)

Run No: (Note 3)

- Note 1: Write H or C or some other suitable abbreviation. If you are studying in class and at home, your location while doing the exercise (class work or home work) may make some difference.
- Note 2: If you are using an old-fashioned cassette recorder with position counter (which is ideal for LASPEX-Preferred), you always start with the tape at its very beginning and set the position counter to zero at that point. Then spin forward to the beginning of the wanted exercise. The exercise will then always have the same position number, and you can easily find its start. If you need repeated access to any item inside the exercise, you write its position number in small letters into its cell. Adjust this as required if you use different software (e.g. mp3DirectCut) for listening to your exercises.
- Note 3: Each Run is one pass through the exercise. You count 1, 2, 3 etc. The next exercise starts with Run 1 again, on the same scoring sheet.

You tackle each item in the exercise from 1 to 10. Make a tick when you have given the correct answer, leave a blank when you have given a wrong answer or hesitated too long (e.g. had to pause the mp3 player, etc).

When you have reached the end of the exercise, count the number of ticks and write the total into the bottom cell.

Do one run after another through the exercise, write the totals into the bottom cell. Watch the totals gradually go up. Do not be dismayed if occasionally they go down or stay the same.

Continue this until you have reached the passing score, which for LASPEX is 10 correct responses TWICE RUNNING.

For LASPEX-BASIC any mp3 player or media player will do.

## **LASPEX--INTERMEDIATE: Learning algorithm for spoken exercises**

LASPEX--INTERMEDIATE is one step above in efficiency from LASPEX-BASIC but you need either an old-fashioned audio-cassette player with a position counter or some other suitable mp3 software to handle it. In the absence of such devices you have to stick to LASPEX-BASIC. You can be comforted by the fact that PAPA will have given you such good writing skills for the same exercises that you will not find it difficult to pick up the corresponding speaking skills.

LASPEX--INTERMEDIATE and Preferred were indispensable at a time when teachers were giving spoken exercises to their students without preparatory work in writing.

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For LASPEX--INTERMEDIATE, the exercise is divided up into 3 blocks.

Block 1 = Item 1-3

Block 2 = Item 4-6

Block 3 = Item 7-10

Each block is first practised on its own (following the rules of LASPEX-BASIC), until the 100% passing score is achieved. Then the whole exercise is brought up to passing level, i.e. 10 items correct twice running.

Courses prepared by the INSTITUTE FOR DYNAMIC LANGUAGE LEARNING™ provide not only recordings of the complete exercise but also, for each exercise, the three blocks as independent mp3 files, so that any mp3 player can handle them.

The Blocks in LASPEX--INTERMEDIATE are static. They are the same for every student regardless of his performance. By contrast, LASPEX-Preferred uses "Groups" of items. These groups are dynamic, they are assembled by each student on the basis of his correct or incorrect responses. They are then practised until mastery is achieved. Then they "evaporate", and a new group is assembled.

## **LASPEX-Preferred: Learning algorithm for spoken exercises**

### **Preparing a cassette recorder for work with LASPEX-Preferred**

If you have an old-fashioned cassette recorder with a position counter, you can use LASPEX-Preferred, which is much more efficient than LASPEX-BASIC. If you have any other media player which enables you to conveniently access individual items within an exercise, you can use that. We are still trying to find such a device, and one which is simple and inexpensive enough to be used by the general public.

To prepare your spoken exercises for use with a cassette recorder, you have to do all or some of the following things.

- 1 Copy the exercises from their original medium (e.g. mp3) onto a cassette tape.
- 2 Spin the cassette tape to its beginning and reset the position counter to 000.
- 3 Play through the entire cassette and note the starting position of each exercise (item 1) in your scoring book.
- 4 Whilst doing an exercise, you will sometimes tackle a "group" of three items in an "intensive run". When this happens write the position number for the first item in the group in pencil into the cell corresponding to this item.

The following illustration shows the scoring sheet which recorded the actions of an imaginary student using LASPEX.

## Sample of LASPEX Scoring Sheet

Exercise No.	75													
Date	10.5. 2010													
Home / College	C													
Position	326													
Run No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	✓	••••	✓		✓	✓	••••	✓	✓		✓	✓	✓	✓
2		•••	✓				•••	✓	✓		✓	✓	✓	✓
3	✓	••••	✓		✓	✓	••••	✓	✓		✓	✓	✓	✓
4		•••	✓	••••	✓	✓		✓	✓		✓	✓	✓	✓
5		•••		•••	✓	✓				•••	✓	✓	✓	✓
6		•••		•••	✓	✓		✓		•••	✓	✓	✓	✓
7	✓	••••	✓		✓	✓		✓	✓	••••	✓	✓	✓	✓
8		•••	✓		✓	✓	••••	✓	✓		✓	✓	✓	✓
9		•••	✓				•••	✓	✓		✓		✓	✓
10		••••			✓	✓	••••	✓	✓		✓	✓	✓	✓
Total correct	3		7		8	8		9	8		10	9	10	10

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Image 19: Filled scoring sheet of sample student

### Informal description of LASPEX-Preferred

If you want a more precise description of this algorithm, go to the website (click Practical Advice).

Look at the scoring sheet which illustrates all situations which can possibly occur while working through a spoken IDYLL® exercise.

---

## Column 1

You start with a test run to establish your prior knowledge of the exercise. In a test run you tackle one item after another, from 1 to 10. You make a tick for each correct answer and leave a blank for an incorrect answer.

Count the number of ticks (correct answers) and write it into the bottom row (Totals correct).

- If you have 10 items correct in that column, you proceed to the next exercise.
- If you have fewer than 10 items correct, you must continue practising until you have 10 items correct TWICE RUNNING (see the Totals in column 11 to 14).  
Column 11 was not sufficient proof of mastery.  
Column 12 proved that the good results in Column 11 were not mastery but luck.

## Column 2

If you have three items or fewer correct in Column 1, you must make an "intensive run". Intensive runs enable you to focus on difficult items. Therefore they lead very quickly to mastery.

You divide the items of Column 1 into groups of 3 or 4 items: 1-3, 4-6, 7-10.

In intensive runs, you use the same column repeatedly and you mark each correct answer with a dot and not with a tick. You do not mark wrong answers.

You do each item in the group (e.g. 1-3) until you have at least 3 dots in each cell. That is the target for a group. Then you go to the next group, until you have mastered all groups in that column. You do NOT count and write down the total number of ticks in an intensive run. Example: Column 2.

## Column 3

After each intensive run you do a "through run". Its purpose is to establish and record how much you have benefited from the intensive run. You expect the totals to increase.

At the end of each through run, e.g. Column 3, you write down the total. Then you inspect the column and look for two or more vertically adjacent blanks. There are two such blanks in Column 3. They are a "convenient target for attack" because they are adjacent, both are unknown, and you focus on them to eliminate them from the list of unknown items. You spin the cassette recording back to that position, pencil the position number into the cell for the first item of the group, and then start practising that group.

Each group, however, requires three items to ensure that the intervals between repetitions of each item are long enough to give you a chance of forgetting, and valid proof of success when you get them right. The items with blanks (where you gave the wrong answer) are called "critical items". Since in Column 3 you have only two critical items, you add a non-critical item (item 4) to make the group complete.

## Column 4

You now do an intensive run on the items you have identified as critical in Column 3.

### **Column 5**

Now you have to assess (measure) the results of the intensive run. You want to see the totals going up, and you want to see that you are getting the critical items right.

The total in Column 5 has gone up, and you got the critical item right.

You inspect column 5 and look for vertically adjacent blanks (convenient targets for attack). There are none. You have not yet reached the target standard [10,10]. Therefore you have to do another through run: Column 6.

### **Column 6**

You compare the totals in column 5 and 6: no progress. If you did more through runs, you could carry on like this forever. You do not want to waste time. You have to concentrate on the two items which did not improve. You have to shorten the intervals between the repetitions of these items to anchor them in your memory. These are defined as "difficult items", i.e. items with horizontally adjacent blanks. Difficult items are items which can not be mastered by "soft methods", i.e. by through runs.

Whenever you have two through runs in succession, you inspect the last two columns for vertically adjacent blanks. Item 2 is a "difficult item" but to tackle it in an intensive run, you need a group of 3 items. You therefore add two non-critical items and get the group 1, 2, 3. Similarly you establish the group 8, 9, 10 at the end of the exercise, because Item 9 is also a difficult item (horizontally adjacent blanks).

### **Column 7**

You do the intensive runs defined in the previous two columns.

### **Column 8**

You measure progress by doing another through run. There is progress: 9 items correct. You cannot find a critical item in Column 8, therefore you do another through run.

### **Column 9**

The total correct is 8, as opposed to 9 in the preceding column, i.e. your performance declines. That is a warning sign. You inspect both columns to identify the problem and then to tackle it with vigour.

You notice that items 5 and 6 are now wrong whereas they were right before. Don't be dismayed by that observation (as many students are). This is quite normal in human memory. What you know fades in and fades out. Observe the workings of your own mind with interest and slight amusement, never never never get angry with yourself, never say that you are a bad learner or have a bad memory. These comings and goings in memory are normal like the wind in nature blowing this way and that.

Just do what the algorithm tells you and gradually your memory will get steady and slightly more reliable, but never completely reliable.

You now form a group for an intensive run.

### **Column 10**

Item 5 is defined as a "difficult item" (horizontally adjacent blanks), and item 6 together with item 5 makes a "convenient target for attack" (vertically adjacent blanks). Item 7 is a non-critical item used as padding to make the group complete.

### **Column 11**

You check your progress by making a through run. Hurray, 10 items correct. However, this is not the end of the story. We must make sure that this is not an accidental success. The IDYLL® METHOD™ gives you fantastic guarantees of success. This can only be achieved if you work like a master craftsman. Do everything to perfection. Follow the instructions to the letter. Do not take even the slightest risk. Your memory (which houses your knowledge) is like the vaults in the Bank of England: you do not want its treasures to be stolen.

Your target of mastery is: 10 items correct TWICE RUNNING. Remember, it has happened before in this exercise that in one column you got an item right, and in a later column you got it wrong. That must not be tolerated.

So you do another through run.

### **Column 12**

Lo and behold, your scepticism was justified. One item is wrong again. You have not "forgotten" it. Nobody can say what you have forgotten or not, but you "got it wrong", and that's what we go by. We don't care whether or not you "forgot" something, but we give you procedures through which you can make sure that you "get things right".

You inspect Column 12 and look for a "convenient target for attack" (vertically adjacent blanks). You cannot find any. Therefore you do another through run: 10 correct - and another through run: 10 correct.

### **Column 13 and 14**

You have achieved mastery and can have a rest or move on to the next exercises.

IT IS THAT EASY. IT IS THAT FOOLPROOF.

("And God saw that it was good": the seventh day.)

## **Using REV for achieving long-term retention**



What you have done so far was

- first "quarry work": analysis and understanding
- then "initial learning" through PAPA and LASPEX. Initial learning gives you 90% retention for 15 minutes. It corresponds to lifting the stones from the quarry to the lowest conveyor belt.

In the course of the next nine months, REV, the Revision Algorithm, in combination with ENFA, the Enforcer Algorithm, and with the non-algorithmic exercises of the IDYLL® METHOD™, ensures that you achieve 90% long-term retention. It estimates the retention times for each exercise and each item, and lets you make a revision (= bring the standard back to the passing score of 100%) before you forget rather than after you forget. This

- makes revisions pleasurable (experience of success rather than failure),
- minimises the learning time (spend as little time on revisions as possible, but as much as necessary)
- and makes the revisions as effective as possible (maximises the increase of the retention span achieved by each revision).

It makes sure that the quarry stones are lifted from one belt to the next higher belt before they fall off the belt.

Those stones which nevertheless fall off the belt (where REV's time estimates were wrong for a particular student and a particular item) are caught by ENFA, the Enforcer Algorithm, are entered into ERB, the Extraordinary Rendition Book and shipped straight to Guantanamo Bay, donde se habla Español, about which more later.

The first four revisions are as follows:

- R0 Initial learning ends. Wait for 15 minutes.
- R1 Revise. You will remember 90% or more, a triumph of your memory, and you need less than 5 minutes for this revision (and all later revisions, provided you stick to the intervals prescribed by REV). - Wait for 1 hour.
- R2 Revise. Wait till before bedtime on the same day.
- R3 Revise. Then go to sleep without any further distraction. What you have learnt will settle during the night, without you having to work at it, and, during your eight hours' sleep, no new information can displace what you have learnt during the day. The next revision will ideally be done first thing the following morning but may be done any time on this day.

R0 (Initial learning), R4, R5, ..., R11 will be entered into a REVISION DIARY. Make sure the diary you buy for this purpose has enough space.

- R4 First thing the following day. Each revision will take only a minute or so, since you will make hardly any mistakes IF YOU FOLLOW THIS REVISION SCHEDULE. -- Then wait 2 days.
- R5 Then wait 4 days.
- R6 Then wait 1 week.
- R7 Then wait 2 weeks.
- R8 Then wait 1 month.

- 
- R9 Then wait 2 months.  
R10 Then wait 4 months.  
R11 Last programmed revision. Chain of artificial revisions (programmed revisions) ends here. Natural revisions and natural selection take over (see website, relevant chapter on "natural selection").

## REVISION DIARY

You will need a special diary to keep track of your revisions. This diary will turn out to be the best investment you have ever made.

On the appropriate date write the number of the exercise and the "revision level" (R1, R2, ...) into your REVISION DIARY.

For example, if on 14 March 2011 Revision R9 of Exercise 3 is due, write into your diary: "X3:R9+1m".

This means that this is Revision 9, and the next revision must be entered 1 month later. Writing down the revision level and the distance of the next revision helps you to keep track when writing the entries into your diary.

Entries in the REVISION DIARY always look like this:

Example: "Exercise 23" = X23

- X23:R0+1d
- X23:R4+2d
- X23:R5+4d
- X23:R6+1w
- X23:R7+2w
- X23:R8+1m
- X23:R9+2m
- X23:R10+4m
- X23:R11

The revisions after 15 and 60 minutes and in the evening of the first day need not be written into the REVISION DIARY. Their timing is easy enough to remember. They count as extensions of R0 (Initial learning). That is the reason why the preceding list says "R0+1d", which leads to R4, even though there are 3 revisions between R0 and R4.

Abbreviations:

- + 2d = plus 2 days
- + 2w = plus 2 weeks
- + 2m = plus 2 months



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## Priorities

If you are short of time, the following rules apply:

- 1 Revision is more important than learning new material. If you skip revisions in order to learn new material, you will remember neither the old nor the new material. You will always be on slippery ground. You will never be confident. So you might as well learn little (the old material), but actually know it and be able to use it, rather than knowing nothing. Most people, when they say they "know" something, mean that they have heard it once, not that they can reproduce, explain or perform it. (Similarly teachers, regrettably, regularly say that they have "taught" something, when they mean that they have mentioned it in front of the class, not that their students "know it", i.e. have mastered it.)
- 2 The early revisions (R1, R2, R3 etc) are much more time-sensitive than the later revisions. Therefore if you delay R1 by 15 minutes (= 100%) you will make noticeably more mistakes (i.e. have forgotten more) than you will if you revise on time.

By contrast, a longer delay, e.g. two days, at R7 or R10 has less serious consequences. In the case of R7 a two-day delay is 29%, and in the case of R10 a two-day delay is 3%, whereas in case of R1 a delay of 15 minutes (i.e. revising after 30 minutes instead of after 15 minutes as prescribed) is 100%. The seriousness (in terms of forgetting) is equivalent to these percentages. A higher percentage of delay means a higher percentage of forgetting.

Therefore, if you have to postpone revisions because of shortage of time, delay the Revisions with high R-numbers (R11, R10, etc) rather than those with low R-numbers.

If you follow these instructions to the letter, your retention rate will be extremely high and you will make hardly any mistakes. Revision times will therefore be very short. It all depends on the timing. A 100% delay does more harm than a 30% delay.

Your learning sequence should therefore be as follows, until your available time is exhausted:

1. Do overdue revisions (revisions due on previous days but not done), in sequence of R-numbers, i.e. R4 before R5 etc.
2. Do due revisions (revisions due on this day), in sequence of R-numbers, i.e. R4 before R5 etc.
3. Prepare new exercises and learn them.

## ENFA, the Enforcer Algorithm

The theory of DYNAMIC LANGUAGE LEARNING™ accepts that one answer per exercise may turn out to be wrong when you revise. That corresponds to 90% retention, which is characteristic for the IDYLL® METHOD™. However, we want to keep more than we

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promise. There is a danger that these failing items accumulate over weeks and months. If you get an item wrong in Revision 7, then you are not likely to get it right during Revision 8 one month later.

Items which fail during Revision 7 and later are the most difficult. During your course of revisions you are gradually teasing out (filtering out) these most difficult items. ENFA, the Enforcer Algorithm, brings them to heel.

You will have at least two IDYLL® workbooks, the ordinary workbook in which you keep the standard exercises described above, and ERB, the Extraordinary Rendition Book, which contains the most difficult items which you are determined to tame.

The IDYLL® METHOD™ does not allow even a single item to slip through the net.

The general principle of DYNAMIC LANGUAGE LEARNING™, and one of the reasons why it is called "dynamic", is the fact that the system adjusts itself dynamically to the performance of the learner. In PAPA, LASPEX and REV you observe that intervals are shortened when the learner makes mistakes and that they are increased when the learner gives correct answers, until he starts giving wrong answers (retention spans are too long), in which case the intervals are decreased until he starts giving correct answers and they are then increased again - until finally he has reached the desired retention span of four months for programmed revisions. At this point "natural revisions" take over.

REV increases the revision intervals, ENFA reduces them. REV and ENFA work in tandem to produce the dynamism of DYNAMIC LANGUAGE LEARNING™.

ENFA comes into play at, and as from, Revision 7.

If you make one, two or three mistakes, you copy the failed items into ERB, the Extraordinary Rendition Book. Its format and the format of the exercises it contains are exactly the same as that of the Ordinary Workbook described above. The exercises in ERB are subject to REV. REV assigns 11 revisions to each exercise. Therefore the items entered in ERB are subject to 11 additional revisions, interspersed with the original chain of 11 revisions, i.e. the revision intervals have been shortened. This can happen repeatedly to the same item, i.e. the intervals are shortened ever more (just as much as required by this particular item and by this particular learner) until they become easy and unforgettable - which will inevitably happen when the time is ripe. There is no escaping it.

1, 2 or 3 mistakes in an exercise as from R7 are considered difficult items. If 4 or more items in an exercise are wrong as from R7, the whole exercise is deemed to be difficult and becomes subject to ENFA. (This rule avoids the need of copying many items into ERB.) Such an exercise will be treated as a new exercise and entered as such into the REVISION DIARY, i.e. the whole exercise will receive 11 additional revisions. This too can happen several times. Whatever you are trying to learn, you will eventually know it in your sleep. And it is not even hard to learn. It requires just a little common sense and orderliness, which will save you a lot of unnecessary work and, especially, a lot of frustration.

## General revision

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Learning a language with traditional methods, e.g. at school, is such a laborious and haphazard enterprise that forgetting it is a disaster. But that is the fate of most students who somehow and somewhat "succeed" in learning something of a foreign language at school. After three or more years of French at school, the best they can produce is "ça va".

The IDYLL® METHOD makes provision even for wholesale forgetting of a language.

As an IDYLL® learner, you can learn foreign languages, put them aside at will and press them back into service when you need them.

In a public library, if a book is not in constant demand, it will be stored in the "stack" or the basement and be brought up only if a user asks for it. Similarly if you do not need certain papers frequently, you archive them - like your accounts for the last 6 years.

In language learning two analogous situations can arise,

#### 1 Long break

You have learnt a language for a certain purpose, with the IDYLL® METHOD, of course, needed it regularly for a few years, but then changed jobs or moved to a different country. Instead of Spanish you needed Russian, or perhaps no foreign language at all. You forget your Spanish, or at least it gets rusty. Ten years later you are sent back to South America. You need your half-forgotten Spanish again.

#### 2 Short break

A similar situation can arise when you have been learning a language with IDYLL® for six months or a few years, and then because of external circumstances (illness, laziness, kidnapped by terrorists, or other reasons) have been unable to keep up with the prescribed revisions, in spite of all your good intentions. Inevitably you have forgotten much or most of what you had originally learnt. Your condition is similar to the person who has already achieved near competence in the language but forgotten it because he did not need it any more ("Long break").

### **What happens if you try to recover your languages without the IDYLL® METHOD™?**

Your original textbooks look boring. You seem to know most of the contents, but not really. Doing the old textbook exercises looks like a waste of time. There is no point in running over the vocabulary lists, or the grammatical information in those books, because you simply know too much. The dialogues are deadly boring. They were more interesting first time round because at that time deciphering them and imitating them was a conquest, but now there is no achievement in reading them. At which chapter in the book should you start your revision. Wherever you start, it seems to be wrong, either too late in the book or too soon. Everywhere there are a few things which you do NOT know.

You have no way of telling what you know and what you have forgotten. Conversation with natives is riddled with mistakes, and there is no certainty of how and when to get rid of them. You are in a thorough mess.

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## General Revision WITH the IDYLL® METHOD™?

The IDYLL® remedy for both situations it is the same. Its prescription is simple, effective and economical. It is called "General Revision".

Get out all your original IDYLL® workbooks, presumably handwritten.

Do NOT quickly read over the contents of these exercises, otherwise you completely spoil the benefits of the IDYLL® METHOD™. and you will have to invest much more time into revising than would otherwise be necessary.

Get out your folding slip, and strictly test your knowledge of each IDYLL® exercise, starting with Exercise 1. You MUST test in writing, as PAPA prescribes. But there is now a slight difference from the original PAPA procedure.

When you have made a mistake, you copy the correct answer, and you write the exercise number and the number of the wrong item on a separate piece of paper. You do NOT use the circle method, you do no folding and no going back over the same exercise.

What you are doing is simply an objective self-test. You are trying to identify the items which you have forgotten over the past 5, 10 or 20 years. And you want to finish this job of identification as quickly as possible for ALL your IDYLL® exercises.

Learning will start only when you tested absolutely everything in your IDYLL® workbooks. You will record even the smallest mistake, even if it is only an accent missing. Mistake is mistake.

So if in Exercise 3, you have items 4, 5, and 8 wrong. You write on your notepaper (not on the folding slip):

Ex. 3: 4, 5, 8

And so on for each exercise.

When your list of forgotten items is complete, you start a new IDYLL® workbook, with new exercise numbers, e.g. B01, B02, etc (to distinguish this series of exercises from the original series, which perhaps was called X1, X2, etc). Then you copy all the forgotten items into this new workbook. It may be hundreds, or thousands. Just copy them.

Then give these new exercises the standard PAPA and REV treatment, combining it with SENTAL and the DIARY METHOD™.

Don't rush. Be systematic and unemotional. Negative emotions (like fear, hurry, self-deprecation) are the greatest enemy of the traditional language learners. IDYLL® is not only a wonderful method, it also works because you know that you can trust it, and that, instead of building up your emotions, all you have to do is what you are told by IDYLL®, namely "Try the next item", "Copy the next item". Your calmness and confidence makes you an efficient learner.

I will now report a personal experience. Many decades ago I learnt Italian in a great hurry. Within a fortnight I learnt enough to be able to give a much applauded 30-minute lecture in very simple Italian based on a lecture script that I had written myself and that had then

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been tidied up and cleansed of grammatical mistakes by native speakers. The text has since been published as Bung 1974.

I presumably continued learning after that for a while (enough to be able to read Manzoni), but I had no more need for Italian for several years, and let it drop. Some years later I had to return to Italy and needed the language. I went to an isolated little village near the Swiss-Italian border, with all my IDYLL® notebooks. I spent an extended weekend there (Saturday, Sunday, Monday) working calmly and methodically from morning to night, like a bricklayer who knows his job. I knew the IDYLL® METHOD™. My bricks were the words and phrases in my workbooks. I knew that, if I plodded on diligently, I could build even the Chinese wall, to say nothing of an Italian one.

I did the General Revision described above and started activating what I had forgotten, much faster, of course, than my original learning. I then got onto the slowest train from Geneva to Milan that I could find. By the time I arrived in Milan, and then in Naples, having used countless hapless fellow passengers as unpaid teachers, I was pretty competent in Italian again.

Then, for thirty or forty years, I had no more need for Italian. So why keep it alive when there are more urgently languages to learn!

Just now, in order to get a concrete example of retention after a long time and how it feels to do a general revision out of the blue, I looked for my IDYLL® workbooks again. For Italian I found ten of them. They contain a substantial amount of material, all taken from standard textbooks, some extremely old-fashioned, and converted into the IDYLL® format. They are worth ten times their weight in gold, and so are YOUR workbooks. Your workbooks enable you to revive whatever language you have learnt, very efficiently and unemotionally, whenever you wish.

I picked Exercise 3 at random and the next illustration shows how well or how badly I did.



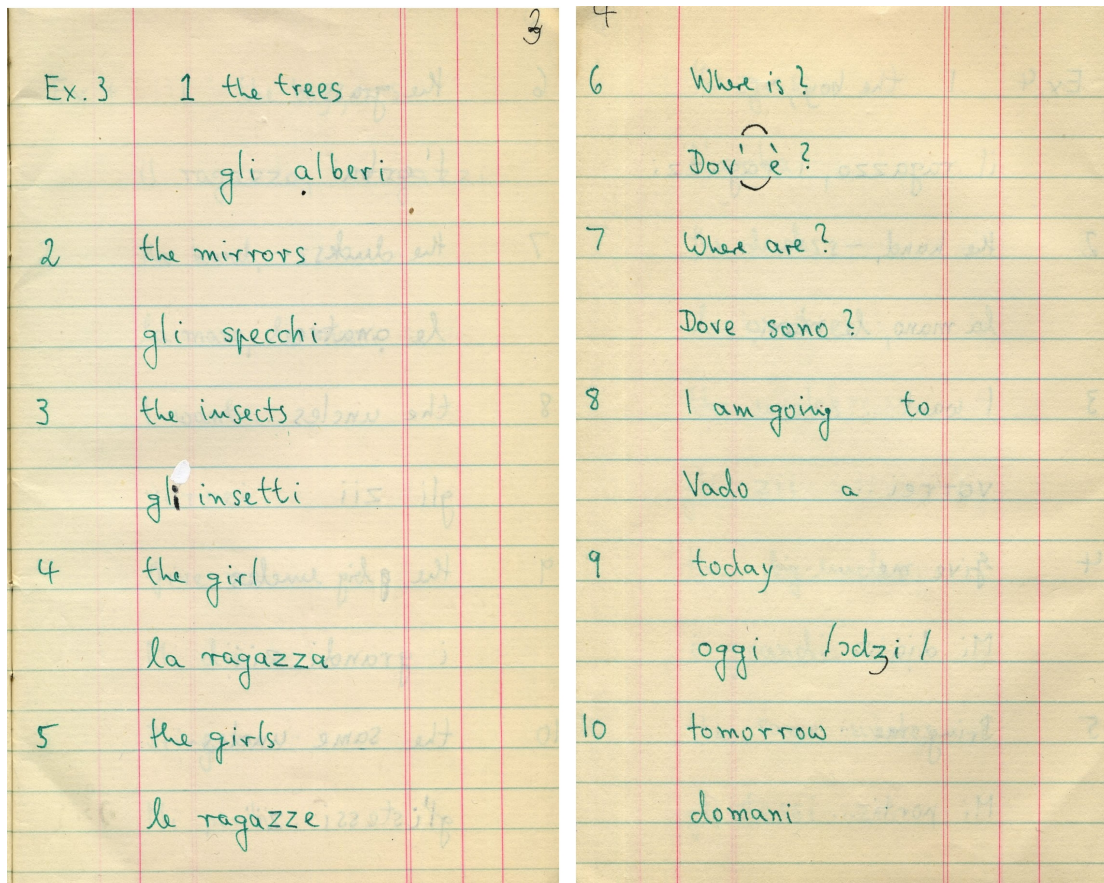


Image 21: Italian workbook

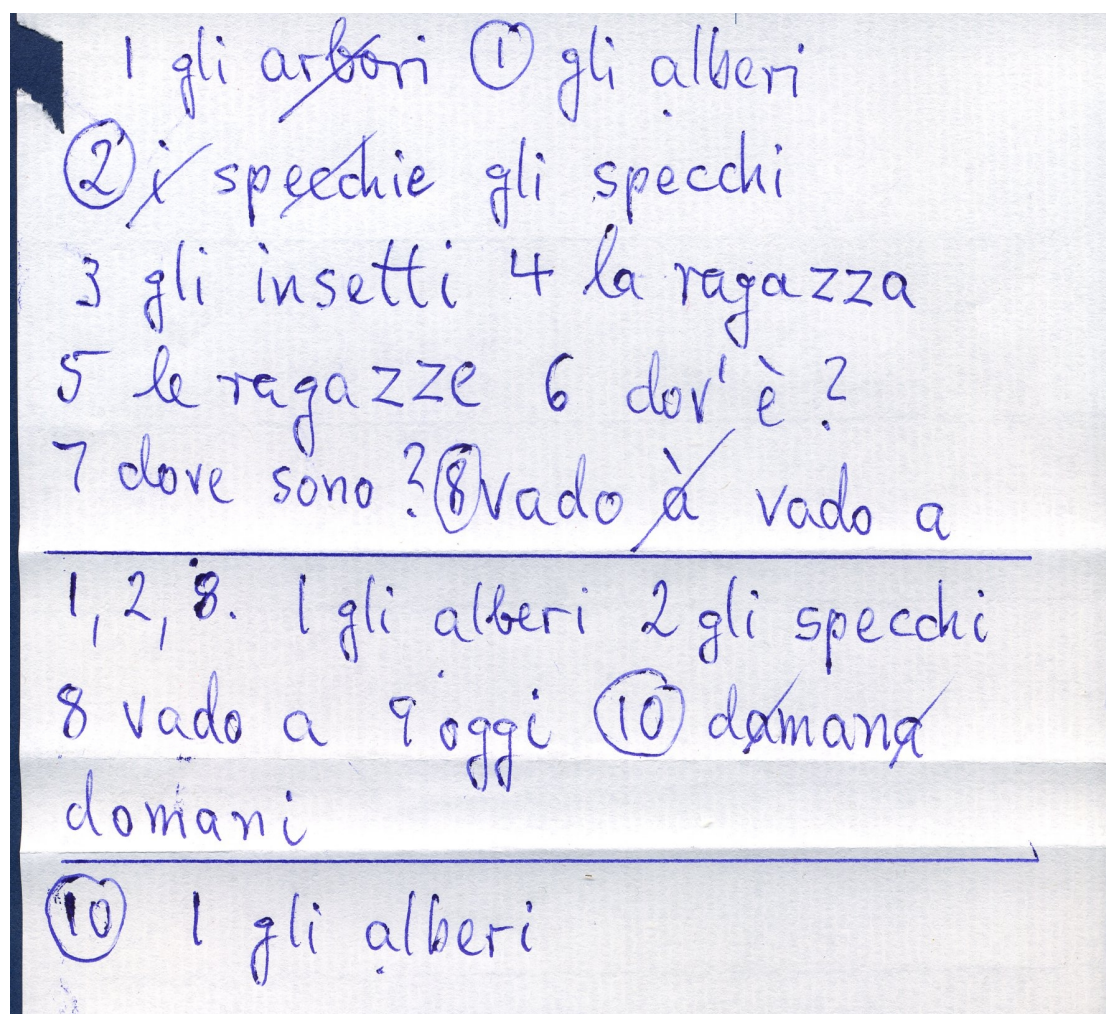


Image 22: Italian folding slip

This was, of course, an easy exercise. If it had been an exercise on irregular verbs or on hypothetical sentences (e.g. "If my aunt had wheels, she would be a bus; but she doesn't have wheels, therefore she is my aunt"), I would have done worse. But with those invaluable workbooks and with disciplined application of the IDYLL® METHOD™, I would have learnt all of this very quickly again. And so can you!

## Non-algorithmic components of the IDYLL® METHOD™

We now summarise the non-algorithmic components of the IDYLL® METHOD™. Details of these components can be found on the website.

## **SENTAL: How to adapt language elements for your personal use**

SENTAL, the Sentence Algorithm, enables you to eliminate vocabulary and grammar mistakes from your writing and test systematically how to use new words and idioms and where are the limits of validity.

You start by writing a few paragraphs on any subject ("seed sentences") and have them checked by your teacher or an informant (including a penfriend on the internet who knows your target language). When you make a mistake (any mistake), it is pointed out to you. Either you see immediately that and why it was wrong, or your informant explains it to you.

Your task now is, for any mistakes (even accidental ones), to compose three meaningful sentences which prove that you understand what has been explained and that you can avoid this mistake in future.

Gradually your writing will become error-free and you will increase the range of topics you can write (or talk) about, and you will increase your repertoire of vocabulary, idioms, grammatical structures, etc.

Your speaking ability will also improve because writing is a preparatory exercise for speaking on any topic. In writing you can try out at slow speed what you will have to produce in speech much more quickly.

It is also much easier for your informant to spot mistakes in your writing than in your speech. The mistakes that you make in speaking will also show up in your writing, and vice versa. Therefore it is always worthwhile to improve your writing. SENTAL is the ideal method in that respect. It is for intermediate and advanced students. Beginners should simply follow their textbook or course, and improve it by applying PAPA and LASPEX and REV to it.

Perhaps you are unhappy because you do not have anybody to whom to speak in your target language. In that case, writing emails, imaginary letters, diary entries, stories, compositions is an alternative which prepares you for the time when you have a live person to actually talk to. If you are a competent writer, you will also be more confident as a speaker and in conversation than you would be if you were an atrocious writer. Good and fluent (fast) writing is a precondition for fluent speaking. You cannot be a good speaker if you are bad writer. Usually you have many more opportunities for writing than you have opportunities for speaking. Therefore, when you are without opportunities to speak (lack of a partner), simply improve your writing.

## Environmental language learning

There are many different approaches to deciding what to teach at the very beginning of a foreign language course. Some courses start with dialogues, or with practical situations (how to buy something, ask directions etc), others start with grammar and vocabulary. The opening lessons of many traditional courses are determined by what is most useful in practical life and not by what is easiest to learn.

All approaches have their advantages and disadvantages, depending on the circumstances and objectives of each student. All approaches (however irrational or difficult) can benefit and be made more efficient if they are processed by the IDYLL<sup>®</sup> algorithms. But none of these approaches makes the start in a foreign language as EASY as IDYLL's<sup>®</sup> system of Environmental Language Learning (ELL).

ELL is a starter system for students who eventually want to become fully competent in a language and not only get by. It therefore does not matter to them in which sequence the language elements are taught. For them, the easiest sequence is better than the most "utilitarian" sequence. Such students, who want to learn the full language for its own sake, and whom we may call "general-purpose learners", are often neglected in current language courses. "An enquiry conducted by Richterich (unpublished) among the students of the Eurocentres in Switzerland shows that such students form the major part of the population investigated." (Bung 1973, p 22).

## The conflicting requirements of "ease of learning" as opposed to usefulness

Any language element (word, grammatical rule, phrase, sentence fragment, sentence, etc) can be assigned a value indicating how easy it is to learn at a certain point in a course (a teaching sequence): the "ease-of-learning indicator". For any given language element, this value changes depending on its position in a teaching sequence. Something that is difficult at the beginning of a teaching sequence (because the necessary prior knowledge has not yet been created) may be easy in the middle or at the end of the teaching sequence.

It is one of the principles of programmed instruction that all language elements are placed into a position where they are "easy to learn" (Cartesian sequencing), i.e. where they are preceded by easier elements and followed by more difficult ones.

The same language element can also be assigned a value indicating its usefulness for a certain group of learners. There is no necessary correlation between "ease of learning" and usefulness.

There is pressure on teachers and course designers to teach first what is considered most useful in everyday situations (or to teach only what is most useful). The resulting teaching sequences do not necessarily agree with Cartesian sequencing, which maximises ease of learning. Sometimes the useful language functions are not easy to learn, and the easy language elements are not immediately useful.

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It is fair to assume that foreign language learners at (secondary) schools and universities are "general-purpose" language learners, who are aiming at full competence in their chosen language and who not only want to "get by" with the smallest number of phrases, like a tourist, a Spanish waiter or an Indian taxi driver.

We must therefore ask whether, when balancing the positioning required by ease of learning against that required by usefulness, ease of learning should not have priority and useful situations and functions should not be postponed for as long as necessary to make them easy, i.e. until the foundations have been laid which make them easy. Everything is easy if taught at the right time and in the right sequence.

In a course trying to produce "fully" competent speakers of a language rather than walking phrase books, this kind of sequencing is possible. It makes learning easy and leads to triumphal success (a fully competent speaker). All it requires is a bit of patience on the part of the students and their teachers. Impatience, even though intended to increase motivation, can lead to frustration and failure.

## More on Environmental Language Learning

Environmental Language Learning has three objectives:

- to make the beginning easy
- to enable the student to practise the language all day long, even outside the classroom and even if he is not in the target country (e.g. in France for learning French, etc)
- to train the student to THINK in the foreign language, from the very start

This is the preferred (but not obligatory) initial approach of the IDYLL® METHOD™.

From the first lesson onward, the student learns very simple words, especially nouns and adjectives which enable him to describe aloud or mentally the environment in which he moves: colours, room, house, street, countryside, animals, foods, etc. Verbs, adverbs, interrogatives etc are gradually added to this stock depending on whether they are easy and have many applications, rather than that a particular situation requires them. The situational approach, far from being fun, can make the language very hard and emotionally austere for the student.

ELL is largely descriptive (you describe your environment). The dialogue approach comes in the next stage. During the ELL stage, the descriptive stage, you have total freedom to select what you describe or not describe in your environment. You can therefore choose to learn what is linguistically easy and fits best with what you already know (domino approach). By contrast, you have no such freedom in the operational approach (pragmatic, dialogue, situation-based, needs-based), where the selection of language elements which must be taught is based on non-linguistic criteria, which can make learning unnecessarily difficult.

The fact that I need to master a phrase urgently does not necessarily make it easy to learn at that stage of my linguistic development. I have had some deadly experiences practising ill-prepared dialogue in needs-based classes. The secret of the IDYLL® METHOD™ is that



the student is well-PREPARED for every new task he tackles. That makes all tasks easy. Lack of preparedness makes even the easiest task difficult.

In Tagalog, the present tense is more difficult than the past and the present taken together. Example:

- root:     sing           =     kanta
- future:   I shall sing =     kakanta ako     (reduplication)
- past:     I sang         =     kumanta ako     (infix)
- present:  I sing          =     kumakanta ako   (infix in reduplication)

ELL makes sure that the student always SEES something that he can describe (aloud, or in his thoughts). The language elements (words, forms, constructions) are selected not by some non-linguistic operational (pragmatic) requirements (situation) but by grammatical criteria, the domino principle: We add what fits easily with what has already been learnt, what involves the smallest possible increment to what the student has already learnt. The student is constantly encouraged to process (mentally describe) the world he sees around him in terms of the language elements he knows. This leads to thinking in the foreign language. It makes the first stages of learning very easy. The student will feel confident and at home (embedded) in the concepts and sounds of the language by the time he has to tackle some more difficult structures and concepts and deal with situations in which he has to communicate.

## How to extend and enrich your command of the language

Initially (usually for several years) a course book and a teacher will feed you with the language elements (words, idioms, and grammar information) you need to extend your command of the language. But a time will come when you are left to your own devices. Then this is what you will have to do:

- 1 Read in, and listen to, the language every day or at least every week. Reading is easier.
- 2 Select from your input (spoken or written language) new items which appear interesting or useful to you.
- 3 Assimilate them (make them your own) by applying PAPA and the IDYLL® DIARY METHOD™ and SENTAL, described on the website.
- 4 Make sure you have several informants (language friends), perhaps online, who can explain things to you and tell you whether what you are writing or saying is right or wrong.
- 5 Daily or weekly reading ensures that your language is enriched (that you know more than before).
- 6 Use SENTAL systematically. This ensures that your mistakes are eliminated and your correctness increases.
- 7 If you do not, at least, read, your mastery of the language will remain stagnant, you will never make any progress

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## How to fail a language exam

If you need to pass a certain exam for professional reasons, stop being obsessed with the exam (e.g. IELTS for people who want to be admitted to certain professions or courses of study in England). Do NOT ask (as many candidates wrongly persist in doing): "How do I pass that exam? How do I get better grades?" If that is the question you desperately ask and if your main goal is to pass that exam, you will never pass it, and you do not deserve to pass it. Moreover, our Institute will not want to help you. We do not want you as a student or a client. We help people who want to learn languages. We do not help people who merely want to pass exams.

There is only one simple answer to your ill-advised question: If you want to pass that exam, IMPROVE YOUR ENGLISH (or whatever language you have to learn). The kind of pre-professional students we meet again and again do not want to learn English (and do nothing serious towards that end), they only want that certificate, they want to enter that profession or that course of study.

IDYLL® is offering all the techniques you need in order to improve your English. Apply them. That is all you have to do. Your language skills will improve, and when they are good enough you will pass that exam. At the moment you do not pass it because you do not deserve to pass it.

- 1 Sit down to study systematically. 1 hour per day is the absolute minimum, more is better.
- 2 Use the right methods: IDYLL® offers you a full range of them. If you invest time for study but use the wrong methods, your time is wasted.
- 3 Be systematic and perfectionist. Pursue every mistake and eliminate it (SENTAL), collect new information persistently.
- 4 Seek informants (language partners) in the town in which you live and through the Internet. Do not say it is impossible to find English friends if you live and study in England. It may be difficult but you can find and befriend them. Never give up. Try 100 times or 1,000 times. If that is not enough, try 10,000 times. If you do not persist, you do not deserve to succeed.
- 5 When working with your informants, teach them the IDYLL® methods and follow these methods systematically (i.e. without exception). Without these methods you will be wasting your time, even among native English (etc) speakers. Your English will not improve. They can NOT teach you English. You have to make an effort to LEARN from them, by applying the IDYLL® methods (e.g. SENTAL, the DIARY METHOD™, etc). Force your informants to help you in accordance with these methods. If you do, you will succeed. Moreover you will never run out of topics of conversation (as happens so often between Internet chat friends). You will always be able to talk about some aspect of language - until you are so perfect in the language that there is nothing to talk about any more.
- 6 If you are going to classes (especially intermediate and advanced classes), treat your teacher like an informant. He can NOT TEACH you the language even if he

says he can.

Nobody can teach you, but you can and must LEARN. Note down every word, every idiom, every grammatical rule, every scrap of information he gives you and process it with the IDYLL® METHOD™.

You do NOT learn a language while you are in class. Most failing language students wrongly believe that they will learn while in class. That's a stupid idea and leads directly to failure.

Learning starts when you leave the classroom. Then it continues, OR SHOULD CONTINUE, until your next class, whose purpose it is to CHECK ON YOUR PROGRESS.

During the interval from one class to the next, you have to spend 8 hours a day to absorb, test and put into practice what you have been told during the class. That's when you work with your language friends.

Most students do not do this. They believe in a superstition, an old wives' tale, that they can learn a language in classes. That superstition leads to failure.

They believe that their teacher is bad or their language school is bad. This is not true. There are no bad teachers, there are only bad learners. If you are a good learner, you can learn even from the worst teacher.

You cannot change your teacher. If you blame your teacher, you will never succeed. If you blame yourself and change your behaviour as a student, you will succeed. IDYLL® tells you exactly what to do.

- 7 Stop all activities except those which are part of your systematic language study (apart from cooking, eating, sleeping, going to work, and looking after your children). Maximise the time you spend studying. 8 hours per day is better than 1 hour per day. Most failing students do not do this. That's why they deserve to fail.

## **The DIARY METHOD™™: How to compensate for the lack of speaking partners**

You have to practise the language, not only with formal exercises (e.g. the IDYLL® algorithms), but also to express your own thoughts. Expressing your own thoughts (and understanding those of other people) is the ULTIMATE AIM OF LANGUAGE LEARNING. This ultimate goal subsumes all other activities which are practised in language classes: dialogues, speeches, debates, shopping, asking directions, writing letters and reports (or reading them), etc.

Many of the millions of language learners around the world do not have partners with whom to practise these skills. All they have is their teacher and their language classes, and these are never sufficient. Two or three hours of language practice per week are not enough to make reasonable progress.



Some language learners do not even have a class and a teacher.

This is what the IDYLL® METHOD™ recommends:

1 Mental language practice

This is described in the website article on ELL: Environmental Language Learning. It works not only for beginners but for students at any level. This approach will not correct your mistakes, but it will keep your language alive and make you aware of short-comings (e.g. a word you need and don't know) and send you to the dictionary or an informant to get the answer.

2 Writing a diary

In your diary you can write anything you are capable of:

- Initially only isolated sentences which you have learnt: I get up. I go to sleep. I go to work. I am tired. I am happy. etc. (You can do this after a few days or weeks of learning the language.)
- Then more rounded descriptions of your day's activities.
- Then descriptions of your emotions, thoughts, fears, plans.
- Then descriptions of conversations you have had. (Your chance of practising dialogue, even if you do not have a speaking partner.)
- Then descriptions of imaginary conversations or imaginary events, things which might have happened but didn't.

You are now in the realms of fiction. No masterpieces are expected, but only an attempt to use your language correctly. The reason why IDYLL® recommends fictional texts is not in order to make you do something challenging and difficult, but to make things easier for you. This gives you total freedom to write anything you want. It does not have to be true, it does not have to be in your life, it does not have to be coherent. It must merely be something that is easy for you with your present language skills.

To ensure correctness, use several informants (language friends). One informant does not have enough time to correct all your mistakes. There will be too many. Find these informants on the internet by searching patiently and systematically and cultivating your relationships. Use SENTAL to eliminate your mistakes. Teach SENTAL to your informant so that he/she knows what you are doing and how you are studying. You will then also have endless topics of conversation. With SENTAL an Internet relationship never becomes boring (as in practice it so often does). You will never run out of things to talk about. SENTAL therefore also helps you to create and maintain friendships.

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## How to use writing to improve your speaking-fluency

Among the many prejudices which prevent language learners from learning well and traditional language teachers from teaching successfully is the view that you learn speaking by speaking and not by writing, and that speaking is easier (or more natural) than writing and should therefore be taught first. This is not true.

### Vocabulary

When beginners learn the elements of language, e.g. vocabulary, writing is easier than speaking because written words can be analysed into letters, and correct written responses can be built up systematically letter by letter, whereas spoken responses can not be built up phoneme by phoneme. A learner who can write a word will, with the IDYLL® METHOD™, learn its pronunciation more quickly and more accurately than one who can not write this word.

As with all the varied tools which constitute the armoury of the IDYLL® METHOD™, the question is not whether any one tool leads the learner to the goal, but whether it moves him closer to the goal. This applies to all the techniques described in this book.

NB. It is, of course, easy to prove my assertions wrong by misusing the IDYLL® METHOD™, i.e. by NOT using it. My assertions apply only when seen in the context of well-practised IDYLL® principles. Techniques must be compatible. You cannot prove that a Rolls-Royce engine is badly designed because it fails in a Skoda.

### Communication skills

Many learners around the world, especially those learning English it seems, are frustrated by the fact that their speaking skills are not good enough and they do not have partners with whom to practise. In their obsession with the ultimate goal, speaking, they reject and ignore the many tools they could use to come closer to this goal.

The IDYLL® METHOD™ was developed to do the best possible in ALL circumstances, including circumstances which are not ideal (in the classroom, for solitary learners, in the target country (e.g. in France for learners of French) or in the home country, with bad teachers and with good teachers or with no teachers, with native speakers as teachers and with non-native speakers as teachers, with adult students and with teenagers, etc). It therefore recommends carefully considered compromises, ways of getting around a problem, rather than insisting on unattainable ideals. It has rules for minimising the damage done if a learner, through lack of time, deviates from the REVISION DIARY, by setting priorities for the various learning tasks which are part of the method.

For speaking skills the following principles apply:

- Writing is slower than speaking, writing is therefore easier than speaking and should be practised before speaking. (While writing, you have unlimited time to think, you can consult notes, a dictionary, a grammar.)

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- If you cannot express something in writing, you can a fortiori not express it in speech.
  - Therefore practise in writing (e.g. DIARY METHOD™) whatever you want to say in conversations. Make yourself fit for speaking by practising writing.
  - Write about the same topics again and again and gradually increase your writing speed. Target: To become a fluent writer. Express yourself as fast in writing as a fast touch typist.
  - The fastest writing speed which is physiologically possible (limitations on your hand) is equivalent to the slowest speaking speed which is psychologically bearable for your conversation partner. (If you speak below that speed, you will drive your partner crazy and he will no longer be able to see the coherence of your sentences or arguments.)
  - Increase your writing speed on a certain topic to its maximum. Then, starting with slow speaking speed, increase that speed to a natural level if or when you have a conversation partner.
  - If you have no partner, practise writing until you find a partner.
  - Do your best to search for a partner on the Internet. Then use Skype for conversation practice.
  - Do not refuse, as so many goal-obsessed language learners do, opportunities to practise writing (DIARY METHOD™) with or without a partner because what you really want is conversation. Result: You learn nothing at all. If do writing practice, you will learn at least something.
  - Self-confidence: Many intermediate and advanced language learners are complaining about lacking self-confidence. They insist on a conversation partner and reject any help that is offered with their writing skills, especially SENTAL. By going for all or nothing, instead of compromising and accepting writing help as a second-best option, they gain nothing. If they could write fluently and competently, they would gain the confidence they need for speaking.
  - Writing practice must accompany conversation practice. Even if you have a conversation partner, conversation alone is not sufficient. I know people who have been chatting with me or others on the net for years and never made any progress. Their English is still as broken and idiosyncratic as it always was, (in fact I am now enjoying their creative use of English, e.g. the compliment: "Your English is good then BBC") because they have the IDIOTIC belief that, simply by speaking, their English will become better. It will not. These people will remain unemployable (in English) forever. Some goal-obsessed teachers who detest linguistic analysis and synthesis are partly responsible for this. The IDYLL® METHOD™ is not attempting to bring you miraculously straight to the goal. It brings you safely, step by step, NEARER TO the goal.
  - You do not learn conversation by conversing. You only learn it by using conversation with a partner in order to come to grips with the elements of the language. "Coming to grips" means using writing to look at the elements of the language and assimilate them systematically, using the array of tools offered by the IDYLL® METHOD™. Many students with whom I work on the Internet do not do this. They will remain for ever incompetent. They think chatting is fun, so they chat, but learn nothing.

## The red rag brigade

Many language teachers and their trainers are allergic to certain unfashionable terms, e.g. vocabulary, grammar, translation. They say: "We do not teach vocabulary", "We do not teach grammar", "We do not use translation," claiming that all these things are boring, useless, lead to mistakes, or make life difficult for the learner.

None of these assertions are true. In order to communicate, you must create and understand sentences. To create sentences, you need words. To bind the words together, you need grammar. The only thing that requires discussion is HOW you would teach words and grammar, but not WHETHER they need to be taught and learnt.

Knowing grammar does not necessarily mean (as the critics of grammar learning and teaching seem to suggest) reciting declension and conjugation tables. Only a malicious person, or a person blinded by prejudice, would interpret the claim that students need grammar to mean that they will be made to recite tables or study dense grammatical rules without context and appreciation. Yet, some teachers have these allergies.

They throw the baby out with the bath water. Instead of saying that grammar should be taught well and used well, they say that it should not be used at all.

Similar considerations apply to vocabulary. Some teachers proudly abolish vocabulary learning instead of teaching vocabulary well: baby - bathwater.

I have seen clueless children guessing their way through ill-conceived published worksheets (as part of their homework), knowing hardly any of the words used and giving random answers. Well planned IDYLL® vocabulary work would have put these children to the top of their class and beyond, and made them perform better during role-play exercises as well. The anti-vocabulary prejudice of their teachers will turn them into failures.

Similar considerations apply to translation exercises and use of the native language, whose prohibition is another ill-conceived dogma which harms language learners, and especially children.

It is not true that speaking can be learnt better and faster if use of the native language (e.g. English, when English children learn French, German or Spanish) is banned from the classroom, on the spurious grounds that you learn best if you hear nothing but the target language around you, i.e. that using the native language is harmful. On the contrary, incessant use of the target language is harmful and wasteful if the learners do not understand, for long periods of time, what is being said and do not understand what is happening grammatically.

Using the native language is harmful only if it is used exclusively throughout a lesson so that the pupils never hear and speak the language they are learning.

However, this is not the only way of using translation and native language. It is, in fact, ABuse.

Translation techniques and native language should be intelligently used, as the IDYLL® METHOD™ specifies; but they should not be banished altogether. By doing so, the teacher deprives himself of a valuable tool.

Insisting on not using the native language (e.g. English while in England) can lead to a great waste of time and to unnecessary misunderstandings. If English had been used intelligently, a lot of time could have been saved and become available for a role-play and teaching language use. Prohibiting native language explanation and translation can be positively harmful.

I have seen published French worksheets, given as homework, based on the ill-conceived notion that pictures are always better than words (and translation), and that the native language (e.g. English) has to be avoided at all costs.

On this worksheet, words and pictures had to be matched (to avoid the translation of vocabulary). The tiny monochrome drawings (in themselves expensive to produce) were ambiguous or meaningless. The pupil, who did not know any of the words, matched French "magasin" (shop) with a picture of a book (intended to be matched with "bibliothèque" (library) ). She mistakenly believed that French "magasin" (shop) was the same as English "magazine" (news magazine). There were several buildings and any of them could have been "shop".

Some respect for the importance of "vocabulary", and the use of some IDYLL® exercises, would have enabled the pupils to master not only the distinction between English "magazine" and French "magasin" but also all the other words occurring on that worksheet (about 20 of them) and insured intelligent responses to this worksheet, however silly its basic conception may have been.

But if an educator refuses to recognise the various skills involved in knowing the meaning of foreign words and the various uses to which they can be put, in conversation, written expression and dealing with silly worksheets, children are bound to fail -- not because of their lack of talent but because of ill considered teaching methods.

The use of such materials because of an ignorant anti-vocabulary and anti-translation prejudice is a waste of time and a form of intellectual child abuse. If such children fail in their GCSE's and never make it to 'O'-level and 'A'-level, it is plainly the fault of their blind and prejudiced teachers.

The IDYLL® METHOD™ would have handled this problem with the ease and could lead many children to success. They are at present, by their teachers, condemned to failure.

I attended a Hindi class for adults. It started with fourteen students and finished with three. The teacher wisely never attempted to use the direct method (speaking Hindi only), in which case she would never have even "covered" the syllabus for the three students who survived the course.

But she had obviously been trained not to use translation, i.e. not to establish an equivalence between English and Hindi expressions. As a result she would, in all good faith, waste time by giving labourious and hard to understand explanations such as the following: "If you have a person and you want to say that something belongs to that person, then in Hindi we have the word 'ka' and you put it after the name of the person that the thing belongs to."

This or something worse was the explanation actually given (and there were more of this kind in other lessons). The teacher was faithful to his training. She did not use translation and she did not use grammar, or grammatical terms. She did not speak about prepositions, postpositions, possessive particles, the genitive case, etc. But even though her explanation lasted for only five minutes,

- it was a waste of time, which could have been better spent on an IDYLL® exercise,
- it utterly confused the students and contributed to the wrong impression that Hindi is a difficult language
- it missed an opportunity to make an easy concept crystal clear
- and it deprived the students from the opportunity to generalise from this example.

The explanation, à la IDYLL®, should have been:

- 1 'ka' corresponds to English 'of'; e.g.  
aap = you, aap ka = of you = your
- 2 English prepositions come before their nouns.
- 3 The corresponding words in Hindi come AFTER the nouns and are therefore called "POSTpositions".
- 4 'ka' is a postposition.
- 5 aap ka (you of) = of you = your
- 6 the car = gari, of the car = gari ka, the car's door = gari ka darvasa

Examples:

The girl's father = lerki ka pita  
 The door of the room = kamra ka darvasa  
 Your book = aap ka kitab  
 Your chair = aap ka kursi  
 etc

Then an IDYLL® exercise would have been provided immunising the students against native-language interference (one of the great worries of the anti-translation lobby), to ensure that they put the 'ka' after the noun and not before, as in English.

By letting them practise a sufficient number of contrasting examples, it will never occur to the students, not in their wildest dreams, to use the English structure instead of the Hindi one.

The avoidance of translation and contrasting practice causes the very problems which certain dogmatists claim to prevent. No wonder so many language learners fail and so many schools fail in foreign language teaching.

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## **TRAM: How to improve your listening skills**

Many students complain that they cannot understand English when it is spoken fast, e.g. in the street or on the radio. They can understand their teacher in class because he speaks at a slow speed, articulates carefully and uses only language which he knows his students will understand.

Endless listening to people in the street or on the radio or in lectures will produce little progress. It usually means endless frustration. There is no record of success or failure (because this is done entirely orally), and no record of progress.

Obviously the student will try to learn from his teacher some of the principles of pronunciation, e.g. the weak syllables in English, or "wouldn't" instead of "would not", or, alas, "wanna" instead of "want to", or, alack alas, "gonna" instead of "going to", etc. But this will presumably not be sufficient.

TRAM, IDYLL's® Transcription Method, works as follows:

2. The learner obtains some recorded speech (say 5 or 10 minutes), most easily taken from the radio, and saves it as an mp3 file.
3. He now tries to write down in pencil what he hears, and listens to to the same short stretch of speech, perhaps only a few seconds, again and again. Each time he listens again, he improves his transcription, fills in earlier gaps etc.

Full details of the procedure are on the website.

This helps the learner to concentrate on very short bits of speech. He can listen repeatedly (which he cannot do when he has a radio broadcast or a live conversation). He can ask native speakers (even over the Internet) for help. His progress will become visible.

## **How to use Internet penfriends for language learning**

In most reasonably sized towns in Europe and America these days, you can find native speakers of almost any language under the sun, especially the more popular ones which probably you want to learn. Try to find them, and then befriend them. If you have mastered the IDYLL®METHOD™, you can learn a lot from them, since as native speakers they can tell you what is right and what is wrong in their language. They will be indispensable when you use SENTAL and TRAM. To learn a language properly, you need much more time with a language partner than the teacher can give you in class, and a private teacher can be prohibitively expensive if you take as many lessons as you need.

Do not say it is impossible to find such people or to befriend them. In many cases you simply have to be more persistent, more inventive and simply nicer in order to be successful.

The Internet and social networking sites, e-mail and instant messenger (e.g. MSN) make it possible for you to meet language partners from all over the world and in any country under the sun.

Again you have to be skillful and persistent to find potential partners (people who speak your target language as their native language). Having found them, you have to cultivate the relationship and befriend them. For example, you have to turn Facebook friends (who tend to be just names) into real friends, people who enjoy talking to you, in whatever language, and who would be sorry if you disappeared from their lives. Don't think initially so much about what you can get from them, but find out what you can do for them, so that they value you.

Your main options for interacting with your Internet partners are e-mail, MSN and Skype. All have their advantages and disadvantages. I find that MSN, even if you do not like it, is essential to keep a relationship going. You see people come on-line, you can send them a Hi and, if they have time, chat with them. You can log your chats and if they have given you some new words or phrases, you can copy these from your chat log later on. The conversation will, of course, be disjointed, because their answer to a question of yours will arrive often only after you have already sent another question or some statement. You have to compensate for this.

The main advantage of MSN is that you will meet people more frequently and that small talk and banter is possible, which often does not make sense on e-mail. This helps to solidify a friendship and keep it alive.

Banter is useful for language learning even if you are an absolutely beginner. Let's assume you are learning Telugu (absolute beginner) and your partner is intermediate or advanced in English. Most of the chat can be conducted in English. You correct your partner's mistakes when the occasion arises, but you throw the odd Telugu word into your English chat whenever you think of a way of bringing it in, however forced or unnatural it may be. Gradually increase your Telugu inserts until you bring in a complete sentence. Occasionally ask your partner to give you a new Telugu word, learn it with PAPA and start using it. This is something that works only with MSN, where you get immediate responses, it makes little sense in e-mail, and in Skype, if you use a Telugu word where your partner is expecting an English one, your partner might not even understand what you are saying. So the language-mixing/code-switching technique is best for MSN.

The disadvantage of e-mail is that people might not open their email daily, that they might not be in the mood to respond, and that weeks can pass before you get a reply to what you have written or the questions you have asked. And then reply may be inadequate.

The advantage of e-mail is that you and your partner have time to think about what you have written, to analyse your mistakes and send well-considered corrections, especially if you send some continuous prose rather isolated sentences as in MSN. This is even more true of e-mail attachments, where you could send a doc file with two columns, containing your own text in one column and the corrections in the other.

All this takes time and thought which you do not have when you use MSN. So you might want to combine email and MSN and use each for its own particular purpose.

Skype enables you to speak to your partner and have your pronunciation heard and corrected, and gain fluency. Speech, however, is not so useful for error-correction (as explained elsewhere in this book). As long as you make yourself understood, your partner



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will often not correct mistakes either because he does not notice them, or the conversation has moved on by the time he has noticed, and he does not want to interrupt the flow of argument. The same applies to both partners, no matter whether they are learning or "teaching". Therefore oral work with Skype has to be complemented by work with e-mail (e.g. for SENTAL) and with MSN, to get the relationship going and keep it alive, warm and friendly.

I find with many language learners on the Internet that they do not seem to be using books (e.g. textbooks), thinking that a language partner can "teach" them the language just by chatting. This is just wishful thinking. If you want to learn successfully from Internet partners, you must have textbooks and reference works, such as dictionary and grammar, and you must use these regularly.

I also find that intermediate and advanced language learners on the web often go around in circles and do not make any real progress for years. Just mentally noting my corrections will not make them better speakers or writers of English. To make progress there must be momentum and a steady speed. The IDYLL® techniques provide this. Therefore I re-iterate for the Internet partners what I have said elsewhere in this book.

At any one time, one partner is learner and the other is informant (if they are learning each other's languages). Whatever I said about learning efficiently from a teacher applies also to informants (teachers by another name).

- Whenever you learn a new word or phrase, write it down and check it in your dictionary or grammar.
- Apply PAPA, REV and ENFA.
- Assimilate it by using SENTAL and the DIARY METHOD™, and let your partner check what you produce under the SENTAL rules.
- Feed it back to your partner in normal conversation (or correspondence) until it becomes second nature to you.

If you do that, you can measure your progress. If you don't, you will simply continue forever at some intermediate or lower advanced level. I find that many Internet learners whom I have met fail in this respect. They have no persistent drive forward.

I often hear that Internet language partnerships peter out because the partners have run out of topics of conversation unless they are very much on the same wavelength and become very close friends. Initially they will ask each other about their studies, their job, their family, their friends, their country. After a while there is nothing to be asked any more, and the relationship becomes boring. It peters out, and both parties are disappointed.

However, if you use SENTAL there is always something to talk about, namely language. Your partner does not have to know SENTAL. It is enough if YOU do.

Encourage your partner to correct your mistakes. Then, without being told by him, produce the three sample sentences, e-mail them to your partner and ask him to check them and to explain your mistakes where necessary. Invent the three SENTAL sentences resulting from that. Etc etc. As long as you are making mistakes, which you will (thank

God, or alas) for a long time to come, you will have topics of conversation, and you and your partner will be busy exchanging messages.

You could also teach your partner the other elements of the IDYLL® METHOD™, and he or she (!) will be eternally grateful to you.

## Most important: Invest time

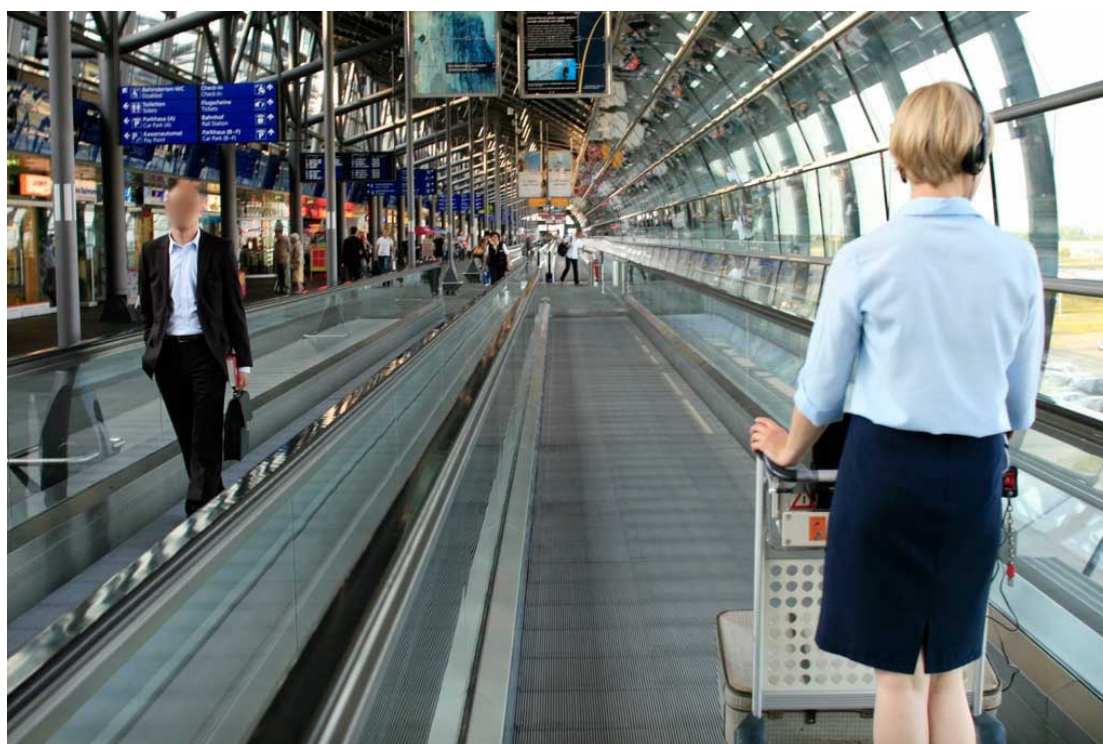
This may sound like a truism, but many people ignore it. It therefore has to be stated as if it were the most profound insight imaginable. If you do not spend time on language learning, you will learn nothing.

How much you learn and how quickly you learn depends on only three factors:

- 1 how much time you spend learning
- 2 whether, during that time, you use the right methods
- 3 and whether you sit down to study at the right time

The IDYLL® METHOD™ requires you to spend at least 15 minutes every day. If you do not do that, the method will fail. That is not a weakness of the IDYLL® METHOD™ but it is a law of human memory, like in physics that an apple falls if you release it. The IDYLL® METHOD™ is simply pointing this out to you. These 15 minutes are required to ensure that you do not forget what you have previously learnt.

If you want to make progress (know more and make fewer mistakes) it is advisable that you spend more than 15 minutes a day, e.g. one hour.



Consider the following analogies:

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- 1 If you want to walk from Lancaster to London, you have to get up every morning and put in a few hours of solid walking every day. Otherwise you will never reach your goal. You have to push ahead persistently every day. If you stay in bed, or watch telly instead of walking, you will never get to London.
  - 2 As a language learner you are on a travelator which moves in the opposite direction from the one in which you want to travel. If you want to remain where you are, you have to walk ahead at the same speed at which the travelator moves against you. This is equivalent to doing, at the least, all your prescribed revisions. If you do not revise, you will forget. You are moving backwards. Doing your revisions means that you will at least stand still.  
"Hold that fast which thou hast, that no man take thy crown" (Revelation 3:11) and  
"Drum greift zu und haltet fest, wer greifen und halten kann! Faule Hände müssen ein böses Jahr haben." (Take as much as you can and hold on to it, all you who can take and hold: lazy hands must have a bad year) (Martin Luther)
  - 3 If you want to make progress in your language, you have to walk ahead at a speed which is faster than the travelator which moves against you. You have to find new language elements and assimilate and practise them.

# The IDYLL<sup>®</sup> METHOD<sup>™</sup>

## Part 3: The exercise format: Examples

### Part 3 The exercise format; Sample exercises

#### German vocabulary for English learners

- 1 the bed  
das Bett /das bɛt/
- 2 the house  
das Haus /das haus/
- 3 the glass  
das Glas /das gla:s/
- 4 the grass  
das Gras /das gRa:s/
- 5 the lamb  
das Lamm /das lam/
- 6 the land, the country  
das Land /das lant/
- 7 the child  
das Kind /das kint/
- 8 the water  
das Wasser /das 'vasɐ/
- 9 the weather  
das Wetter /das 'vɛtɐ/

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10 the car

das Auto /das 'ʔauto:/

This can be treated as a multi-stranded exercise, i.e. several exercises packed into one. If the student is to learn the difference between German and English spelling and pronunciation, it can be helpful to make him practise the IPA. If this is desired, the burden is eased by making him learn each strand of the exercise separately (applying all the rules of PAPA and LASPEX to one strand before turning to the next strand).

In this case, the student would first learn to master the nouns in normal spelling and pronunciation (PAPA and LASPEX). When he has done this, he will start the exercise again, this time only writing out the IPA. Then he will tackle all strands simultaneously, writing out spelling and IPA in the same step (as it is printed above).

If, as will be the case, later in this course, the exercises mix nouns of different genders (der, das, die; masc, neuter, fem), learning the genders will be treated as a separate strand. First the student learns the nouns to perfection, then the genders, then the IPA, then everything together. The student must never be overburdened, otherwise he will not succeed, and this is the teacher's (or author's) fault.

## Spanish for German learners

<p>Übung 1 <span style="float: right;">1</span></p> <p>1 Papierkorb el cesto</p> <p>2 etwa Mitte Dezember a mediados de diciembre</p> <p>3 die Kartause la cartuja (a-)</p> <p>4 die herbstliche Sonne el sol otoñal (m-)</p> <p>morar</p>	<p>5 der Mönch (= arch.) el monje</p> <p>6 der Laie el lego</p> <p>7 der Konvertit (= Jude od. Araber) el converso</p> <p>8 sogar, noch (a-) aun</p> <p>9 wohnen, hausen (m-) morar a medio consumir</p>
<p>Übung 2 <span style="float: right;">2</span></p> <p>10 der Chor (mus. = arch.) el coro</p> <p>Übung 2</p> <p>1 die (lange) Wachskerze, Altkerze el cirio</p> <p>2 die Kerze (f-) la vela</p> <p>3 mit halb abgebrannten Wachskerzen con cirios a medio consumir</p>	<p>4 auslöschen (a-) apagar</p> <p>5 der Weihrauch el incienso</p> <p>6 binden, festbinden atar</p> <p>7 Burg = maurisches Schloß el alcázar</p> <p>8 r Falke el halcón</p>

Image 23 and 24: Spanish for German learners



Not every exercise has to start on a fresh page.

## Arabic vocabulary for English learners

Ex 3			
1	rabbit	6	fox
	'Parnab (m) أرنب		'θaʕlab (m) ثعلب
2	lion	7	camel
	'Pasad (m) أسد		'dzamal (m) جمل
3	duck	8	carrot
	'bata (f) بطة		'dzazara (f) جزر ↖ ask re shem
4	apple	9	horse
	'tafah (f) تفاح		ha'sain (m) حصان
5	dress	10	fish, whale
	θaub (m) ثوب		huit (m) حوت

Image 25: Arabic vocabulary for English learners; multi-stranded exercise

This is a multi-stranded exercise, several exercises packed into one. It is mandatory that the student tackles each strand in a multi-stranded exercise separately. In this exercise he will first master the nouns (without genders and Arabic script) using PAPA and giving his responses in IPA only. Then he will do the same with LASPEX. Then he will learn the genders through PAPA. Then he practises writing the nouns in Arabic script. He will continue this until his familiar with the language and his fluency in the script reaches a level in which the main exercise is done in Arabic script only and the IPA is only on the periphery, to clarify the vowels, which are not always written in Arabic.

By dividing the different skills to be practised, the student is not impeded by the script when he does not yet know the sounds of the words (unlike an Arab child when learning to read and write). The presence of the IPA in addition to the recording makes sure that they student knows what to aim at even if he is still unable to pronounce or even distinguish, say, the voiceless pharyngeal fricative /ħ/, the voiceless uvular fricative /χ/ (Scottish loch) or the voiceless glottal fricative /h/ (plain English "h"). It is also indispensable to enable him to articulate sounds which are easy to produce for, e.g., an English speaker but often difficult to distinguish on sound recordings, e.g. the /ʃ/ ("shame"). /θ/ ("thick") and /f/

("fool"), especially in final position. The student can also run through the whole course and ignore the Arabic script entirely if he wishes. By treating the genders (m, f) as a separate strand, the student is not burdened with this feature while he is still trying to learn the basic sounds of each word.

### Arabic script: Individual letters

Ex 7		Ex 8	
1	si:n	6	za short vowel emphatic
	س		ظ
2	ʃi:n	7	ʔain
	ش		ع
3	sa:d emphatic	8	ɣain
	ص		غ
4	da:d	9	fa:
	ض		ف
5	ta short vowel	10	qa:f
	ط		ق

Image 26: Arabic script: IPA into Arabic

In this exercise, individual letters of the Arabic alphabet (stand-alone form) are being practised. The prompts are given in IPA, which is always recommended rather than the host of ad-hoc transcriptions based on haphazard English mispronunciations. An exception is Sanskrit and related languages for which a well-thought-out and universally accepted academic system of transliteration exists, which, in this case, is more helpful than IPA. Learning to COPY the characters would be part of "quarry work", learning to write them in response to an IPA prompt corresponds to work on the conveyor belts.



The direction can be reversed: Learning to READ Arabic characters:

### IPA into Arabic script

Ex. 9 Alphabet: Ar → IPA	
1	ا alif
2	ب ba:
3	ت ta:
4	ث θa:
5	ج dʒi:m
6	ح ha:
7	خ xa:
8	د da:l
9	ذ ða:l
10	ر ra:

Image 27: Arabic script into IPA

## Arabic script: comparison of sounds

Ex 15 Alphabet comparisons						
1	ʔa:l	θa:	2	6	fa:	wa:w
	آ	ث			ف	و
2	ta:	da:l	da:d	7	xa:	yain
	ت	د	ذ <small>dash with the dot</small>		خ	غ
3	ha:	ha:	xa:	8	ka:f	qa:f
	ه	ح	خ		ك	ق
4	za:	za	si:n			sa:d
	ز	ظ	س			ص
5	ta:	ta				
	ت	ط				

Image 28: Arabic alphabet: comparison of sounds

In this exercise, the student is made aware of related sounds represented by the strange characters he has learnt: voiced/voiceless, emphatic/non-emphatic.

While many IDYLL® exercises are such that the student can easily write them out for himself, from arbitrary and even bad textbooks and from the lessons of non-co-operative teachers, this kind of exercise is something that the TEACHER has to prepare because it requires some linguistic awareness.

Even random exercises (vocabulary, grammar elements etc) can be very helpful, and often no more than random arrangement and adherence to the underlying textbook can be expected. But sometimes insightful content and arrangement of items in combination with the IDYLL® algorithms is possible and can be supremely effective, rather than either insightful content or effective learning algorithms alone.

Another example of insightful content and arrangement is Klaus Bung's programmed approach to the teaching of the Sanskrit alphabet, found on the IDYLL® website.

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## Sanskrit: Devanagari script

From Klaus Bung, "The Sanskrit Script: A Programmed Primer" (The Keyword Method) © 1988, 2011 Klaus Bung

### Exercise 1

1 The sacred syllable OM

ॐ

2 r, ra

र

3 ā (within a word)

ऱ

4 m, ma

म

5 ḥ (final), also called visarga

ः

6 The god Rama: rāmaḥ

रामः

7 k

क

8 desire: kāmaḥ

कामः

9 t

त

10 star: tārā

तारा

### Exercise 2

1 n, na

न

2 honour, salutation: namaḥ

नमः

3 mind: manaḥ

मनः

4 j = IPA /dʒ/

ज

5 man, person: janaḥ

जनः

6 g, ga

ग

7 elephant: gajaḥ

गजः

8 virāma, vowel stopper

、

9 song: gānam

गानम्

10 d, da

ढ , leading to dānam (gift, present), etc etc

Note: Once "Rama", the first word, has been mastered, only one new letter per word is introduced. The full manuscript contains an introduction and notes after each item, explaining the new features.



## Tagalog vocabulary

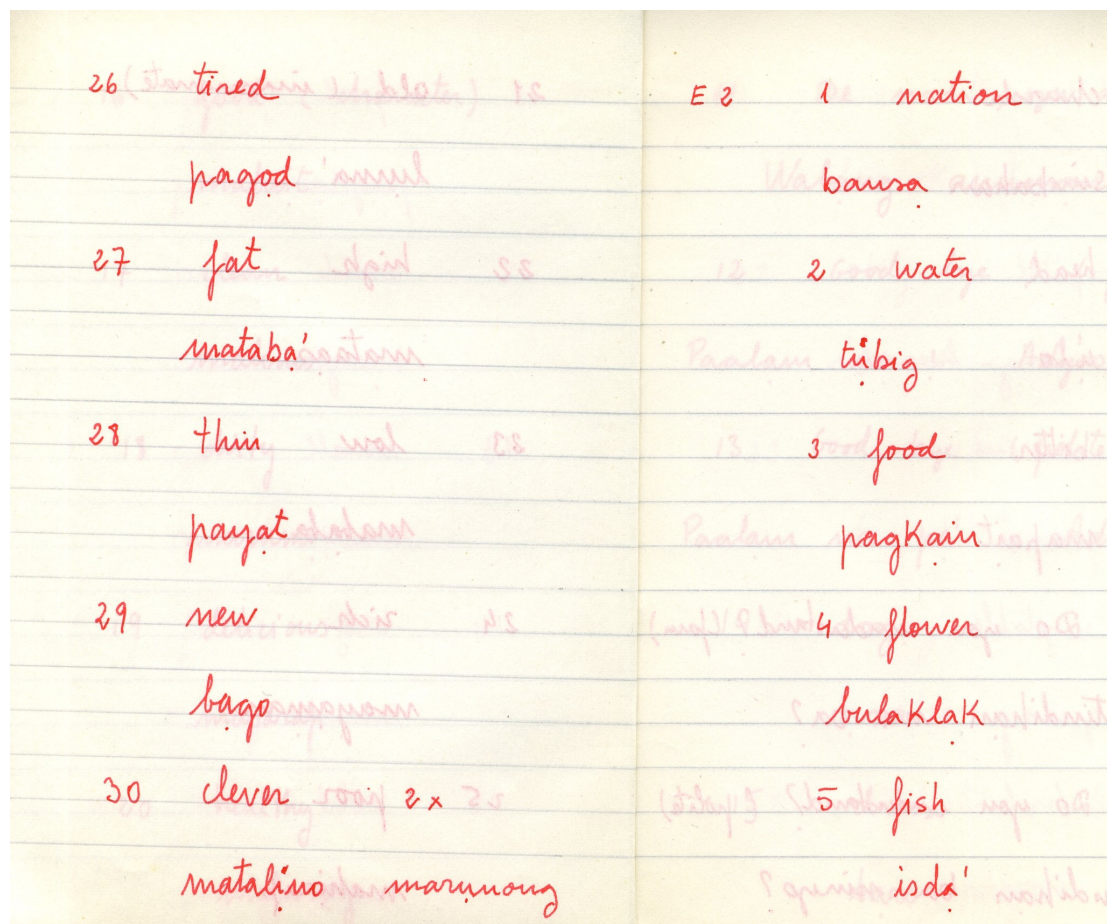


Image 29: Tagalog vocabulary

This student is learning Tagalog vocabulary. She is using 30-item exercises, which at that time were standard and were divided into 10-item units where required by certain students. As a result of continuous experience over the years, 10-item exercises were made standard and reduced to 5-item units for some students and increased to 30-item units for others, depending on their learning characteristics.

## Tagalog: Mastering a dialogue

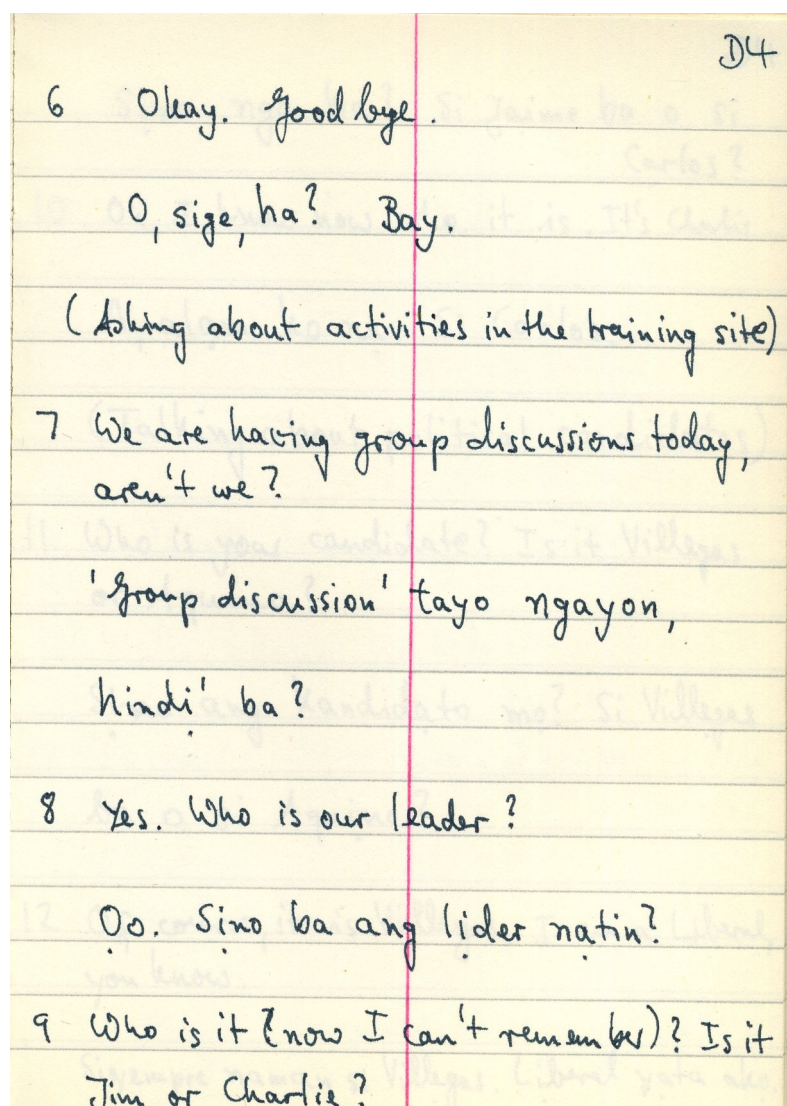


Image 30: Practising a Tagalog dialogue

The student has turned a dialogue from his textbook into a translation exercise, i.e. he practises the dialogue by using native language prompts. By the time he has mastered these exercises, every response will come promptly and correctly. He is then ready to go through the same dialogue as role play. He will be much better at it than a student who has not done the preliminary IDYLL® exercise. His superiority will show even more strongly in months to come, when REV has come into play.

## Sanskrit Vocabulary

### Exercise 1

- 1 horse  
aśva (m)
- 2 fire  
agni (m)
- 3 girl  
kanyā (f)
- 4 poet  
kavi (m)
- 5 angry  
kupita
- 6 house  
gṛham (n)
- 7 village  
grāma (m)
- 8 four  
catur
- 9 he laughs  
hasati
- 10 they laugh  
hasanti



## Sanskrit: Sandhi

Exercise 1: Convert the pada forms into sandhi forms

1 gacchati + aśvam

gacchaty aśvam > gacchatyaśvam

2 eva + avaśiṣyate

evāvaśiṣyate

3 rāmas gacchati

rāmo gacchati

4 virās gacchanti

virā gacchanti

5 rāmas pṛcchati

rāmaḥ pṛcchati

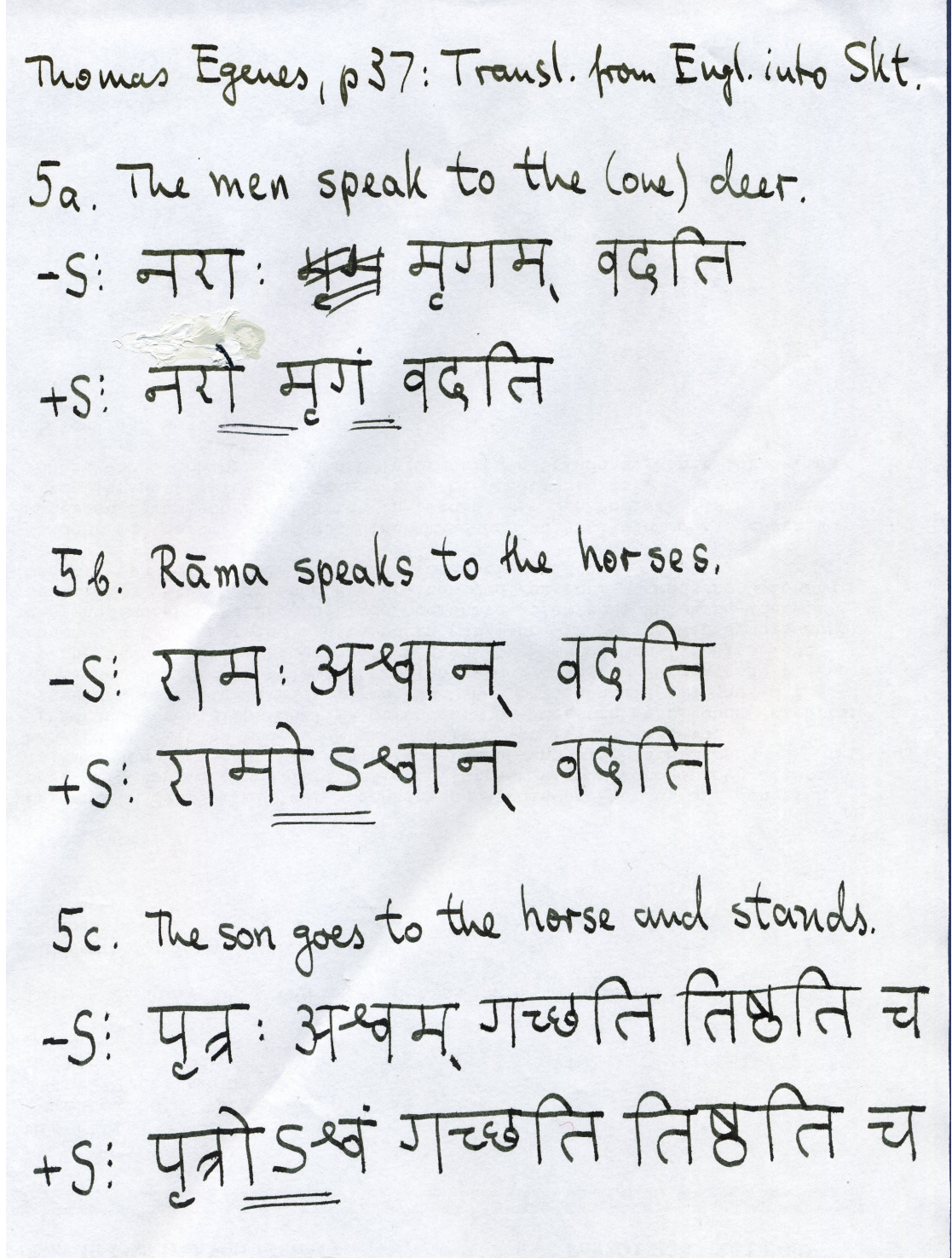
**Sanskrit: Sandhi**

Image 31: Sanskrit pada and sandhi forms

The student has to translate simple English sentences into Sanskrit and apply the rules of sandhi. Prior to doing this exercise he will have memorised the individual Sanskrit words using PAPA and LASPEX. When he has mastered these, and has done formalised exercises

covering some of the sandhi rules, he will be asked to apply the sandhi rules in (fairly) meaningful sentences, e.g. by translating from English into Sanskrit.

It is characteristic of the IDYLL® METHOD™ that nothing is left to chance and the student is made fully aware of all the steps to be taken. Here therefore first translates each sentence without sandhi and concentrates on the vocabulary and the rules of grammar (as opposed to phonology). The "-S" lines contain the answers prior to the application of sandhi. The "+S" lines contain the perfect answers after the application of sandhi. The student is not "allowed" to make mistakes by fast guesswork (as he would not be allowed if he were trained to become a bomb disposal expert). He is guided step by step, through no-sandhi to sandhi. When he has done this often enough in many different SAFE exercises, he will see (feel) instantly what the correct sandhi form is. Only then will he be allowed to skip the step of writing down the no-sandhi forms.

## Immediate feedback of results

Most Sanskrit courses do not give the answers to the exercises. The "teach yourself" courses which do, give them at the end of the chapter or at the end of the book. They therefore miss out on the enormous benefits of the Skinnerian principle of "immediate feedback of results", which the IDYLL® METHOD™ always provides.

This defect also applies to several books which teach Arabic and Urdu script and provide model answers. (e.g. Delacey 2001)

Moreover these exercises are usually only done once. The student gets some sentences right and gets others wrong. The results are marked or discussed in class, and the class then moves on to the next topic and the next exercise.

This is extraordinarily wasteful, even with students of Sanskrit who, at least in the west, will be very dedicated.

The proper approach, recommended by the IDYLL® METHOD™, is to lay out all such exercises in the standard IDYLL® format (as in the example), let the teacher (or textbook author) provide the model answers (rather than letting the student write out his own exercises), and then letting the student do the exercises according to the rules of PAPA, LASPEX and REV.

No harm is done by letting the student see the answers immediately underneath the question. The benefit is that the exercise will not be a test in disguise, but routine practice which will lead to 99% mastery.

In brief: Exercises in textbooks should not be done only once. Otherwise they are not exercises but tests, which contribute nothing to learning. Exercises should be practised until the student has mastered them, like a musician practises a piece of music. The IDYLL® METHOD™ makes this possible.

## Latin sayings

- 1      Eternal Rome  
        Roma aeterna
- 2      To spare those who have been defeated and defeat the proud ones  
        Parcere subiectis et debellare superbos
- 3      I have read it, understood it and condemned it.  
        Legi, intellexi, condemnavi
- 4      I came, I saw, I conquered  
        Veni, vidi, vici
- 5      Rome has spoken, the matter is settled.  
        Roma locuta, causa finita
- 6      I am a Roman citizen.  
        Civis Romanus sum.
- 7      Whatever it is, I fear women, even if they dispense kisses.  
        Quidquid id est, timeo feminas, et oscula dantes. (Beware of Greeks bearing gifts)
- 8      Children are children (or: boys will be boys), and children do childish things.  
        Sunt pueri pueri, pueri puerilia tractant
- 9      Buyer beware  
        Caveat emptor
- 10     Beware of the dog  
        Cave canem

## Jamaican proverbs

- 1 Familiarity breeds contempt  
Play wid puppy, puppy kiss you mout.
- 2 If in front of Gaddafi you show respect, once he has turned his back, you spit out.  
Frontadaag "MaassaDaag", backadaagadaag  
Front a dag "Maassa Dag", back a dag a dag  
In front of dog you say "Master Dog", back of dog juss callim "a dog"

## Latin: Vulgata: Genesis 1

- 1 the beginning  
principium
- 2 in the beginning  
in principio
- 2 to create  
creare
- 3 he created  
creavit
- 4 God  
Deus
- 5 God created  
Deus creavit
- 6 heaven  
caelum
- 7 the earth  
terra

8 In the beginning God created heaven and earth.

In principio creavit Deus caelum et terram.

9 empty

inanis

10 The earth was empty.

Terra erat inanis.

## New Testament Greek: John 1

### Exercise 1

1 the beginning

ἀρχή

2 word

λόγος

3 and

καὶ

4 God

θεός

5 everything

πάντα

6 without

χωρίς

7 life

ζωή

8 light

φῶς

9 man (human being)

ἄνθρωπος

10 darkness

σκότος

## Japanese, including intonation

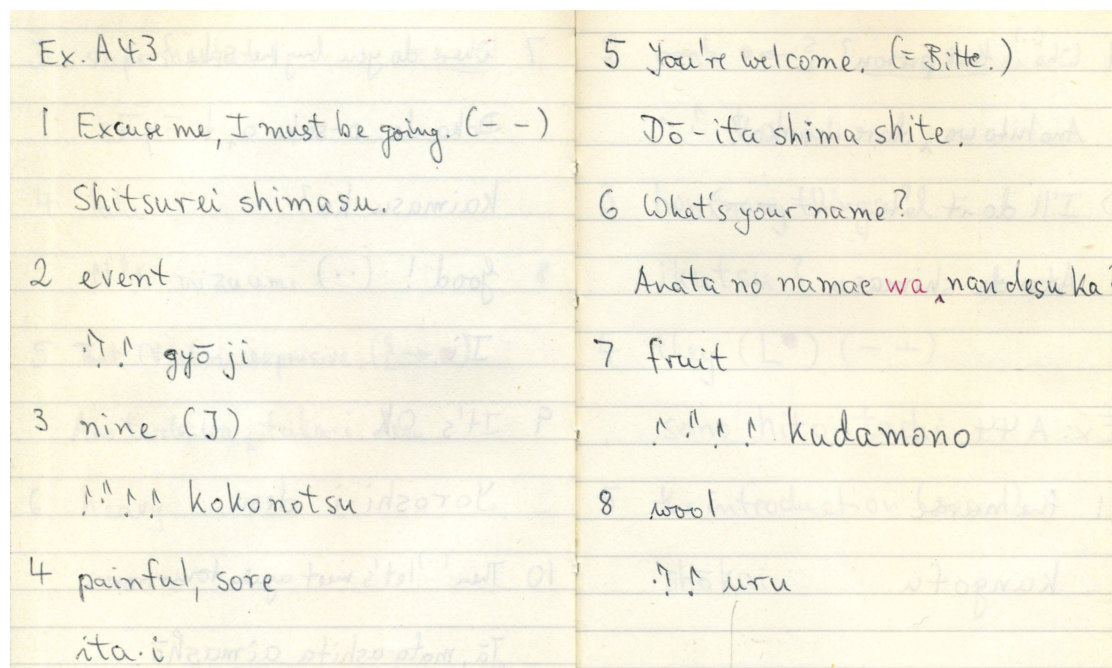


Image 32: Japanese (including intonation)

In this Japanese vocabulary exercise for beginners, the intonation has been written in, using western musical notation.



## Benefitting from reading novels and magazines: French example

J14			J14
1	whole lot of	p57	6
	le ban et l'arrière ban		to stumble
			trébucher
2	She rules me with a rod of iron. (She wears the trousers)	p58	7
	Elle me mène à la baguette.		frightened eyes
			les yeux effarés
3	a corner, a corner cupboard		8
	une encoignure		to climb, to mount (g-)
			gravis
4	a young man of good social position		9
	un fils de famille	p59	step (of stairs, ladders)
			le degré
5	sheet erchin		10
	le polisson		to chirp (of birds)
			pépier

Image 33: French vocabulary from novels

Once the student no longer attends classes he is in danger of never progressing, never enriching his linguistic repertoire. He can prevent forgetting by continuing his IDYLL® revisions, by conversation and correspondence with other speakers, but he may add not enough new language elements (words, phrases, sentence fragments, idioms, grammatical constructions, etc) to his repertoire. Conversation/chatting with native speakers, face to face or via the Internet, is only of limited value, especially since the repertoire of his partner may not be particularly rich.

If the student really wants to enrich his language, he has to read good literature. For students of English I would recommend high quality novels (including the classics) and magazines such as THE ECONOMIST (UK) and NEWSWEEK (USA). For listening and transcribing, there is, of course, the BBC. We want our student to become an educated speaker of his target language, not someone who can manage only small talk or survive in the pub. Therefore his linguistic models must be the best.

Anything new he can pick up during conversations passes too quickly. Writing it down or asking questions about it will halt the flow of information during the conversation and be annoying to his partner. Moreover the vocabulary his native partner uses may be trivial and not new to the learner.



The IDYLL® METHOD™ recommends that the student reads regularly, that he looks up between 5 and 10 words per page in the dictionary, and that he copies about 5 of these words into his IDYLL® workbook, and then gives these words (or phrases, etc) the standard IDYLL® treatment: PAPA, REV, SENTAL, DIARY METHOD, and thence feeds it back into his conversations and tries it out on his live partners. SENTAL and the DIARY METHOD make sure that he assimilates the new language elements, considers good ways of using them in everyday life.

The student keeps a separate workbook alongside each novel, or magazine, he reads. Next to each group of words, he writes the page number in the source. This enables him to look up a context if, later, he ever has any doubts or his usage of the word is ever challenged by a native speaker.

In the example above the source book was Daudet's "Le petit chose".

## Subjects other than languages

The following examples show that the IDYLL® METHOD™ can also be used in other subjects where memory and retention is required.

### Chemistry: The periodic table

Exercise 1: Write the names of the elements denoted by each chemical symbol

- 1     H  
       hydrogen
- 2     He  
       helium
- 3     Li  
       lithium
- 4     Be  
       beryllium

- 5 B  
boron

## Kuwait History Quiz

- 1 What is the Arabic name of the State of Kuwait?  
Dawlat al-Kuwayt.
- 2 Explain the meaning of the word 'Kuwait'.  
Arabic 'kut' means 'fort'. 'Kuwait' is the diminutive of 'kut' (as 'kitchenette' is the diminutive of 'kitchen') and means 'little fort'.
- 3 Kuwait joins the sea. Name its location (two names).  
It lies at the Persian Gulf (= Arabian Gulf).
- 4 Why are there two names for this Gulf?  
Because on one side is Persia (Iran) and on the other Arabia (Saudi Arabia).
- 5 Be more precise about the location. (Wanted: two additional pieces of information)  
It lies at the (1) upper (2) northwestern corner of the Persian (Arabian) Gulf.

## Religious knowledge: Shia Islam: The Battle of Kerbala

### Introduction for the student

Arabic nations are trying to liberate themselves from their dictators. In some countries (e.g. Iraq and Pakistan), Sunni and Shia Muslims are murdering each other. Islamic extremists hate "the west" and are attacking it. To understand all this, it is useful for non-Muslims to know and understand what Muslims grow up with and believe and are passionate about, especially how stories are handed down to Muslim children from one generation to the next. It is more important for us to know what children believe than what scholars say.

This quiz enables you to learn and talk about the Battle of Kerbala from the Shia perspective. Sunnis will give a different version.

In the following example, the whole story is told in question and answer form so that it can easily be learnt and rehearsed even by people who do not grow up with these stories and hear them for several years on each relevant festival day.

### Exercise 1

- 1 Name the first month of the Islamic calendar.  
Muharram
- 2 What does the word "Muharram" mean?  
Violence is forbidden. mu = violence, haram = forbidden
- 3 Which is the most important day in Muharam?  
Day 10, called Ashura (= tenth)
- 4 What do Sunnis commemorate on Day 10?  
A great victory which Musa (Moses) had over the Pharaoh on this day.
- 5 What do Shias commemorate on Day 10?  
The martyrdom of Imam Husayn?
- 6 Name a favourite daughter of the Holy Prophet?  
Fatima
- 7 Whom did Fatima marry?  
She married Ali, the cousin of the Holy Prophet.
- 8 Fatima and Ali had several children. Name the second son of Fatima.  
Husayn, also known by Shias as Imam Husayn
- 9 Who was Husayn in relation to the Holy Prophet?  
He was his grandson.
- 10 Did Imam Ali have only one child?  
No, he had several, from several wives

---

## Religious knowledge: Islam: The family of the Holy Prophet

### Exercise 01

1 Name one of the ancestors of the Holy Prophet. (I-)

Ibrahim in the Holy Qur'an (Abraham in the Bible)

2 Name the wife of Ibrahim

Hajar

3 Ibrahim and Hajar had a son. What was his name?

Isma'il

4 God ordered Ibrahim to leave home and go to a certain place in the Arab desert. That place is now called Mekkah. What was it called then?

Al-Hejaz

5 Ibrahim left Hajar and Isma'il in that desert place (as ordered by Allah) and returned to Palestine (as ordered). When Hajar had no more water, she left Isma'il and went desperately looking for water, but could not find any. When she returned to the baby, what did she see?

A spring had arisen next to the baby,

6 That spring made the typical murmuring sound of water. What is that sound called in Arabic?

zamzama

7 The well was named after that sound. What is the name of that well?

Zamzam

8 Allah had promised a large number of offspring (descendants) to Ibrahim. Name the most famous of these?

The Holy Prophet Mohammed.

9 Name a Christian parallel to this story?

Jesus is described in the Bible as a descendant of King David (see Luke, Ch 2; and Matthew Ch 1, Genealogy)

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10 A city was built next to Zamzam. What is it called?

Mekkah. Desert travellers stopped there for water.

#### Exercise 2

1 A famous religious building was built in Mekkah. What is its name?

Ka'ba

2 Who built the ka'ba?

Ibrahim and his son Isma'il.

3 The grandfather of the Holy Prophet Mohammed was a descendant of Ibrahim. What was his name?

Abdul Mutalib

4 Abdul Mutalib's son was the father of the Holy Prophet. What was his name?

Abdullah

5 What was the name of the Holy Prophet's mother?

Aminah

6 The Prophet Mohammed grew up as an orphan. When did his father Abdullah die?

Six months before Mohammed was born.

7 Where did Mohammed spend the first six years of his life?

In the desert, with his foster mother.

8 What was the name of his foster mother?

Halimah

9 Eventually Mohammed's grandfather died. So he was orphaned again. Who was then responsible for his upbringing?

His uncle, Abu Talib.

- 
- 10 As a young man Mohammed acquired a reputation for being particularly honest and truthful. He was therefore given a very honourable "nickname" in Arabic. What was the name?

Al-Amin = honest, truthful

## **Religious knowledge: Christianity: The birth of Jesus**

### Exercise 1

- 1 Was Jesus born in a hospital?

No, he was born in a stable.

- 2 What were the names of His parents?

Joseph and Mary

- 3 In which town was he born?

In Bethlehem

- 4 Was that the town where Joseph and Mary normally lived?

No, they normally lived in Nazareth.

- 5 What on earth were they doing in Bethlehem at a time when Mary was pregnant and about to give birth?

The Roman occupiers of Palestine had ordered them there, to be registered, as part of a census (count of the population).

- 6 Why didn't they stay in a pub, an inn or a hotel?

There were no vacancies. Bethlehem was crowded with lots of people who had all turned up for the census.

- 7 Who were the first people to be told that Jesus had been born?

A group of shepherds in the fields nearby.

- 8 Who told them?

An angel.

etc, etc

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Exercise 2

- 1      Somebody wanted to kill baby Jesus. Who was it?  
King Herod.
- 2      Where did King Herod live?  
In Jerusalem.
- 3      How far is Jerusalem from Bethlehem?  
Only 6 miles, less than from Blackburn to Preston.
- 4      Why did King Herod want to kill little Jesus?  
Three wise men had told him that a king had been born in Bethlehem.
- 5      Why did that bother King Herod?  
He was afraid that any new king might oust him (depose him, drive him out of power).
- 6      Did King Herod know how to recognise Jesus, the new-born King? Did he know what he looked like or in which house in Bethlehem to find him?  
No, he didn't have a clue, but he had to get rid of his rival (Jesus) by hook or by crook.
- 7      How did King Herod solve the problem of killing baby Jesus without knowing exactly where he was?  
He sent a group of soldiers and they had orders to kill every baby in Bethlehem under two years of age. And that's what they did.
- 8      What did the mothers of those babies think about that?  
They started crying and howling and the whole town was terrrrrrrribly unhappy.
- 9      Did the soldiers manage to kill baby Jesus?  
No, they didn't. Jesus and his parents had already left Bethlehem.
- 10     How did they manage to get away just in the nick of time?  
An angel had warned Joseph in a dream and told them to go to Egypt as fast as they could. So they had been lucky this time, but the other babies and their mothers had been unlucky.

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## Religious knowledge: Hinduism: The birth of Lord Krishna

### Exercise 1

1 Where was Lord Krishna born, in a hospital or in a palace?

He was born in prison. (see Note 1: below Exercise 2)

2 Was Krishna a normal human being?

No, he was a god (an incarnation of God = God in a human body).

3 Lord Krishna was an incarnation of which god?

He was an incarnation of Lord Vishnu?

4 What is the function of Lord Vishnu, among other gods of his kind?

Lord Vishnu is the Preserver, he helps to keep our world in good shape.

5 There are three other well-known gods, two of them male, like Lord Vishnu, and one of them female. First we briefly look at the male gods. One of them is known as the creator god. What is his name?

The creator god is Lord Brahma.

6 So we have now  
Lord Brahma, the creator,  
Lord Vishnu, the preserver,  
but we also have a destroyer because nothing in this world, except God, is permanent. What is the name of the destroyer?

The destroyer is Lord Shiva.

7 The female God, the Mother of the Universe, has all the powers of all the male gods taken together. She is therefore more powerful than any of them alone. What is her name?

She has many well-known names, one of them is simply The Devi (the goddess).  
(Note for learners: People also refer to her as Mataji, The Mother. She manifests as Durga, Kali, Parvati, Sita, Saraswati, and in many other well-known forms.)  
(See Note 2 for educators, below)



- 8 Brahma, Vishnu, Shiva and the Devi are personal Gods. What do they have in common?

They all are manifestations of the one GOD THE ABSOLUTE, in whom everything exists and apart from whom nothing exists.

- 9 What is the name of GOD THE ABSOLUTE?

The impersonal GOD THE ABSOLUTE is called Brahman.

(Warning: Distinguish Lord Brahma, the creator, from Brahman, GOD THE ABSOLUTE and from Brahmin, member of the priestly caste.)

- 10 Did Lord Vishnu incarnate (come down to earth) only once?

No, whenever evil in this world becomes too strong, when there is too much crime, too many wars, too much torture, too much immorality, Lord Vishnu comes to earth to put the BALANCE between good and evil right. He does not eradicate evil altogether, but he weakens it so that good people have at least a sporting chance.

(Note: In a completely crime-free world there would be no nice who-dunnits on TV, no work for lawyers, prison officers, policemen, locksmiths and glaziers, and tax inspectors. They would all be unemployed and turn to crime to make a living. Professional thieves and burglars and their innocent babes would starve.

Lord Vishnu is merciful and has sympathy even with the crooks. We all have to live, even the poor bankers: but sometimes too much is too much, or at least, enough is enough. And when that happens, not very often!, then Lord Vishnu comes down like a ton of bricks, believe me! It happened at least eleven times so far, but presumably much more often, and we just didn't notice because God likes to hide where we are least likely to look for Him.

**Note 1, for educators:**

Question 1 of this exercise (hospital vs palace) is deliberately misleading. Students must learn not to guess, and their knowledge must be so firm that they recognise misleading questions as such, resist them and even argue with their teachers or examiners if need be. This is a form of immunisation, which is also used in the IDYLL® style of language teaching.

In the IDYLL® exercises, we contrast the features of the native language with those of the foreign language. We tempt the student into making "typical mistakes", usually caused by literal translation from the native language. The mistakes he may make initially gives IDYLL® a chance to persistently correct him until he can no longer be tempted into making these mistakes.

Example: A typical mistake of a German speaker learning English will be the following.

Correct English: I have been here for six weeks.

Wrong English caused by interference from German. I am here since six weeks.

German equivalent: Ich bin seit sechs Wochen hier. (I am since six weeks here.)

IDYLL® question and answer:

Q: Ich bin seit sechs Wochen hier.

A: I have been here for six weeks.

Similar interference mistakes from other languages (non-English speaker learning English):

The Hindi-Urdu speaker will confuse "tomorrow" and "yesterday" (same word in his language, the distinction is made through the verb tense). Typical mistake: "I very much enjoyed our chat tomorrow". Similarly he will have interference problems with indirect speech (combining the "that" of indirect speech with the person of indirect speech): "She told me that you must apply in writing", instead of "She told me that I must apply in writing". This kind of mistake is bound to provoke great astonishment or even panic, e.g. when a friend told me by MSN: "My father said that you must get married tomorrow."

The Arabic speaker will omit the copula is/are etc; e.g. "I in Egypt"

The IDYLL® use of translation in exercises and the use of the native language is therefore not a hindrance to learning to speak a foreign language correctly, but an invaluable tool in producing fluent and error-free speakers. We confront our students with potential mistakes instead of pussy-footing around them.

**Note 2, for educators:**

The other names are added here in order not to upset Hindu children, who are familiar with many other names, none of which are wrong. But children doing this quiz are not expected to produce all these names.

Exercise 2

1 Why was Krishna born in a prison?

Because his parents were in prison.

2 What was the name of his parents?

His mother was Devaki, and his father was Vasudeva.

3 Who put his parents into prison?

King Kansa

4 King Kansa was the ruler of which town?

King Kansa was the ruler of Mathura.

5 Was King Kansa a good King?

No, he was a demon, a very wicked and cruel person, who did a lot of harm to many good people in his kingdom.

6 Why did he throw Devaki and Vasudeva into prison?

Because he had been told that their eighth child (Krishna) was destined to kill him.

7 What happened to the children born in prison to Devaki and Vasudeva?

The first six of them were killed by the evil king immediately after their birth. The seventh child miraculously escaped.

8 Obviously Krishna was not killed, otherwise we would not have his story. What happened in prison when he was born?

The prison cell was illuminated by a tremendous light, brighter than a thousand suns, to show that this baby was divine. The guards fell asleep. The chains which shackled Vasudeva fell off, the prison doors opened. Vasudeva was told to take the new-born baby, Krishna, to a little village on the other side of the river.

9 What is the name of that village, where Krishna grew up?

Krishna grew up among the shepherd boys and girls of Gokula.

10 etc

## Indian epics

### Exercise 1

1 Name the authors of the two most popular versions of the Ramayana, one in Sanskrit and the other in Hindi.

Valmiki (Sanskrit), Tulsidas (Hindi)

2 What is the name of the great battle field in the Mahabharata?

Kurukshetra

3 Yudhishthira refused to go into paradise because entry was refused to his faithful companion who had followed him through thick and thin. What was the name of this woman?

It was not a woman, it was his faithful dog. The dog's name was Dharma.

etc

Question 3 was so formulated in order to train the student to resist misleading questions. He must be so sure of his ground (which is possible with our algorithmic methods) that he will insist on being right, even against the examiner. E.g. in maths: "If Henry VIII had 6 wives, how many wives had Henry IV?" Answer: 3.

## Computer keyboard layout

IDYLL® can also be used to memorise the layout for a computer keyboard. All my Arabic fonts, e.g. Gentium, or Scheherazade, have the same keyboard layout. That is good. Moreover my Urdu characters often somehow resemble the English characters located on each key, e.g. Urdu "m" /mi:m/ م sits on English M and the tashdid (consonant doubler) ّ (example left is the tashdid on top of the /mi:m/), which looks a bit like a small w, sits on W-shift. That is also good. But the location of the Arabic characters is arbitrary (from the English point of view!), has no bearing to the English letters written on my keys. Arabic /mi:m/ sits on English L and Arabic tashdid sits on the indescribable key left of English digit 1. The Arabic locations are therefore very difficult to learn and to remember. Consulting a printing chart before typing each character, which I had to do initially, is a time-consuming nightmare which might continue for years.

Even here, an IDYLL® exercise can help me learn the keyboard faster. In the following sample, the idea is that I know which Arabic character I want to type, and I must be able to say quickly which key I have to strike to produce it.

Example: ب /ba:/ sits on F, ت /ta:/ sits on J, and ث /θa:/ sits on E

The IDYLL® exercise for practising this kind of relation will look like this. Into the question line I put the Arabic character and its name in IPA (and I do this for lower case AND for upper case in the same line. Into the answer line I put the label on the English key.

### Exercise 1

In each item, first comes the lower case and then the upper case character.

1      ب /ba:/ --- [

sits on F

2      ت /ta:/ --- -

sits on J

3      ث /θa:/ --- ُ

sits on E

# The IDYLL<sup>®</sup> METHOD<sup>™</sup>

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