

(Adapted from the first published catalog page:)

***Practical Word Power:
Dictionary-Based Skills in Pronunciation and Vocabulary Development***

by Richard Cavalier, specialist in group communications.
(See book references above and “About the Author,” below.)

Dr. John Haskell, editor and consultant; former Chairman of the Linguistics Department at Northeastern Illinois University; former editor of the TESOL “Newsletter.”

A one-sequence course, self-help for instructors, this Tutor’s Script and Workbook is the first of its kind in the ESL field. With verbatim text for volunteer tutors, it permits lay volunteers, as well as certificated teachers, to tutor this self-contained program, based on mastery of the dictionary diacritical codes. Eight sessions (16 hours, overall).

Designed for use at the “forgotten” intermediate levels of literacy/ESL skills—those persons who speak some (or passable) English but are dissatisfied with their own performance. This multi-functional course can generate dramatic improvements in all these areas:

- clarity of spoken communications;
- general conversational fluency of words, phrases, and rhythms;
- aural comprehension;
- conversion of reading vocabulary into speaking vocabulary;
- vocabulary development according to individual needs;
- self-sufficiency and self-confidence of learners.

Fully tested in traditional school and self-help community classrooms, this course permits the mix of any combination of native languages and a wide range of conversational skills of up to ten students per class.

All students must be literate in their own language and should read English at ESL-basic (or fifth grade) levels or higher. Not for beginners! Only English is spoken in class.

Course needs for one group of ten students:

- one tutor’s copy of ***Practical Word Power***;
- six or more paperback copies of the American Heritage Dictionary (Houghton Mifflin Co);
- specified newspaper sections or clippings.

Practical Word Power permits immediate direct action at the point of need by:

- ethnic groups and alternative schools
- concerned individuals
- volunteer literacy networks

- state employment and social services agencies
- religious organizations
- employers of persons with limited English-conversation skills
- labor unions whose members include language-handicapped persons
- government offices of Refugee Resettlement
- school systems, covering

- a) instruction of ESL students directly
- b) orientation of volunteer tutors for ESL purposes.