

## BRIEFLY, FOR YOUR ORGANIZATION'S OFFICERS:

Computers have discovered over 1,100 ways by which to spell the 40 sounds (phonemes) of English. Dictionaries can present the specific pronunciation for the same sounds and words in about 50 codes. The code count varies by publisher. Our class dictionary, "American Heritage Dictionary".

When teens/adults master those dictionary codes, they can immediately pronounce every word in the dictionary. . .acceptably to perfectly.

Bonus: With codes learned and their bilingual dictionary in hand, learners can immediately and correctly say in English any word already known in the native language. That's independence that 'sound-out' (rules-with-exceptions-to-exceptions-then-guess) can never deliver.

For immediate use in your own community: Give a boost to all those who are not able to attend traditional evening schools (whether outstanding or marginal), because "**PWP**" is quick and sure.

Qualifiers for learners: Traditional schools' ESL levels III-V (limited but useful) are preferred for "**PWP**"; Level II (rudimentary) works only with professionals or others with good study skills; Level VI (advanced) usually doesn't need such help, unless seeking 'perfection' of English pronunciation.

Dictionary mastery is sure in only 8 sessions of 2 hours each. Students use only a paperback dictionary. Total book costs for a class of ten: 1-"**PWP**" plus 11-paper dictionaries: just over \$100 retail.

If each learner pays only \$10 each for the initial course, it becomes self-sustaining now and for the future. For future repeats (because "**PWP**" is reusable) only new dictionaries need be purchased; continuing the \$10 fee will accumulate cash for the purchase of gift dictionaries for the truly needy.

Recommendation: Everyone who can afford to buy a dictionary should pay for it--that creates a psychic commitment to the course that free books cannot engender. Business and professional organizations will usually contribute to book funds for those persons who can't afford to pay. Then the entire community can both help and benefit.

Total book cost for the initial class of 10 learners: 1-"**PWP**" and 11-"American Heritage" dictionaries: just under \$100 retail; quantity discounts at some bookstores. If each learner pays only \$10 for the entire course plus book, then the course becomes self-sustaining.

Because "**PWP**" is reusable, continuing the \$10 fee will accumulate funds for gift books for the truly cash-strapped. In general, if learners can pay, then they should buy books. That purchase creates a psychic commitment that free books can't match.

High finance: If each of ten paying teen/adult learners (maximum for personal attention in class) contributes only \$10, that \$100 will buy all books for all participants, including the tutor! Therefore, the courses become self-sustaining in the community. Note: Budget Rent-A-Car donated \$1,000 to fund books for the initial community test in Chicago. Don't bug Budget, but you can ask local groups to contribute to book funds.

Other needs: Only a comfortable meeting room with seats, table or note boards, and chalkboard (a 3'x4' portable will work); plus seven charts photocopied from "**PWP**," and newspaper clippings, as specified resources. Provide note pads and pencils for the indigent learners.

Caution: If ESL learners don't understand the instruction in English, then they will surely fail and probably become discouraged. Your heart shouldn't over-rule your head, because their failure doesn't help them. Teach no-English or under-educated students only in their own language, using bilingual tutors who are either Unaccented in English or assisted by native English speakers who model all dictionary codes and present all chalkboard work.

Of special interest to ethnics: Both illegal immigrants and this country will benefit if even illegals learn English, because a) spoken discourse will be easier for all residents; and b) learners will gain independence from those profiteers who hope to keep them illiterate in English--and, so, dependent on the profiteers for paid assistance with all intercultural needs, including labor, legal, and consumer.

Special use: "**PWP**" can be used as a Trojan Horse in any community in which foreign-traditional or current-religious views demonize same-sex behavior. Purpose: To disguise the taking of the AIDS test, where demonized, because voluntary test-taking suggests cheating and worrying. Yet, anyone can want to learn more English (especially for free, if tested) without being accused of bisexuality or of cheating on spouse/ partner(s): Trojan Horse! Dealing-with-reality does not mean approving-the-practices. With AIDS, ignorance can kill!

If "**PWP**" courses are offered in exchange for an AIDS mouth swab, but are paid in case of a refusal to test,

then the spouse/partner(s) is/are forewarned by any such refusal and can take any personal action, if needed. If unsuspecting HIV-carriers are identified, the spouse/partner(s) and community will have gained by protection for everyone.

Unsuspected use: "**PWP**" is being tested in the Los Angeles County Correctional System, to be taught by capable incarcerated inmates to other inmates. On release, such inmates are better-prepared for life outside. See the newspaper clip at 'User Helps.' Could you use this idea locally?

See a down-loadable committee-discussion flier plus draft posters and fund-raising letters, etc, under the 'User Helps' button. If it's needed, the mentioned flier presents a litany of current inadequacies in the nation's overall ESL system and in current tutor-training alternative sources. A 'softer' community discussion format follows here:

## **YOUR COMMUNITY CAN TAKE CONTROL OF BASIC ESL LESSONS!**

ESL (English as a Second Language) is a bear to learn in America. Although our English language has only 40 key phonemes (sounds), the computer has discovered over 1,100 ways by which to write them. That's why spelling and pronunciation rarely match. That's why 'ten-new-words-weekly' is the spelling drill for school-age kids and even adults at community colleges. There's no way now to shake free of memorizing.

Because many foreign languages have only one specific sound for each specific letter or letter-combination, those foreigners have an especially difficult time with our patchwork system.

How many rules can cover over 1,100 alternatives adequately? For 6 vowels, most European languages have 6 key sounds, with printed codes seen for any variables. English has the same 6 vowels but 19 sounds, including an artificial vowel--with no printed help, except via the dictionary! Yes, we consider 'Y' to be a vowel. Why? What are its three sounds? In most Romance languages, 'Y' is termed "Greek 'i.'"

### **Getting a handle on the overall problem:**

Only one approach to such 1,100:50 complexity is 'taught' in traditional schooling. . .via rules-with-exceptions-to-exceptions-then-guess. That's called 'sound-out.' Results: Exceptionally-poor reading scores among young people plus high (about 50%) drop-out rates among voluntary teen/adult learners at HS, community colleges, and other night-schools.

Kids born to American-born parents already have spoken vocabularies of about 2,500 words (in first grade) and about 4,000 words (in third grade). Source: University of Michigan; Joanne Carlisle, "Fostering Vocabulary Development in Elementary Classrooms"; CIERA.org. Nouns predominate, with verbs in second place. That's dictionary territory! Do adults learn differently? Why don't the public school systems test their century-old ESL methods? Possibly because adults with different lives have different vocabulary needs? Might that argue for dictionary-independence, not memorized, generic word lists?

By contrast, the "American Heritage" dictionary (used as the class text) needs only 46 codes to represent those 40 sounds (some overlaps). By tutoring those dictionary codes (and much more), "Practical Word Power" ("**PWP**") delivers proved-effective ESL classes for learners' quick independence in the pronunciation of American-English. That enables vocabulary development to each learner's personal needs.

The "American Heritage" unabridged dictionaries use the same basic codes as do their paperbacks, although the unabridged books add a few codes to serve linguistics professionals and specialties. So "**PWP**'s" early learning has life-long value!

### **What does "Practical Word Power" do?**

Repeat: "**PWP**" teaches the 46 dictionary codes--and a lot more. Once the dictionary codes are mastered, teen/adult learners can pronounce every word in the dictionary.

Bonus: With codes learned and their bilingual dictionary in hand, learners can immediately and understandably use in English any word already known in their own (any) native language: That's the end of

generic vocabulary list-learning and memorizing: no more '10 new words weekly' for months or years!

When people need to use a new word, they need it now, not in class next week or last quarter (still remembered?)! "**PWP**" offers true independence in pronunciation and timely vocabulary development to their personal needs. That's independence of a kind that 'sound-out' can't teach!

That's also the end of memorized, generic word lists in seemingly endless traditional classes. Why teach generic word lists to teens/adults? Lists represent various ESL-book authors' ideas of what's important to other, unknown, people. Lists don't reflect any teen/adult's life well, because every life and its vocabulary needs are different.

The book "Practical Word Power" ("**PWP**"), by Richard Cavalier, is a verbatim text and workbook designed especially for volunteer tutors of basic ESL. All chalkboard entries, charts, and drills are provided. Also, the book provides suggestions for newspaper clippings, etc, that will stimulate learners' conversations in class.

The entire "**PWP**" course requires only 8 sessions of 2 hours each, in class. Allow another 8 hours for tutors to prepare via the book. The total tutoring commitment for the initial class is approximately 25 hours. . .to help ten persons to become independent. Less prep time is needed, whenever repeating courses, because only a brief weekly brush-up is needed to assemble materials for the next class and session. Tutors almost surely repeat, because there's much satisfaction in doing that tutoring job!

Teens/adults are merely learning to sound like you--except that you probably didn't know why you sound like you do. With "**PWP**'s" prescriptive book design and construction, volunteers need NOT be certificated teachers. Yet, you can't do it wrong!

Unrelated, published research has established the efficacy of language simplification. Prof E. Paulesu, et al (at the University of Milan/ Bicocca) has concluded that "Language complexity aggravates dyslexia in students who are genetically susceptible." We're not all susceptible.

The underlying language-simplification concept (here, to dictionary codes) was corroborated by Dr Paulesu's research and was published in the US's "Science Journal," (March 16, 2001). In the US, Dewey is sacred; most school systems have been slow to use Milan's key finding. Comment: Don't the confused non-susceptibles just drop out? No need for improvement of the century-old teaching methods?

Read the "Psychiatry Journal" summary of the "Science Journal" original on the author's website: [www.meetingsCavalier.com](http://www.meetingsCavalier.com). Click 'Titles,'; then (below the blue block summary) the 'Support & Validation' button; then "'Science" & "Psychiatry" button. The original is heavy-duty technical reading, including brain-scan statistics; the "Psychiatry" summary will make sense to most of us.

"**PWP**" currently holds the California Certificate of Compliance (and so is legal to teach there as a supplemental text). It is also listed on the New York City Department of Education's website of accepted books.

Simplified "**PWP**" was developed at Truman (Chicago Community) College and was proved in community tests there by the Commonwealth of Puerto Rico's Dept of Community Affairs, among multiple Hispanic nationalities. It is regularly in use after multiple repeats at the Inglewood (CA) Public Library and at a local church, among other current users. If "**PWP**" is usable in the US's major cities--why not everywhere?

Dr John Haskell was "**PWP**'s" consultant. He's retired as Chair of Linguistics at Northeastern Illinois University and was simultaneously then-Editor of the TESOL "Newsletter" (Teachers of English to Speakers of Other Languages). "**PWP**" is educationally valid and practical in the community!

### **Planning specifics for local use:**

Wrap-up: "**PWP**" permits any native-speaker/reader/writer of standard American-English to tutor groups of up to ten foreign born teens/adults (or language-deficient US dropouts). In practical terms, secretaries, newspaper reporters, actors, etc--anyone with good English-language skills can become a masterful tutor!

If tutored in English, teen/adult learners must be able to understand basic explanations in English. Don't, from sympathy, permit unqualified persons to attend classes that are instructed in English. They will surely fail and could become permanently discouraged.

"**PWP**" can be delivered in native languages if delivered by a competent-bilingual tutor (who can read the "**PWP**" book in English but speak it in the native language).

If that bilingual tutor is accented, then he/she should be assisted by a native-English speaker. The

native-English speaker should model the dictionary sounds to dictionary codes--our standard sounds. The learners mimic the sounds delivered. Never teach new accents to already-accented learners, or the end result could be permanent confusion and weird accent!

In some cities and smaller communities, multiple foreign languages could be needed in schools but cannot be used there. Any combination of languages can be accommodated in the same community 'classroom' when "**PWP**" is taught in English: dictionary codes themselves (and much related matter) are the subject matter.

Our American pronunciation is not affected by native foreign language. But the guesswork of our patchwork system confuses most foreigners. We've learned English as children by constant correction from family and then from our imitation of peers. Most diction classes are college level, or possibly elective, advanced speech or theatre courses in HS.

Spoken communication does not require perfect grammar, or many Americans probably couldn't communicate. "**PWP**" does not teach grammar. Those learners who wish to continue their studies can then attend community colleges--and get more out of the classes.

Local opportunity: Any ethnic community that wishes to help itself can take control of basic ESL courses and offer them inexpensively and at hours convenient to the community, rather than to the schools. . .for as long as needed. Service and volunteer groups can provide massive help for ESL-needy persons, with small inputs of time and money.

Classes are limited to only ten learners in each. Course cost, including a paperback dictionary (paid at the first session) is only \$10, complete.

The initial community "**PWP**" course is tentively set for (time/date): \_\_\_\_\_. Can we count on you to help with tutoring--or set-up and publicity?

OR

To enroll or to get more information regarding this ESL course, contact \_\_\_\_\_ at \_\_\_\_\_.

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