

NOTE:

Abstracts: For short-form, abstract descriptions of the *PWP* program and supporting research, see the adjacent “Abstract & Precis” button.

For a longer but comprehensive overview of the *PWP* program and its research supports and rationales, see the formal presentation, also on the “Abstract & Precis” button. The precis doubles as a roadmap to the entire *PWP* segment.

For support materials for local discussions, public relations releases, and fundraising appeals, see more than two dozen faxes, below, in this file. These faxes have actually been used to target specific (named) user groups for related purposes. Faxes can be adjusted to reflect your local needs.

Please do not change facts or specific wording on the brochure or posters, if used.

It’s unlikely that you or any other individual can alone establish a community or corporate education program. It’s unfair that you might need to speak about esoteric *PWP* items (that you might not yet feel comfortable about) when reassuring others. For absolute credibility, see the E. Paulesu, et al, research article in *Science Journal*, March 16, 2001. It’s scientific and dense. The Helmuth companion article in *Science Journal* and the *Psychiatry Watch* summary are easier for laymen to comprehend. See the “Support and Validation” button; then the “*Science/Psychiatry*” button.

You can download a directly-usable, two-side, three-panel flier from this web location and reprint it easily on your photocopy machine. The brochure and text of the two-sided (landscaped) flier follows this note. Posters seeking learners and students then follow. Next, actual faxes follow and can be personalized for local use.

Just in case you haven’t already guessed, the sheet with the large-size print is the outside cover panel, Place the large print on the right-hand side of the landscape sheet, as you read the “What Is It?”.column on the left. What-Is-It provides a thumbnail presentation of the book/course. The second sheet is obviously the inner portion. Print out, back-to-back.

Registry is easiest if you print both sides while using the straight column-edges (not the title panel) as the top measuring guides. Then make two vertical creases that will create panels of essentially-equal thirds, and you’re ready to take on any committee or funding-proposal group. We believe that all of the needed answers to Frequently-Asked-Questions (FAQs) are contained in the flier.

Following the folder text, as stated, are two small posters (seeking volunteer tutors or students) that can be used as your own original or draft. That pair is followed by a number of the author’s actual faxes to the addressed groups and organizations. Again, the faxes can serve as your actual text (with your organizational name added/substituted) or as drafts supporting your own version. When you adjust to local needs, please do not change facts! Most directly challenging to the educational establishment is the fax that’s addressed to Chambers of Commerce—Chambers are most at risk on a practical basis for accidents caused by language-related misunderstandings and both the Chambers and their member companies need to deal with truth and facts when hiring.

Enough housekeeping details!

Although “PWP” was developed in the early 1980s and first published in ‘89, not until 2001 did related research establish that language complexity had a distinct downside. Many school systems refuse to act on that research because it’s not 100-year-old John Dewey. . .and the school systems would need to rethink and adjust. Get details on the “Psychology Journal” button’s summary of the “Science Journal’s” Paulesu/University of Milan research.

However, in the 1980s, most employers hoped to send their key limited-English employees to local schools--and thereby solve the company’s language problem. Wrong. If so many employers must teach remedial English to American-born workers, how can that failing school system teach the foreign-born adequately when using the same inadequate Dewey system as was designed for children who probably have larger vocabularies? Fast forward: In “Training” magazine (March/April ’09; p18) a major article re: ESL taken in-house--very successfully. It wasn’t “PWP”--but “PWP simplifies and speeds the basic ESL process because the book/course creates rapid learner-independence via dictionary codes. Valid. Inexpensive. Tested. Quick. It works!

All language handicapped persons need to be approached on a human basis, because they are subject to emotional appeals and discouragements. Following the Chamber fax are several that are addressed to various special-interest groups, including the ethnics. These are softer in tone; but you have the facts in the Chamber version or the *Science Journal* to beef up your arguments, if needed.

However, if you have any questions that aren’t answered in the flier or faxes, e-mail the author or drop a note on your own organization’s letterhead to the address, as below; leave your phone, e-mail, or other quick contact information; and Cavalier will get back to you as quickly as possible.

You can contact the author by name at the flier address:
Meetings/Cavalier; 3699 Wilshire Blvd, #850; Los Angeles, CA 90010
or : richard33cavalier@gmail.com

What is it?

A fully-tested tutor's script and workbook/course, *Practical Word Power* (or *PWP*), by Richard Cavalier, permits anyone who speaks standard English to tutor groups of up to 10 foreign-born persons (or any other dissatisfied, deficient native-English-speakers). That includes American-born HS drop-outs who need new job skills. *PWP* is designed especially to enable tutoring by non-certificated volunteers.

Valid method proved in communities, college classrooms.

PWP teaches learners to side-step their own native vowel structures; adopt ours; and pronounce correctly from out of the dictionary via its codes. . . even with mixed languages in the same classroom (if instruction is English-only); most code-learners start at point-zero with our codes.

Prefer to translate for the no-English? If a volunteer tutor is accented, *PWP* works if a native-speaker of English assists by writing chalkboard entries and voicing American sounds and words, to establish dictionary-standard pronunciation.

Benefits: Using codes and their bilingual dictionary, any learner can use in English any word known in the native language, correctly and understandably. That fosters true communication/comprehension, as parroted phrases cannot.

Outcome: teen/adult learners can *independently* develop all their future vocabulary to personal needs, not only to school-memorized, generic word lists that reflect no one's life well. Accents are always reduced in class (especially useful for executive accent reduction) and can be eliminated over time.

Needs: tutor, learners, books, chalkboard. The tutor uses *PWP*; learners use only *American Heritage* paper dictionary, photocopied handout (practice) pages, and newspaper clips.

Tutor commitment: about 25 hours for first complete eight-session cycle; includes 16 class hours plus about 8-10 hours of advance preparation. Much less prep time needed for repeats.

Tutor requirements: patience; speak/read/write normal American-English. . . show learners how-to-do-it, while using *PWP*'s verbatim script. It can't be done wrong!

Consultant: Professor John Haskell, PhD, former editor of *TESOL Newsletter* (Teachers of English to Speakers of Other Languages) and retired Chairman of Linguistics Department at Northeastern Illinois University, in Chicago. Research, also.

Fully tested both in community college classrooms and in ethnic groups operating independently. Do for yourselves what the educational establishment has not yet done: give your group its quick independence. . . on your/their best schedules.

Permanent ESL skill: mastery of both the class *American Heritage* dictionary key and other publishers' codes, too.

Cost: All books: under \$100 for first 10-learner set; replace only learners' dictionaries thereafter, for the life of *PWP* copy. Distribute photocopies of several specified book pages for class discussions and drills. Work with 'phone calls,' newspaper clips, and all-important prepositional phrases, too.

Documents and user reports-plus: check the 'Support and Validation' button; 'User Helps' base buttons at: 'Targeted'; 'Titles' side buttons at www.meetingsCavalier.com;

For orders: www.iUniverse.com. Booksellers: (P-O-D).

Practical Word Power: ESL – Dictionary mastery by code-concept for teens/adults!
Meetings/Cavalier; 3699 Wilshire Blvd, Suite 850; Los Angeles, CA 90010-2736

TO:

Book orders: www.iUniverse.com.

Brochure Copyright © 2006, 2013, Richard Cavalier

Learn to pronounce correctly from the dictionary via its codes:

Gain independence in vocabulary development to personal need.

Tutor or learn both skills in only 8 sessions of 2 hours each with...

Practical Word Power by Richard Cavalier

Computer identifies more than 1,100 ways by which to write the 40 key sounds of English!* By our dictionary key, 46 codes.

University of Milan study concludes that language complexity aggravates [triggers?] dyslexia in susceptible learners!*

... And creates trouble for slow learners and class or HS dropouts? Schoolroom "sound-out" methodology has been challenged!

Bonus skill: With codes learned and bilingual dictionary also in hand, learners can USE IN ENGLISH any word now known in the native language. . . immediately. No more beginner-rules and generic word lists to be memorized for months or years!

Let's get practical:

PWP learning should be free! Royalty contract is required in advance if lessons are sold to learners or by anyone. Because money is always a problem for every community organization, the author is prepared to assist your organization in several ways:

First: author can provide draft fliers and draft newspaper releases that your organization can easily convert into favorable publicity: www.meetingsCavalier.com. See 'User Helps' and 'Credence' under **PWP** book unit at 'Business Writing' and 'Titles' side buttons.

Second: author will suggest workable ways by which your own organization can develop its own funding for all future programs, even though it might not now qualify for direct Federal aid. Currently, 501(c)(3) groups must still 'umbrella' any program for you—at 8% commission. But **PWP** can function with only community contributions that can easily purchase required paper dictionaries for the needy. Most can probably buy their own \$7.19 dictionary.

Third: author can function as a resource and sounding-board for your group. As a (retired) 40-year corporate trainer and program developer, Cavalier can probably answer most of your questions because he's likely had to face similar group communications problems before. Just ask: see his address on the "To" panel of this brochure. Drop a note on letterhead--and be sure to leave a phone number or e-address, for quickest response.

*** Back-up?** Two articles (E. Paulesu, & L. Helmuth), both in *Science Journal*, 3/16/01. Original: 'Psychiatry.'

PWP program works with any native language and even mixed languages in the same class if taught in English! Verbatim script can be translated if a native-English tutor-assistant voices dictionary codes/ words.

PWP is an excellent executive accent-reduction course for dissatisfied but limited-English-proficient- (LEP)-speakers. Boosts the skills of native-English HS dropouts and others who need brush-up for business reasons.

In short, this book/course can help your group to break out of the mold and deliver learner- independence in *adult-programming* for adults. . . that the US educational establishment doesn't yet do.

The need is there!

So is the book: **Practical Word Power.**

Order today: www.iUniverse.com.

Also via P-O-D order from your favorite bookseller.

Understanding--and solving--the problem. . .

ESL (English as a Second Language) has been a bear to learn in America. Although the current linguistics system was developed about a century ago, and although the computer has given us a new understanding of the problem, little has changed in the various school systems, beyond tweaks to the original make-do system. Traditional schooling still depends on lists and individually-memorized words. **Practical Word Power** takes a new and validated approach!

Problem: English is an accreted language. It has been taught for a century by memorization of rules that attempt to cover what the computer discovered to be over 1,100 ways by which to write the 40 phonemes (sounds) of the language. Remember " 'I' before 'E,' except after 'C'-except-except-then- guess"? That's why all children memorize ten new words weekly between the elementary grades and high school graduation. Spelling and pronunciation are always the sources of ESL problems. Children are better-prepared for the task of reading English (below)—but they must learn each word individually. Teens/adults can't spare years while memorizing generic word lists They already know---or quickly learn--the most-needed words in their lives. They can gain independent access to vocabulary that's needed for real life, now.

Why does PWP work? Because coded-dictionaries present all 40 sounds in fewer than 50 codes. Code-learners can then pronounce every word in that dictionary correctly to code. **PWP**-learners can gain independence and use of personal native language vocabulary in only 8-sessions of 2-hours each, with **PWP**--proved in schoolrooms and communities!

Why? Native-English children are better equipped to learn to read English than are immigrants. According to the U-Pittsburgh, children can have spoken vocabularies of between 10-30,000 words when beginning to read in second grade, depending on the education and spoken vocabularies of their families. How many immigrants arrive with such 10-30,000 word vocabularies? Kids already know the words for picture helps; immigrants need to learn and memorize those words, first. Why continue to teach teens/adults via children's methods when the kids are better prepared?

Bonus: With codes learned and their bilingual dictionary in hand (any language), students can, within minutes, pronounce correctly in English any word that they already know in their own native language! No more memorized word lists! Although school children need to learn a basic social vocabulary, lists cannot reflect any teen or adult life well. All need to develop their own working vocabularies. **PWP** makes that possible in community classes--a permanent skill.

John Dewey did his best about a century ago with a recalcitrant language, but he didn't have help from computers. US military language schools place English alone in the fifth (highest) category of difficulty to learn. That's not necessarily true--the fault: traditional rule-centered methodology! These criticisms are not based on only my opinion:

Research at the U-Milan/Bicocca by Dr E. Paulesu found that language complexity aggravated dyslexia in students who were genetically susceptible. We're not all susceptible. Don't the others drop out when language/ESL complexity overwhelms them? (Published in the US in 2001; ignored by educators. For citations, see "Practical" column at left. *).

Here's a better way: learn our dictionary's 46 codes for the 40 sounds of English. . . in only 8-sessions of 2- hours each! With codes mastered, all learners can pronounce every word in the dictionary, *correctly* (to dictionary standard) for everyday English--*immediately*. *Help* when needed !No more waiting for a word to appear on a school list, if it appears. Learning-simplified phonetics--by codes: possible via a volunteer tutor's script/workbook book, **Practical Word Power.**

Developed and proved at Chicago's Truman College and six Hispanic community groups, working independently. Also used for staff at an ethnic alternative school. Reviewed by American Hospital Association's *Discharge Planning Update* for staff with limited-English patients (for stated topics, see 'Titles'; **PWP**; Support & Validation' base button.

Consultant: Dr John Haskell, then Professor of Linguistics at Northeastern Illinois University, Chicago, and also then-Editor of the *TESOL Newsletter* (Teachers of English to Speakers of Other Languages). **PWP** is valid instruction!

PWP holds the 'California Certificate of Compliance' (legal to teach there); previously listed on the NYC Dept of Education's website of accepted books. This is a validated course that can be taught by volunteer tutors who speak/read/write standard American English. Needs: chalkboard, books, and writing surfaces. All instruction is provided in verbatim script for tutors; plus this workbook's chalkboard entries, charts and drills, and suggestions for special options. Course is timed for individual recitation and demonstrated (chalkboard) comprehension, after the group recitation in early lessons.

PWP is teachable within the community, for as long as it's useful. This valid, fully-proved program develops learners' permanent language skills--such as every immigrant person needs--for life! At minor book cost. **Try it!**

Finally: a brief ESL course assures dictionary-standard pronunciation and vocabulary development to personal need. . .

for individual learners. . . in small groups. . . under community control. . . by non-certificated, native-speaker tutors. Ends generic lists!

PWP holds the California Certificate of Compliance; accepted by NYC Dept of Education. Proved in action! Consistent with current ESL theories, as summarized in Judith Lessow-Hurley's *The Foundations of Dual Language Instruction*, (6th Ed; Boston; AddisonWesleyLongman; 2012).

Learn English Pronunciation—Fast!

Learn to pronounce English correctly from the dictionary
in only 8 sessions of 2 hours each,
via *Practical Word Power* (or “PWP”), by Richard Cavalier.

Computers have discovered 1,120 ways
by which to write the 40 key sounds of the entire English language.
Research has shown the rules- and memory-dependent methods and guesswork
(as now taught in schools) to be inefficient and to aggravate dyslexia.

Yet, most coded American dictionaries show all English words in less than 50 codes.
Only 46 codes in our class dictionary specify sounds for over 70,000 words in a paperback dictionary.
That’s independence in learning vocabulary to person need, not to generic lists!
If you can read this poster, you already qualify for this class.

Various dictionary publishers use various codes. But paperback and unabridged dictionaries
from the same publisher all use the same codes. . .and “PWP” learners can use them all.
Therefore, with this class, you will be learning a lifetime skill in a single, quick course. Proved!
Credence materials: www.meetingsCavaller.com. See ‘Business Writing’; then ‘Titles’; “PWP.”

Benefit: Within 16 classroom hours, you can master those dictionary codes and
thereby reduce (or eliminate, over time) your own foreign or other non-standard accent.
Bonus: With codes mastered and using our English and your (any) bilingual dictionary together,
within minutes, pronounce correctly in English any word already known in any native language.
No more generic word lists to be memorized; no more asking friends, “How do you say. . . ?”
Say the English word you need. . .when you need it! Permanently! Confidently!

This is not a drop-in course. Commit to 8 consecutive 2-hour sessions.
At the first session, learners must pay \$____ for a specified paperback dictionary.

If interested: _____.

You can tutor English pronunciation—

fast. . .to teens and adults if you speak/read/write standard American-English.

Learners can pronounce correctly from the dictionary codes after only 8 sessions of 2 hours each, via the book/course *Practical Word Power* (or “PWP”), by Richard Cavalier.

“PWP” is a verbatim tutor script and workbook that provides all needed instruction, chalkboard entries, charts and drills, plus recommendations for newspaper and magazine clips for in-class ‘telephone’ shopping.

“PWP” is self-help for tutors. . .you can’t do it wrong!

If taught in English, learners must understand basic English; languages can be mixed in class. If taught in a foreign language, bilingual tutors who are accented in English must be assisted by a native-speaker of English, who will model all code sounds & present chalkboard work.

Computers have discovered more than 1,100 ways by which to write the 40 key sounds of the entire American-English language.

We learn in school by memorizing lists and rules-with-exceptions-to exceptions-then-guess.

University research has shown that “language complexity can aggravate dyslexia in students who are genetically susceptible.”

We’re not all susceptible. Don’t the confused non-dyslexics just drop out?

Yet, most coded American dictionary show all English words in fewer than 50 codes.

Only 46 codes specify all sounds for over 70,000 words in our paper dictionary.

Various publishers use different codes, but our learners learn to use all.

Using our English dictionary and their own bilingual dictionary they can, within minutes, pronounce in English any word already known in their own native languages.

Because all new vocabulary is properly pronounced, they dilute their accents quickly.

With patient effort, and over time, they can eliminate their accents if they choose.

Learners gain complete independence in vocabulary development to personal needs!

No generic word lists to memorize for months or years, as in school.

Okay to mix several native languages in a single class because codes are new to all, and English is the common denominator.

“PWP” is not a drop-in course. Learners must commit to 8 consecutive 2-hours sessions.

The foreign-born learn the love the dictionary’s specific English.

And you can help! In only 25 hours per completed 8-session course.

If interested: _____.

Fourth
course



LEARN ENGLISH PRONUNCIATION FAST & FREE!

Learn to pronounce English words correctly from the dictionary in 8 simplified 2-hour lessons. Richard Cavalier, author of *Practical Word Power*, will be your instructor. In this quick and proven course you will develop your vocabulary and reduce any accent. This life skill will aid you as students or jobseekers.

There is no magic bullet for ESL. Learning takes effort. During the First Lesson, some people discover that they don't want to be students again. So IPL will welcome 25 library patrons into the actual First Lesson. Non-students can then drop out. The class roster(s) for the ESL course will be formed from those who wish to continue.

Teens and adult learners must meet the following requirements:

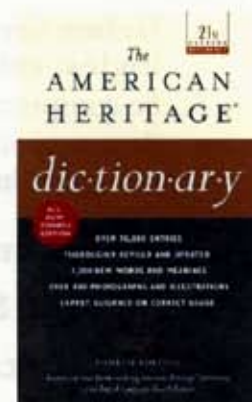
- **Understand simple English instructions**
- Purchase a paperback dictionary we supply at the Library for \$5 at the first meeting
- Attend all 8 sessions

Sundays from 2:00-4:00 p.m.

Children's Story Room,

Inglewood Main Library

February 21 – April 8, 2010



Registration is limited to 12 participants. Register at the Information Desk on the first floor of the Main Library or make a reservation by calling (310) 412-5380.

Learner's Critique

INGLEWOOD PUBLIC LIBRARY

"Practical Word Power" course

Dates: _____

Did you complete all 8 of the 8 classes of this course? Yes/No. Comments:

Did you learn in this course what you expected to learn? Yes/No. Comments:

Have your English pronunciation and vocabulary actually improved as a result of the "Practical Word Power" course? Yes/No. Comments:

Do you think that this course will help you to continue to expand your English vocabulary in the future? Yes/No. Comments:

Do you have any suggestions that would have made this course more helpful to you? Yes/No. Comments:

Would you recommend this course to your family and friends who need improved English pronunciation and vocabulary? Yes/No. Comments:

Should we continue to offer this course in the future? Yes/No. Comments:

Additional comments, if any. Use reverse side to continue any answer, if needed.

THANK YOU FOR YOUR COMMENTS .

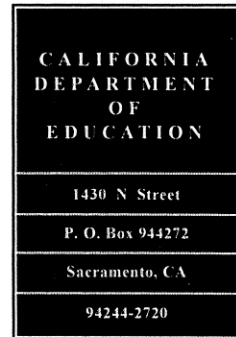
Voluntary identification: If you are willing to discuss this course with our staff, sign your name and leave a telephone phone number. If not, just leave it blank:

Name: _____

Telephone: _____ Cell: _____



DELAINE EASTIN
State Superintendent of Public Instruction



DATE: January 20, 2000

TO: Richard Cavalier
One South Locust Street #305
Inglewood, CA 90301

FROM: Terry Emmett, Manager
Curriculum Frameworks and
Instructional Resources Office

SUBJECT: RESULTS OF OUT-OF CYCLE LEGAL COMPLIANCE REVIEW

The legal compliance review of the following material(s) has been completed:

Practical Word Power, c. 2000

Congratulations! The review panel found your material(s) to be in compliance with social content requirements of Education Code Sections 60040-60044, as well as State Board of Education guidelines which are outlined in the document, *Standards for Evaluation of Instructional Materials with Respect to Social Content*. These guidelines ensure that materials portray democratic values, cultural pluralism, and the diversity of our population by emphasizing people in a variety of positive roles. This approval is for social content only and does not constitute state-adoption.

The legal compliance process does not include a review of the educational content; that review is the responsibility of the county office, district, or school that may be purchasing non-adopted materials. Any misrepresentation of this approval will result in disqualification of your material. Please note that if at a later date issues arise involving the social content of your approved materials, we may require additional reviews and possible changes may be required.

A new list of materials approved for legal compliance is compiled and distributed annually to each county office of education and learning resources display centers located throughout the state. Your material(s) will be included on the next list. In addition, materials are included on the Department's web site and can be reviewed at the following location: <http://search.cde.ca.gov/legal/search.htm>. Placement on this list notifies school personnel that your material is approved for purchase with up to 30 percent of their state Instructional Materials Fund (IMF) monies or through petitions requested through this office.

This legal compliance approval will be effective for six years. At the end of the six year period, you may choose to request an additional review. You may also submit your materials--basic programs only--for possible state adoption during the regular subject cycle.

If you have any questions, please contact Anna Emery of my staff at (916) 657-5126.

TE/ae

cc: LRDC #24

Please [sign in](#) for full text

Summary and Comment

Dyslexia: A Disease Without a Country

It has long been noted that the prevalence of dyslexia varies with the ratio of sounds to written letters in the native language. Thus, in Italy, where the language contains 25 sounds to 33 letter combinations, the prevalence of dyslexia is low, but in English-speaking and French-speaking countries, where there are at least 40 sounds to 1120 letter combinations, the prevalence of dyslexia is relatively high. To determine whether dyslexic individuals have similar brain activity regardless of their native languages, researchers administered IQ and specific reading tasks to 54 Italian, French, and British dyslexics (age range, 21 to 27) and to 76 matched controls as they underwent labeled-water PET scans.

Previously diagnosed dyslexics with college-level educations were selected from the U.K. and France; because of difficulty in locating college-educated dyslexics in Italy (likely due to the overall low prevalence), Italian dyslexics were chosen after more complicated screenings. Dyslexics from all 3 countries scored worse than controls on all reading tasks. Although Italian-speaking dyslexics did score lower than Italian controls, they were less impaired on reading tasks than English- or French-speaking dyslexics. Dyslexics from all 3 countries had similar PET scans with reduced activity in the left middle, inferior, and superior temporal gyri and the middle occipital gyrus, compared with findings for controls.

Comment: This impressive study establishes that the neurologic mechanisms of dyslexia are similar regardless of native language. The brain regions involved correspond to areas of the brain concerned with language processing and are consistent with postmortem findings of ectopic areas in the cortex and dyslamination of cortical layers of dyslexic individuals.

— *B Geller*

Published in Journal Watch Psychiatry April 10, 2001

Source

Paulesu E et al. Dyslexia: Cultural diversity and biological unity. Science 2001 Mar 16; 291:2165-2167. [Original article] [Medline]

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FOR IMMEDIATE RELEASE:

Richard Cavalier, author
310/671-7262

TO: HR MANAGER

(Under 650 words, text)

**BENEFITS FOR EMPLOYERS AND EMPLOYEES
WITH VOLUNTEER-TUTOR ESL PROGRAM**

How much benefit will your company derive if your foreign-born employees develop a better command of the English language? Clearly-understood instructions are only the first benefit—but employee goodwill, heightened motivation, and their eased entry into the social mainstream are unseen—but noticed!—residuals. . .made possible by employer concern!

It's possible to train those ethnic persons outside of working hours and not necessarily on *paid* time if the improved English skill is a voluntary new skill that's not required for the job. Employers must still pay for required training time in job-related skills. In self defense, more employers are offering language courses themselves because the school systems are failing: less than 10% of the language-handicapped are now being served by all systems together (public, private, and volunteer), despite generations of funding. (Jonathan Kozol estimates 4%.)

By using the volunteer tutor's script and workbook entitled *Practical Word Power*, (*PWP*), by Richard Cavalier, any volunteer who speaks standard English can tutor groups of up to ten adults simultaneously, get them to sidestep their own vowel structure, adopt ours, and pronounce correctly from the dictionary. . .in only 8 sessions of 2 hours each, according to Cavalier. Result: their independence in vocabulary development to need, not to generic lists.

The book/course provides verbatim script for explanations and all needed drills, charts, chalkboard examples, and resource suggestions. The methodology works with all ethnic groups (even mixed in a single class) because American pronunciation codes are usually new to all.

A key difference between *PWP* and traditional schooling technique is that "*PWP* stresses the *concept* of pronunciation codes, rather than use the kindergarten step-system of memorized generic word lists," the author notes. "Generic word lists reflect no adult life well. Given a quarter-million words in the language, learners can memorize 10 new words weekly for the rest of their lives. . .and possibly still not locate the word that they need now." -more-

Cavalier/benefits/p2

So, in a very short time, any ethnic adult who can comprehend simple English can learn to “translate” each of the 19 vowel sounds used in the *American Heritage* paperback dictionary that’s used in class. The *AH* unabridged dictionary uses the same codes; and variations for other publishers are taught; so ultimately the adult learners can use any dictionary at hand.

Moreover, students who lack basic English can hear a translated version *if* any accented bilingual tutor is sidestepped by asking an assistant with American-standard (dictionary) vowels to provide the preferred dictionary sounds. So all students at all levels (including American-born drop-outs) can ultimately be accommodated in any needed grouping.

In addition to making this program available to employees, company volunteers can also offer *PWP* English courses in the surrounding community, creating good will as well as a better-educated surrounding community who will thank the sponsor.

Cavalier is a retired corporate trainer and program designer who has consulted with numerous major corporations and national associations. *PWP* itself has been tested both in community-college class-rooms and in community groups working independently according to book instructions.

Dr. John Haskell, a retired professor of linguistics at Northeastern Illinois University, Chicago, was the book’s consultant. Haskell was formerly the highly-regarded editor of the *TESOL Newsletter* (Teachers of English to Speakers of Other Languages). *PWP* is valid!

“Yes, *PWP* is different from the traditional run of ESL books that depend on memorizing generic lists,” says the author, “but it has been proved to be effective, useful, quick, and inexpensive. What more can a harried business executive ask for?”

For additional information and school certificates, etc, request from author.

To buy, see www.iUniverse.com ###

Ed note: Cavalier had 5 foreign-born grandparents and has traveled in more than 40 countries—usually language-handicapped. He has studied 4 years of academic German, basic tutored French and Spanish, and survival Korean and Japanese. He mutilates all without favoritism but believes he knows *what works and why*. A life-long writer and corporate trainer, he has been teaching ESL as a volunteer since 1980 and believes that only persons who now oppose English-language-learning for everyone actually benefit from the current language-apartheid, including some politicians and lawyers, PR /ad agencies, and private schools. The nation needs the cohesion lent by a single language, he believes. Single-language was selected by the Continental Congress and has been a source of national strength.

FOR IMMEDIATE RELEASE:

For more information:
Richard Cavalier, author
310/671-7262

COMMUNITIES CAN AID ESL LEARNING

Because second/language learning of English (ESL) is in such disarray among immigrants, ethnic community groups would probably accept responsibility for overseeing its broad learning in their own community if Fed would fund them directly, according to Richard Cavalier, author of *Practical Word Power*, (*PWP*). Fed doesn't; but *PWP's* goals aid the redevelopment of the community, he states.

"An adequate command of the English language is the key passport to success here in the mainstream society and culture," Cavalier says. "ESL in school is a lost cause," he believes, with fewer than 10% of the language-handicapped now being served in the school systems. So Cavalier is offering tested, direct help to make that logical *command* idea a *practical* idea.

Employers, bonafide community organizations, and religious organizations that sponsor ESL courses from the book/course *Practical Word Power*, by Richard Cavalier, can get-on request-draft posters, publicity releases, and announcements, plus suggestions for fund raising to purchase books. Phone 310/671-7262. In return, Cavalier asks only to receive your written report later, so that your success can be discussed with other needy groups. Basic details and school certificates: www.meetingsCavalier.com.

A verbatim text and workbook for volunteer tutors, *PWP* permits anyone who speaks standard English to tutor groups of up to 10 foreign born teen/adults (or others of moderate, unsatisfactory skills). Students use only paperback dictionaries. In only 8 sessions of 2 hours each, students learn to sidestep their native vowel structure, adopt ours, and pronounce correctly from out of the dictionary.

"The result: Self-sufficiency and quick vocabulary-learning to actual, personal needs—not memorized generic word lists, as in school. Enhanced self-confidence follows," Cavalier says.

"Classroom and field tested, *PWP* teaches students to recognize the specific sounds that are associated with the pronunciations codes of the dictionary," says Cavalier, "and so in a very brief time, students can master the pronunciation in the entire dictionary." Easy? "The *American Heritage* dictionary that's used in class shows 19 sounds for the 6 vowels; Spanish uses 6 sounds; German is regular; French floats. Oriental ideographs are totally different. More, the Viet language has conflicting code marks that must be extinguished before re-learning."

"Use bilingual dictionaries to find specific words and meanings, if needed," Cavalier advises, "but most pronunciations codes found in foreign dictionary texts are based on British-English and can still cause communications problems with born-Americans.

Cavalier encourages schools to adopt this conceptual-rote methodology. "It's *adult*-phonetics for adults since 1989," he laughs. "New idea!" For orders: www.iUniverse.com or your bookseller. ###

Ed note: Cavalier is a retired corporate trainer. His grandparents are foreign born; he has traveled in 40 countries.

FOR IMMEDIATE RELEASE

For more information:
Richard Cavalier, author
310/671-7262

(YOUR HEADLINE)

by Richard Cavalier

“Because second-language learning of English is in such disarray among immigrants, ethnic community groups would probably accept responsibility for overseeing its broad learning in the community if Fed would fund it,” according to Richard Cavalier, author of *Practical Word Power*. *PWP*’s goals stress the redevelopment of the ethnic communities and has been field-tested in the community. Results on his website: www.meetingsCavalier.com.

But Fed doesn’t fund it: yet “an adequate command of the English language is the passport to success here in the mainstream society and culture,” Cavalier says. “ESL via schools is a lost cause,” he believes, with only a 10% service rate for the language handicapped. So he is offering a book to help to make that logical idea a practical one.

A verbatim text and how-to workbook for volunteer tutors, *PWP* permits anyone who speaks standard English to tutor groups of 6 to 10 foreign born (or others of moderate, unsatisfactory learning). Students use **only** dictionaries. In only 8 sessions of 2 hours each, teen or adult students learn to sidestep their original vowel structure, adopt ours, and pronounce correctly from out of the dictionary. “Self sufficiency and vocabulary-learning to actual, personal need (not generic word lists) will result. Enhanced self-respect follows,” Cavalier states.

Employers, libraries, clubs, religious organizations, and bonafide community organizations that sponsor ESL courses from *Practical Word Power* will get Cavalier’s personal help with draft publicity releases and announcement posters on request, for local variation, he promises. Cavalier asks only to receive your written report of results so that your organization’s success can be discussed with other needy groups in the future.

“Field tested, *PWP* teaches students to recognize the specific sounds that are associated with the various pronunciation codes of the dictionary,” says Cavalier, “and so in a very brief time, students can master one—and soon the pronunciation in all dictionaries.” The American Heritage dictionary shows 19 sounds for the 6 vowels. Spanish uses 6 sounds.” “Use bilingual dictionaries to obtain word meanings in translation, if needed,” Cavalier advises, “but most pronunciations codes found in most foreign dictionaries are based on British-English—and can cause communications problems with Americans.” He encourages schools to adopt this rote methodology for phonetics and more.

With verbatim text and specific how-to drills and chalkboard entries, *PWP* for the tutor costs \$25; students use only paperback dictionaries, now \$6 each. Total book costs for one complete class cycle for ten students is under \$100, Cavalier states. Contact the author to obtain assistance with PR releases and posters. He encourages.

For additional information, credits, and author contact, see www.meetingsCavalier.com.

For orders for *PWP*, see www.iUniverse.com.

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Ed note: Cavalier is a life-long business writer and corporate trainer, author of numerous articles and books that have similarly broken ground in several fields, including group communications field (largely the meetings/conventions) and medical malpractice. First *PWP* edition: 1989, now in second edition. ###

FOR IMMEDIATE RELEASE

TO: Education Editor

Richard Cavalier

310/671-7262

ETHNIC GROUPS CAN OPERATE OWN CLASSES

by Richard Cavalier

“Depending on complexity, rote learning can be taught by nearly anyone who speaks the learner’s language” says Richard Cavalier, author of *Practical Word Power (PWP)*, an ESL text that promises to revolutionize the second-language learning of basic English by the foreign-born or others who speak inadequate or non-standard English. “Rote is why mothers can teach their infants; and that’s why ethnic groups can learn to tutor basic English for themselves,” he insists. “Using *PWP*, English-speakers can also tutor by rote to persons with limited-English skills.”

PWP permits anyone who speaks standard English to tutor groups of six to ten persons of middle-competency English (ESL levels III, IV, and V; or about 2 years’ use) to adopt our vowel structure and pronounce correctly from out of the dictionary. “In only eight sessions of two hours each, teen and adult learners can learn the pronunciation code and master that dictionary.”

“Tutors need not be certificated teachers,” says Cavalier, “because needed explanations plus drill charts and word lists are included in this verbatim text, intended for volunteer tutors.” The course was first tested by the Commonwealth of Puerto Rico’s Department of Community Affairs in Chicago with six Hispanic groups. All succeeded beyond their expectations, according to their written reports, the author stresses. Asians, Russians, and Arabs have also succeeded.

“*PWP* works. My mother was not a PhD in linguistics,” he laughs, “but I spoke adequate English before kindergarten; so did most native-borns.” The teaching of rote can be moved much farther away from the school rooms and centralized volunteer organizations that have failed to aid a substantial part of the language-handicapped population despite decades of funding by the Federal and State governments and private grants. Statistics currently used estimate the number of language handicapped to be nearly one-fifth of the US population. Author Jonathan Kozol has estimated nearer 4% than the “under 10% of needy” already acknowledged by literacy groups.

-more-

The concept that everyone must go to a school classroom headed by a certificated teacher is good for the teachers' union and local Board of Education's publicity, but it's not adequate or even necessary, according to the author, who has taught ESL (English as a Second Language) as a volunteer for over twenty years and developed the radically new methodology in Truman community college classrooms in Chicago. Dr John Haskell, then editor of the TESOL *Newsletter* and UNI professor was the consultant. "Regretfully, classes go where the money flows; but money can't be accepted as the sole or even major criterion," Cavalier chides.

A key problem is the fact that teachers who have never been language handicapped cannot truly understand their students' language problems, he says, although they can categorize and speak about those problems convincingly: ("Student needs verbs and function words," etc.). So the teachers might know *how* to teach, but not *what* to teach! Massive failure of *English as a Second Language* across the nation is the inevitable result, Cavalier insists.

However, that key teacher-lack of understanding regarding learner-handicaps is not the sole cause, in his opinion, and he ticks off a list of contributing causes—none of them yet adequately recognized for the damage that they do unintentionally:

a) Schools are wedded to brick-and-mortar solutions; and if the needy can't get into a school or see a certificated teacher somewhere, then the needy don't exist. Government funding (and so most school sequences) end at Grade 5.9; but GED requires a Grade 8.1 start. *PWP* helps to address levels not taught under the traditional scheme: Grades 6 and 7. *PWP* first identified and addressed that gap in 1980, he says, but for nearly a decade could not find a publisher for a tutor-only how-to book in an every-student, mass-publishing culture. The tutors' verbatim how-to text and handbook is available now in second edition.

b) Most schools require minimum classes of 20-30 students; that's *efficiently inefficient*, because students learn to speak by practice, not lecture. Practice periods are built into the timing of *PWP*'s course.

c) Ethnic organizations are not doing as much as they can to encourage the learning of English among their own ethnic populations. Often they see economic lobbying as their key role. . . without recognizing that English language-learning is the entry point for better jobs and bettered economic position; so language-learning is discouraged by attitude, if not specific example. "Some politicians and ethnic ad agencies gain by prolonging language-apartheid," says Cavalier, "but non-speakers never do."

d) Teachers who have never been language-handicapped can categorize their students' language problems but not truly understand or identify with them; "So those teachers don't know *what* to teach, even if they know *how*," he cautions.

e) Handicapped individuals often place English language-learning on their own priority lists—but too often at the bottom, where basic learning isn't completed as promptly as is necessary to progress.

f) Government offices and 501(c)(3) organizations too often see their job as one of dolling-out or distributing Federal/State funds and other grants but cannot audit programs that they might set in motion,

FOR IMMEDIATE RELEASE:
TO: CHIEF ADMINISTRATOR (2pp)

For more information:
Richard Cavalier, author
310/671-7262;

Language Handicaps, Patient Comfort...and Liability

Language handicap is a major problem for a large part of our population—about 20%, according to current estimates. Many of those persons are arriving at your emergency room for unpaid services. Many others of them are employed in healthcare facilities—often creating great frustration for English-only patients. I can't help with the unpaids. . .but with the latter problem, yes!

About 15 years ago, the American Hospital Association's own *Discharge Planning Update* recognized the problem and set out one valid solution. See the attached fax, addressed to your Hospital's Discharge Planning Supervisor. It's good for your Hospital to be aware of that sad language problem, but it's more useful to do something about it. . .including with associated individuals and nursing homes.

Computers have discovered over 1,100 ways by which to write the 40 key sounds of English; the dictionary codes render all the same words and sounds in 45 codes—which can be tutored easily!

By learning how to pronounce correctly from out of the dictionary, literate, but English-language handicapped persons can gain independence in vocabulary development to personal need, not to the rules and generic word lists taught (for months or years!) in traditional school ESL programs. Given the tutor's *verbatim* script (chalkboard entries, drills) and workbook, *Practical Word Power* lets you take charge of this issue and contribute to a solution for any affected employees, your affected patients, and the nation.

There's much more practical information in *PWP*, too. Better, all books for the entire learning group (tutor plus up to 10 learners in a single class) cost just under \$100.00 retail, complete, including \$6 paperback dictionaries for all 11 persons. Reuse the tutor's books; replace only group dictionaries for additional class cycles. Total time invested: for learners, 16 classroom hours (8 sessions of 2 hour each); for the volunteer tutor (who need speak only standard American-English—not a teacher) only 25 hours overall for the first complete cycle. Needs: learners, books, chalkboard. The learners will thank you—and perform patient-related tasks more effectively. More quickly. Inexpensively. Permanently.

Best: By dealing directly with the situation (for instance, if your Hospital's office staff or the volunteer-auxiliary will tutor at your favored nursing homes) your Hospital can reduce its exposure in a malpractice suit that might follow an untoward patient experience. This author wrote one of the nation's first patient advocacy articles (McGraw-Hill's *Modern Hospital*, Jan, 1970) and also the nation's first unchallenged, third-party view of the malpractice crisis (*Chicago Tribune's Sunday Mag*, Dec 7, 1986).

Moreover, I was a training-program consultant to PRM, the risk management agent (with local proprietary database) for Lloyd's of London. In the 1980s, Lloyd's insured the County of Los Angeles' Health Care System, then the nation's largest. I understand your problem, as well as that of patients and employees. Personal credence: language-competence of a lifelong-writer; four foreign-born grandparents; traveled in 40+ countries; study or learning-exposure to 5 other languages; and professional corporate training-programming experience for adults. This background yields know-how, not merely theory!

With the articles and the *PWP* book, I've tried to do something helpful for all. Patient-oriented single-payer systems are probably coming but need *not* be Federal: regional health care co-ops can do it!

If you forward the attached release to your Discharge-Planning Supervisor with a note of your interest, good things can begin to happen—in your facility and in its discharge-partner nursing homes.

For professional credence materials, see my website: www.meetingsCavalier.com. At the home page, click on "Book Titles" and "Recognition" for a look at my communications background and its industry acceptance in my active years. My resume is offered. I'm now retired and have time to assist.

If I can help you more directly, please contact me, as above. I'd be pleased to try to help.

FOR IMMEDIATE RELEASE:
TO: DISCHARGE-PLANNING SUPERVISOR

FROM: Richard Cavalier, author
310/671-7262;

LANGUAGE BARRIERS, REVISITED

Not everyone is aware that about 20% of the US population speaks non-functional-English, if any. They have a problem. More important, your hospital's English-only patients are probably having a problem on referral to nursing homes if nurses and other personal-contact staff there can speak only limited-English.

Source: *Discharge Planning Update* of the American Hospital Association (Vol. 12, No.3; May-June, 1992); title: "Language Barriers, The Flip Side of the Coin." Direct quote: "**Although discharge planners lack the authority to impose standards of English-speaking competency, they must be alert to this potentially debilitating problem for patients they refer, especially if choices are few.**" The problem has languished and grown since 1992. Do some non-functionals work at your affiliated facilities? Or even at your own hospital facility?

Of course, it's not possible for any facility to keep (on staff) translators of over 100 potential native-languages. That's understatable and probably legally-excusable. On the other hand, to ignore identifiable problems within the English language itself is likely to be challenged as a malpractice (if an incident), whether or not a legal challenge succeeds. Challenges re: Potentially Compensable Events are expensive to fight, even if the facility wins.

Sadly, in an era in which foreign-born nurses are welcomed in most hospital systems, the possibility of pairing English-only patients with limited-English care-givers (either at the hospital or at the nursing home) is becoming a likelihood at many facilities. This caveat applies to all patients who speak *English-language-only* if translators are not always at hand. We need the foreign care-givers' capabilities as is, but we can improve on their English-handicaps. How? Via a tutors' guide and workbook that delivers English-independence to the learners!

DPU reviewed the verbatim tutor workbook *Practical Word Power* in language-competence context!

As outlined in the *DPU* article cited, you can take a giant step toward delivering proper pronunciation and independence in vocabulary-development to need, via the ESL tutors' verbatim text, *Practical Word Power*. *PWP* was designed to be taught in the field by community groups. Volunteer-auxiliaries can tutor nursing home staff!

PWP permits any volunteer who speaks/reads standard American-English to tutor up to ten (10!) foreign-born (or otherwise inadequate) learners; gets them to sidestep their own native vowel structure; adopt ours; and pronounce correctly from out of the *American Heritage* dictionary. Use only 8 classroom sessions of 2 hours each for a complete cycle; only 25 hours committed over-all by the volunteers. Only needs: bodies, books, blackboard. Easy! Inexpensive! Only \$100 retail for all books for the tutor and initial group of 10; cheaper thereafter. No additional salary need be paid to nursing home employees if *PWP* is presented as a voluntary course, after hours.

Benefit: On completing this *PWP* course, learners will be able (by using their bilingual dictionaries) to find the wanted word in their own language, find its English translation and spelling; and find and pronounce any word in (any) American dictionary—acceptably to correctly. Besides, much more than pronunciation is taught in class.

Validation: *PWP* was developed at Truman (community) College, one of the City Colleges of Chicago, and was tested in the community by a half-dozen Hispanic groups under the aegis of the Government of Puerto Rico's Department of Community Affairs. Any language mix is okay in one classroom if taught in English. *PWP* holds the California Certificate of Compliance; it's accepted and web-listed by the NYC Department of Education.

Killer research: on March 16, 2001, *Science* Journal published research by E. Paulesu, *et al*, of the University of Milan/Bicocca. Key finding: "Language complexity can aggravate dyslexia in students who are genetically susceptible." The non-susceptible persons who have difficulty simply drop out. . .no longer a problem for the schools—only for person/society! Backup details below; orders on the website www.meetingsCavalier.com.

In addition, L Helmuth's article in the same issue of *Science* warns that there are more than 1,100 ways by which to pronounce the 40 key sounds of English! Could that be considered complex? Dictionary: 45 codes! And that's the reason that the silly rules of traditional "sound-out" as taught in schools are inadequate and failing everywhere! What are the school systems of the nation doing about Paulesu and Helmuth? More failed sound-out.

Under the website's *PWP* blue block: the "Support & Validation" button offers *DPU/AHA, CA & NYC, Truman, Puerto Rico, and Psychology (Science)*. Plus "Clips" for foreign-publications' reactions; plus "User helps."

If you'd like more help in discussing this problem and tutor workbook with your colleagues, the "User helps" segment starts with an 8.5x11" landscaped folder, which can be printed back-to-back and then folded into 3 panels. Info! Plus (same segment) numerous targeted public relations faxes that were actually sent; adapt any.

Still have questions? Phone or e-mail the author, as above. You'll get all the help that's possible!

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FOR IMMEDIATE RELEASE:

To: HEAD OF SCHOOL

For more information:

Richard Cavalier, author

US: 310/671-7262

Special Help with ESL for Special Needs Students

Special Needs students (and others) at your school can get additional help plus freedom from needless complexity in English-as-a-Second-Language and in related language arts classes.

This is possible because the ESL text *Practical Word Power* simplifies the method of English-language acquisition to 45 diacritical codes in the *American Heritage* dictionary, from more than 1,100 ways by which to write the 40 basic sounds of English. (Article by Laura Helmuth, published in *Science Journal* [USA] on March 16, 2001.) If not for its rules, English would be easy to learn: no artificial genders to be conjugated and matched.

The deaf can master the specificity of sounds, rather than only a memorized vocabulary—often over-pronounced. Moreover, language complexity can aggravate dyslexia in students who are genetically susceptible, according to a study by Eraldo Paulesu, *et al*, at the University of Milan/Bicocca. (Also published in the *Science* issue of March 16, 2001—but largely ignored by the US’s ESL educators. Retrain all English- and ESL-teachers?)

We are not all genetically susceptible. Many students are neither dyslexic nor comfortable with the “sound-out” method of senseless rules-with-exceptions and memorized generic word lists. It’s easier for them just to drop out of class or school. Neither the students nor the society benefits from drop-out.

By simplifying English pronunciation to the dictionary codes, pronunciation from the dictionary becomes very specific, for every word, every time. Consider: what is the “proper” sound of the O-U-G-H combination? Is it *through*, *although*, *rough*, *bough*, or *ought*? Is E-A-R “properly” pronounced as in *fear*, *bear*, *early*, or *heart*? Just guess. . . because the rules-with-exceptions don’t specify: You know, “ ‘I’ before ‘E,’ except after ‘C’ and (second exception) words that sound ‘AY,’ as in ‘weigh’ and ‘sleigh.’ ” Except (third exception) that someone forgot to tell that to Keith and Sheila who sayze (seize) every opportunity to state their hayte (height). So it’s understandable that forayne (foreign) students have trouble with English rules. Just guess! But guesswork is sorry instruction!

By contrast, *Practical Word Power* is a verbatim tutors’ text and workbook, designed especially to be tutored by anyone who speaks standard American-English. If you prefer to teach the British-, Canadian-, or Australian-English variations, simply change the codes shown in the *PWP* book to reflect those of your chosen dictionary. Used with bilingual dictionaries, it enables learners to develop personal vocabulary to need.

Because it’s verbatim, *PWP* provides all necessary discussion, chalkboard entries, charts, and drills. But because it’s *practical*, the book/course also provides essentials such as the interpretation of the ungrammatical newspaper headlines; denotation/connotation; and recognition and use of prepositional phrases—where most of the meaning and flow of sentences resides. Plus phone calls for reservations, etc. Eight sessions; 2 hours each.

Yes, *PWP* is long proved. It was developed (and tested by other volunteer tutors) at Truman, one of the City Colleges of Chicago, Illinois, USA; and tested in multiple Hispanic communities by the Government of Puerto Rico’s Department of Community Affairs. It holds the California Certificate of Compliance and is legal to teach there. Plus a listing on the website for approved books at the New York City Department of Education. All noted credence materials are listed on the author’s book site: [www. meetingsCavalier.com](http://www.meetingsCavalier.com). At the home page, click on “Book titles;” *PWP* is the fourth book. Below the cover photo is a blue-block summary of the course, followed by multiple buttons. Credential material can be found under the “Support & Validation” button. Paulesu is summarized under *Psychology* button. Newspaper and magazine reviews under “Clips.” Find and print a 2-page, back-to-back, 3-panel-fold brochure under “User Helps.” Actual targeted press releases there can be modified and used locally.

Of course *PWP* can be used at your school by certificated teachers—they can use the structure whether or not they use the verbatim text. However, your certificated teachers can also teach business executives (who can fund books?) and/or proctor volunteer tutors in the community, so that other interested persons can gain a quick but useful, life-long skill. Personal resumé? “About the Author” button, plus business books. Precise: Professional writer; corporate trainer of adults; 4 foreign-born grandparents; traveled in 40+ countries; academic German, Berlitz Spanish, tutored French, survival Korean and Japanese. Cavalier knows what works—and why!

Questions, still? Just phone (in English). . .and the author will give all possible help. In English! <<<

FOR IMMEDIATE RELEASE:

TO: CEO, Chamber of Commerce / EDC

For more information:
Richard Cavalier, author
Tel/ 310/671-7262

Let's Get Real with ESL

by Richard Cavalier

"We want to learn how to speak English, not how to pronounce."

That assessment came from a small group of mothers whose children were nearby in a community pre-school. That's like saying, "We want to learn how to play the piano, not how to finger the keys."

The mothers were not active students and were not planning to attend formal classes anywhere. So employer- or community-based courses are their best hope. The program was offered during the pre-school time periods. They knew only what they 'should' want—like parroted phrases—not independence!

That same attitude is common among most foreign-born, including employees. The problems that occur O-T-J because of flawed communications usually cost the company money. . .and often cost the boss repeated aggravation. Both, needlessly. Many desperate companies send valued employees to school.

What's the underlying problem? The school: complexity of the teaching methods, not the basic language. Little has changed in teaching methods re: pronunciation for about 100 years, despite computer findings and more recent research that challenge old methods. So the valued employee will not necessarily benefit adequately from the classes for which the company might be paying. Don't blame him/her.

Community-based groups are reluctant to teach or tutor ESL (English as a Second Language) because the nation's school systems have convinced them that they can't do anything regarding ESL for themselves. True? Is Mom a PhD/Linguistics? We natives spoke English before Kindergarten. . . .Now, besides in-house courses, company volunteer tutors can generate fine community relations at low cost.

When learning to read, native-born children use *sound-out* methodology across the country.

At its root, *sound-out* pairs familiar story-words with pictures and unfamiliar codes (spelling). The foreign-born persons usually have no such familiarity with correctly-spoken words, even if some of them have studied book-English in their native countries. Slang is not the key problem. ESL relies too much on parroted generic word lists, rather than on understanding. Generic lists are easy for schools to teach and test, but lists are often irrelevant to teen/adults' immediate needs! Other problems, too; for instance:

Key pronunciation rules are silly, because most rules have exceptions—and exceptions-to-the-exceptions: " 'I' before 'E,' except after 'C' and [additional exception] words sounding AY, as in 'weigh' and 'sleigh.' " Except [exception-to-the-exception] that someone forgot to tell the rules to Keith and Sheila, who are not the same hayte (height) in inches and sayze (seize) every opportunity to say so.

The rules don't tell you whether the combination O-U-G-H sounds like *though*, *through*, *rough*, *bough*, or *ought*. E-A-R? *Fear*, *bear*, *early* or *heart*? For foreigners, *sound-out* is guesswork, even if they know the rules. No kid-like pictures and stories can use prior spoken-vocabulary to help them.

Too many teen/adult students drop out because they think schooled-ESL is a dumb and seemingly endless memorization of possibly-useless rules, words, and/or phrases. If the company is paying, the employees might not drop out, but they will tune out. Same result: wasted time, money, opportunity. -more-

Personal opinion, only? No. The computer has identified more than 1,100 ways by which to write the 40 key sounds of English (Helmuth). Could that be considered complex? A university study in Milan by E. Paulesu *et al* (published, including Helmuth, in *Science Journal* on March 16, 2001) concluded that language complexity can trigger dyslexia in persons who are genetically susceptible.

We aren't all susceptible to dyslexia. But those who succeed despite the hurtles of *rules* and *sound-out* tend to think that such methods are normal. Those who don't succeed—but don't also become dyslexic—tend to drop out. Either way, the school systems don't have a problem. The nation does! You!

Complicating the issue is the fact that the US military's language school counts English alone in Category 5 as the world's most difficult language to learn. It's not. Because it lacks conjugated-gendered nouns, English is one of the easiest languages to learn; however, its pronunciation *rules* are horrendous.

Poor grammar that the immigrant hears in the street from careless Americans doesn't jibe with what he/she is taught *by the book*. Confusion reigns, and the more-discouraged persons drop out of classes after a few lessons or months. Why not teach reality by teaching the *fact* of our non-grammatical usage?

Nevertheless, any speaker of any language already knows that someone (noun) does (verb) a specific action (predicate/modifiers). Teens/adults are prepared to take such native-language-learning into second-language-learning situations that even children can intuit. Remember children's 'mouse/mouses' and 'sheep/sheeps' or 'go/go-ed'? Why teach English via children's methods to adult ESL learners?

A better way? For those who have used some English for 2 years or ESL Levels III, IV, & V, yes!

Dictionaries have all of the same words and specific sounds—in 45 codes, as in the *American Heritage* dictionary. That's 1/25th the complexity. Yet, the school systems fail or refuse to review and replace discredited approaches. Paulesu discredits *sound-out* and *silly rules* for adults. Need results? Then companies and communities need to take up the slack. . . .Now it's possible—and simplified!

Practical Word Power, by Richard Cavalier, obviates these ESL shortcomings. Teaching much more than dictionary codes (including prepositions as sense-markers plus denotations/connotations), *PWP* enables learners to master the pronunciation of the entire dictionary in only 8 sessions of 2 hours each.

Consequently, by using bilingual dictionaries, too, learners can develop vocabulary independently to their personal needs, not to memorized generic word lists. This verbatim script/course can be tutored for groups of up to ten learners (at low book cost!) by any volunteer who speaks standard American-English.

Companies can orient mixed-language volunteer learners among their limited-English employees (payment is not required for voluntary participation in programs); identify those with interest and ability; and send only the most-valued and most-likely employees to a more-advanced school course, if desired.

Accepted by NYC Dept of Education, *PWP* holds the California Certificate of Compliance. For additional information, credentials, and clips re: this proved book/course: www.meetingsCavalier.com.

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Note: A quick, in-house upgrade for valued (but limited-English) employees. Also, seek volunteers for social responsibility programs for the community via Member-company house organs.

ISBN: 978-0-595-13048-1

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FOR IMMEDIATE RELEASE:

For more information:
Richard Cavalier, author
Tel 310/671-7262

TO: Superintendent of Schools

RE: English as a Second Language--Simplified Phonetics

Published Studies Discredit Traditional Sound-Out Method

Are you aware that the computer has found over 1,100 ways by which to write the forty (40) sounds of the English language? This information was published more than four years ago in *Science* journal (March 16, 2001); see summary. Dictionary codes can represent all of the same words--precisely--with less than fifty (50) sound-symbols.

Yet, traditionalists insist on using sound-out: by teaching phoneme variations and then by asking the student to guess which variation this time. American-born students who hear standard American pronunciation might recognize those alternatives within the given story context--learning the alphabet-symbol (spelling) for words already familiar in their spoken vocabulary. Drop-outs and non-standard dialects? Best solution: simplify!

However, the foreign-born students who come to English almost surely do not have the same spoken vocabulary as our second grade pupils do and cannot recognize the correct pronunciation for unfamiliar words. Conclusion: sound-out for foreign-born teen/adult learners is ludicrous! By symbol count, more than 25x more difficult!

A second article in the same issue of *Science* indicates that dyslexia might be triggered by the complexity of language in those who are genetically susceptible. But we can understand that all persons can be affected by language complexity--and drop out.

Again, the dictionary codes do the job specifically, without guesswork, every time

Practical Word Power teaches those dictionary codes--and much more--in only sixteen classroom hours. Developed in a City College of Chicago with John Haskell, PhD, as consultant (former editor of *TESOL Newsletter*); accepted for the web list of

approved books by New York City Department of Education; proved in the community by the Government of Puerto Rico's Dept of Community Affairs office, Chicago, with six Spanish-speaking groups working alone; now being tested by the Department of Corrections' Parole Office "Operation Read" program of the County of Los Angeles.

Yes, *PWP* holds California's Certificate of Compliance: an approved supplemental text!

Classroom needs for ten students per class, maximum: One *PWP*; up to 11 *American Heritage* (key) dictionaries; chalkboard. Mixed languages in class, okay when taught in English; fluency is irrelevant if capable at ESL Levels III, IV, or V. Otherwise, if translated, an assistant who speaks standard English must model the key sounds.

Despite the reluctance of most of the nation's school systems to adopt or even countenance a valid program that doesn't follow the methods of John Dewey, the sure effectiveness of *PWP* is being recognized. John Dewey predated computers and brain scans. But educators can respond to the new knowledge in only 16 classroom hours! Accessible for volunteer tutors who speak standard American-English; teacher proctors?

Because the cited articles were summarized in a *Psychology* article, that article is attached. . . together with one of a number of ethnic book reviews. Foreign-born persons recognize the benefits of a simplified phonetic/reading system even if American-borns do not. Other credence items (not all) appear on the web site: www.meetingsCavalier.com, under the title ***Practical Word Power*** (at bottom.). **Orders:** www.iUniverse.com.

Cover: *horses amid skyscrapers* in Chicago. Test it! Then expect faster, dependable vocabulary development to teen/adult learners' personal needs, not generic word lists!

###

Editor note: Cavalier had four foreign-born grandparents; has studied four years of academic German and dabbled in Berlitz Spanish, tutored French, and survival Korean and Japanese. He has traveled in more than forty (40) countries and understands language-handicaps as most never-handicapped American teachers cannot. ###

To: **Head of School**

From: Richard Cavalier, ESL author

Re: Community service via simplified ESL/phonetics

You might be convinced (together with the US military) that English is alone in the fifth category of complexity—the worst. It's not. I hope that you're willing to be convinced that the traditional method of teaching ESL (rules and memorized, generic vocabulary word lists) is the culprit—not the language itself. I offer a *proved* vehicle that's ideal for the community service component of graduating students.

The background: a) The computer (via Helmuth) has demonstrated that there are more than 1,100 ways by which to write the 40 key sounds of the English language. Complex? The dictionary can present all of the same words and sounds *specifically*, with only 45 diacritical codes. b) Research by Dr Eraldo Paulesu, *et al*, at the University of Milan/Bicocca, has found that language complexity can aggravate dyslexia in students who are genetically susceptible. Comment: Don't those who are not susceptible, but nevertheless have problems, usually just drop out of the class. . .or school? Both of these challenges to our traditional methods appeared in two articles in *Science Journal* for March 16, 2001.

After seven years, the public-education establishment of the nation is ignoring the findings just as fast as it can. It seems that acknowledging the Paulesu research would require the retraining of all of the nation's English- and ESL-teachers. That's easy but awkward; and there are executive positions to be defended. Dewey-plus has survived nearly a century. . .Dewey lacked computers and brain scans.

The proposal: your school can test and use my book/course, *Practical Word Power*, (or *PWP*). A verbatim script that's designed to be tutored by anyone who speaks/read/writes standard American English, *PWP* can be controlled by any community group—or your students. All discussion, chalkboard entries, charts, drills, and suggestions for role playing are provided. Prepositional phrases are important and stressed. Newspaper articles and advertising provide additional resources for practical programming. If taught in English, learners of any combination of native languages are comfortable in one classroom.

If diploma candidates conduct a community service program, they can tutor. . .or proctor volunteer tutors' classes, choose key options, and produce statistics that are consistent and valid for future funding. Total cost of all books for the first complete teen/adult session: just under \$100 retail (1-*PWP* for the tutor plus 11-paperback *American Heritage* dictionaries, to which *PWP* is keyed). Individual recitation time for **up to 10 learners** is built into the program's timing (of 8 sessions x 2 hours). Students don't learn to speak by lectures directed at the typical school-classroom's minimum of 20 ESL students.

Much detailed information re: *PWP* is contained on www.meetingsCavalier.com. At the home page, click on "Book Titles." Below the blue block summary is a line of buttons. The most significant to you for credence is "Support & Validation." More buttons. "*Psychology*" Journal summarizes Paulesu and Helmuth, as in *Science*. *PWP* was developed at "Truman" College. "Puerto Rican" reports initial field test response and thank-you via six Chicago Hispanic groups (nationality, then irrelevant); Budget Rent A Car had contributed \$1,000 for books for the Puerto Rican field test. "California & NYC" accept it; the "AmHospAssn" reviewed it; "Clips" presents mostly foreigner-views of the value of the program; and "User Helps" presents a (two-sided, back-to-back, three-fold, landscaped, 8.5x11") brochure that can be downloaded and printed to aid local discussions. Actually-used PR releases follow the brochure note and can be adjusted for future local use in seeking funds. American codes used with their own bilingual dictionaries yield instant vocabulary development to personal need: the end of generic word lists!

Finally, **personal qualifications**. This life-long writer intuited a solution in 1981, about 20 years before research proved the efficacy of the book's concepts. All of my grandparents were foreign-born, as was my grandparents' generation in a small home town. I've traveled in more than 40 countries; studied four years of academic German; dabbled in Berlitz Spanish and tutored French; and learned survival Japanese and Korean while in the military. Often language handicapped, I know what works and why. A corporate trainer of adults, I have suitable business credentials: see the other business books, magazine columns, and communications articles on the same website, under "Recognition/Industry/Client."

I've attempted to make the website self-explanatory. If you still have questions, just get back to me by e-mail, phone, or fax. I'll try to help in any way that you think that I can. *Good service* to you!

FOR IMMEDIATE RELEASE:

For more information:
Richard Cavalier, author
Tel: 310/671-7262

TO: Principal (for ESL Specialist)

ALTERNATIVE TO “SOUND-OUT” SIMPLIFIES PHONETICS FOR ESL

Without doubt, “sound-out” has been failing its teen/adults learners in ESL. Persons who can memorize easily might eventually master the English barriers to learning. However, the less-than-stellar students tend to drop out, rather than be hassled for months or years.

There are three main, and substantial, reasons:

a) Sound-out is intended to permit US-born children easily to link their current spoken vocabulary with a code (spelling) of the subject together with a picture. Foreign-born learners don't have the same advantages: they probably don't have an American child's spoken vocabulary, and their normal accents don't permit them to distinguish between correct sounds. Whereas a US-born child can distinguish between *ball*, *bell*, *bill*, *bowl*, and *bull*, foreigners probably don't know the words or recognize distinct sounds. Most languages have one specific sound per vowel; English has 19 sounds for 6. So students can remain confused throughout.

b) Sound-out depends on rules, most of which have exceptions; and some exceptions also have exceptions. Remember: “ ‘I’ before ‘E’ except after ‘C’ and (second exception) words sounding ‘AY’ such as ‘weigh.’ ” Nice rule, but someone forgot to tell that to Keith and Sheila. And what *hate* are you in inches? Moreover, rules can't tell you the “proper” sound of O-U-G-H: is it *through*, *although*, *rough*, or *ought*? Is E-A-R's sound properly *fear*, *bear*, *early*, or *heart*? The dictionary tells them exactly, every time. . .no guesswork! Then, why teach silly rules?

Although the computer has identified more than 1,100 ways by which to write the 40 key sounds of American-English, the dictionary has all of the same sounds and words in 45 codes. *Practical Word Power*, (our original approach) teaches those codes—and a whole lot more that's of practical value to the foreign-born. It also works with American-born minorities who speak non-standard/street English. . .simply don't mix the two groups in one class because they relate differently to our language. Only 8 sessions of 2 hours each to mastery of the entire dictionary. That means independence in vocabulary development to actual personal need, not to generic word lists that serve no one's life well. Anyone who speaks standard English can tutor this verbatim tutor text and workbook; all discussion, examples, and word charts are provided.

c) A formal study in Milan (*Science Journal*, March 16, 2001) concluded that language complexity triggers dyslexia in persons who are genetically susceptible. Not everyone is susceptible. But if we overcome English's barriers, we find sound-out to be normal. If not dyslexic but having problems, we can solve the problem by dropping out. So school systems have never been required to re-think sound-out. *PWP* simplifies to the specific codes that lead to specific sounds and correct (understandable!) pronunciation the first time.

New concepts not seen in writing? The student uses his/her own dictionary to find the wanted word in the native language, gets the English spelling there, and finds the correct sounds in the American dictionary. We use the *American Heritage Dictionary* (permitted; Houghton-Mifflin, Boston). Only \$100 retail for all books needed for a class of tutor-plus-ten-learners.

Get details re: *Science* from the *Psychology* summary (original is cited) on my website: www.meetingsCavalier.com. Much more information, including California's Certificate of Compliance and New York City Dept of Education acceptances, my volunteer certificates from Chicago City College, Puerto Rico's field test report letter, clips, and PR draft releases that address any/all community group(s) that want(s) to try again to progress. Help them! ###

Personal opinion, only? No. The computer has identified more than 1,100 ways by which to write the 40 key sounds of English (Helmuth). Could that be considered complex? A study at the University of Milan-Bicocca by E. Paulesu *et al* (published, including Helmuth, in *Science Journal* on March 16, 2001) concluded that language complexity can exaggerate dyslexia in persons who are genetically susceptible.

We aren't all susceptible to dyslexia. But those who succeed despite the hurtles of *rules* and *sound-out* tend to think that such methods are normal. Those who don't succeed—but don't also suffer dyslexia—tend to drop out. Either way, the school systems don't have a problem. The nation does! You!

Complicating the issue is the fact that the US military's language school counts English alone in Category 5 as the world's most difficult language to learn. It's not. Because it lacks conjugated-gendered nouns, English is one of the easiest languages to learn; however, its pronunciation *rules* are horrendous.

Poor grammar that the immigrant hears in the street from careless Americans doesn't jibe with what he/she is taught *by the book*. Confusion reigns, and the more-discouraged persons drop out of classes after a few lessons or months. Why not teach reality by teaching the *fact* of our non-grammatical usage?

Nevertheless, any speaker of any language already knows that someone (noun) does (verb) a specific action (predicate/modifiers). Teens/adults are prepared to take such native-language-learning into second-language-learning situations that even children can intuit. Remember children's 'mouse/mouses' and 'sheep/sheeps' or 'go/go-ed'? Why teach English via children's methods to adult ESL learners?

A better way? For those who have used some English for 2 years or ESL Levels III, IV, & V, yes!

Dictionaries have all of the same words and specific sounds—in 45 codes, as in the *American Heritage* dictionary that's used. That's 1/25th the complexity. Yet, the school systems fail or refuse to review and replace discredited approaches. Dr Paulesu discredits *sound-out* and *silly rules* for adults. Need results? Then companies and communities need to take up the slack. . . .Now it's possible—and simplified!

Practical Word Power, by Richard Cavalier, obviates these ESL shortcomings. Teaching much more than dictionary codes (including prepositions as sense-markers plus denotations/connotations), *PWP* enables learners to master the pronunciation of the entire dictionary in only 8 sessions of 2 hours each.

Consequently, by using bilingual dictionaries, too, learners can develop vocabulary independently to their personal needs, not to memorized generic word lists. This verbatim script/course can be tutored for groups of up to ten learners (at low book cost!) by any volunteer who speaks standard American-English.

Companies can orient mixed-language volunteer learners among their limited-English employees (payment is not required for voluntary participation in programs); identify those with interest and ability; and send only the most-valued and most-likely employees to a more-advanced school course, if desired.

Accepted by NYC Dept of Education, *PWP* holds the California Certificate of Compliance. For additional information, credentials, and clips re: this proved book/course: www.meetingsCavalier.com.

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Note: A quick, in-house upgrade for valued (but limited-English) employees. Also, seek volunteers for social responsibility programs for the community via Member-company house organs.

ISBN: 0-595-13048-8

###

FOR IMMEDIATE RELEASE:

TO: Education Editor (ESL)

**For more information:
Richard Cavalier, author
Tel: 310/671-7262**

ALTERNATIVE TO "SOUND-OUT" SIMPLIFIES PHONETICS FOR ESL

Without doubt, "sound-out" has been failing its teen/adult learners in ESL (English as a Second Language). Persons who can memorize easily might eventually master the English barriers to learning. However, the less-than-stellar students tend to drop out, rather than to be hassled for months or years.

There are three main, and substantial, reasons:

a) Sound-out was intended to permit US-born children easily to link their currently-spoken basic vocabulary with a code (spelling) of the subject, together with a picture. Foreign-born learners don't have the same advantages: they probably don't have an American child's spoken vocabulary, and their normal accents don't permit them to distinguish between correct sounds. Whereas a US-born child can already distinguish between *ball*, *bell*, *bill*, *bowl*, and *bull*, foreigners probably don't recognize all the words or can't recognize the distinctive sounds. Most languages have one specific sound per vowel; English has 19 sounds for 6, including an artificial vowel marking. So ESL students can remain confused throughout.

b) Sound-out depends on rules, most of which have exceptions; and some exceptions also have exceptions. Remember: " 'I' before 'E' except after 'C' and (second exception) words sounding 'AY' such as 'weigh.' " Nice rule, but someone forgot to tell that to Keith and Sheila. And what *hate* are you in inches? Moreover, rules can't tell you the "proper" sound of O-U-G-H: is it *through*, *although*, *rough*, *bough*, or *ought*? Is E-A-R's sound properly *fear*, *bear*, *early*, or *heart*? The dictionary tells them exactly, every time. . .no guesswork! Instant vocabulary! Then, why teach silly rules and generic lists by memory?

The computer has identified more than 1,100 ways by which to write the 40 key sounds of our American-English; the dictionary has all of the same sounds and words in 45 codes. *Practical Word Power*, (using an original approach) teaches those codes—and a whole lot more that's of practical value to the foreign-born, including both denotation/connotation and prepositional phrases as sense-markers.

PWP also works with American-born minorities who speak non-standard/street English. . . simply don't mix the two groups in one class because they relate differently to our language. Spend only 8 sessions of 2 hours each to master pronunciation of the entire dictionary—a life-long skill! That means independence in vocabulary development to actual personal need, not to generic word lists that serve no one's life well. Anyone who speaks standard English can tutor this verbatim tutor text and workbook: all discussions, chalkboard examples, and word charts are provided. Tested in classroom and community.

c) A formal study at the University of Milan (*Science Journal*, March 16, 2001) concluded that language complexity can aggravate dyslexia in persons who are genetically susceptible. Not everyone is susceptible. We who overcome English's barriers find sound-out to be normal. If not dyslexic but still having problems, many students solve the problem by dropping out. End of the school's problem. So school systems have never been required to re-think sound-out in ESL. *PWP* simplifies learning to the specific codes that lead to specific sounds and correct (understandable!) pronunciation the first time.

New concepts not seen in writing? The student uses his/her own bilingual dictionary to find the wanted word in the native language, gets the English spelling there, and finds the correct sounds in the American dictionary. *PWP* uses the *American Heritage Dictionary* as learners' text (permitted by Houghton-Mifflin, Boston). Only \$100 retail for all books needed for a class of tutor-plus-ten-learners.

Get details re: *Science from the Psychology* summary (original is cited) on Cavalier's website: www.meetingsCavalier.com. Much more information, including California's Certificate of Compliance and New York City's Dept of Education acceptances, volunteer tutor certificates from a Chicago City College, Puerto Rico's field test report letter, newspaper clips, and PR draft releases that address any/all community group(s) that want(s) to try again to progress. Help them! ###

FOR IMMEDIATE RELEASE:

Richard Cavalier, author
310/671-7262

TO: HR MANAGER

(Under 650 words, text)

**BENEFITS FOR EMPLOYERS AND EMPLOYEES
WITH VOLUNTEER-TUTOR ESL PROGRAM**

How much benefit will your company derive if your foreign-born employees develop a better command of the English language? Clearly-understood instructions are only the first benefit—but employee goodwill, heightened motivation, and their eased entry into the social mainstream are unseen—but noticed!—residuals. . .made possible by employer concern!

It's possible to train those ethnic persons outside of working hours and not necessarily on *paid* time if the improved English skill is a voluntary new skill that's not required for the job. Employers must still pay for required training time in job-related skills. In self defense, more employers are offering language courses themselves because the school systems are failing: less than 10% of the language-handicapped are now being served by all systems together (public, private, and volunteer), despite generations of funding. (Jonathan Kozol estimates 4%.)

By using the volunteer tutor's script and workbook entitled *Practical Word Power*, (*PWP*), by Richard Cavalier, any volunteer who speaks standard English can tutor groups of up to ten adults simultaneously, get them to sidestep their own vowel structure, adopt ours, and pronounce correctly from the dictionary. . .in only 8 sessions of 2 hours each, according to Cavalier. Result: their independence in vocabulary development to need, not to generic lists.

The book/course provides verbatim script for explanations and all needed drills, charts, chalkboard examples, and resource suggestions. The methodology works with all ethnic groups (even mixed in a single class) because American pronunciation codes are usually new to all.

A key difference between *PWP* and traditional schooling technique is that "*PWP* stresses the *concept* of pronunciation codes, rather than use the kindergarten step-system of memorized generic word lists," the author notes. "Generic word lists reflect no adult life well. Given a quarter-million words in the language, learners can memorize 10 new words weekly for the rest of their lives. . .and possibly still not locate the word that they need now." -more-

Cavalier/benefits/p2

So, in a very short time, any ethnic adult who can comprehend simple English can learn to “translate” each of the 19 vowel sounds used in the *American Heritage* paperback dictionary that’s used in class. The *AH* unabridged dictionary uses the same codes; and variations for other publishers are taught; so ultimately the adult learners can use any dictionary at hand.

Moreover, students who lack basic English can hear a translated version *if* any accented bilingual tutor is sidestepped by asking an assistant with American-standard (dictionary) vowels to provide the preferred dictionary sounds. So all students at all levels (including American-born drop-outs) can ultimately be accommodated in any needed grouping.

In addition to making this program available to employees, company volunteers can also offer *PWP* English courses in the surrounding community, creating good will as well as a better-educated surrounding community who will thank the sponsor.

Cavalier is a retired corporate trainer and program designer who has consulted with numerous major corporations and national associations. *PWP* itself has been tested both in community-college class-rooms and in community groups working independently according to book instructions.

Dr. John Haskell, a retired professor of linguistics at Northeastern Illinois University, Chicago, was the book’s consultant. Haskell was formerly the highly-regarded editor of the *TESOL Newsletter* (Teachers of English to Speakers of Other Languages). *PWP* is valid!

“Yes, *PWP* is different from the traditional run of ESL books that depend on memorizing generic lists,” says the author, “but it has been proved to be effective, useful, quick, and inexpensive. What more can a harried business executive ask for?”

For additional information and school certificates, etc, request from author.

To buy, see www.iUniverse.com ###

Ed note: Cavalier had 5 foreign-born grandparents and has traveled in more than 40 countries—usually language-handicapped. He has studied 4 years of academic German, basic tutored French and Spanish, and survival Korean and Japanese. He mutilates all without favoritism but believes he knows *what works and why*. A life-long writer and corporate trainer, he has been teaching ESL as a volunteer since 1980 and believes that only persons who now oppose English-language-learning for everyone actually benefit from the current language-apartheid, including some politicians and lawyers, PR /ad agencies, and private schools. The nation needs the cohesion lent by a single language, he believes. Single-language was selected by the Continental Congress and has been a source of national strength.

FOR IMMEDIATE RELEASE:

TO: School's Pronunciation Specialist/Deaf

**For more information:
Richard Cavalier, author
Tel: 310/671-7262**

ESL-Finding Can Work Wonders with the Deaf

Both the deaf and the foreign-born share one identical problem if those deaf choose to speak: the need to master the art of pronunciation. For the deaf, it's an attempt to mimic sounds—visually. The limited-English learner needs to separate spelling from pronunciation—because *sound-out* doesn't cut it! But English-as-a-Second-Language (ESL) fails both groups (and native-speakers) because sound-out is enshrined in schoolroom technique. Despite evidence of ESL's (and sound-out's) inadequacy with rehabilitative learning of phonetics, school systems only tweak and theorize. The time for change in flawed fundamentals is long overdue.

Those persons who succeed with sorry *sound-out* tend to think that it's logical. But *non-dyslexics* who don't learn well via sound-out tend to drop out of class or school. Either way, the school system doesn't have a problem: the students and society do! As their default system, the schools depend on memorization of rules and generic word lists, which serve no one's life well. Ditto with the deaf?

By the rules, should the O-U-G-H combination sound like *though, through, rough, plough, or ought?* Does E-A-R sound like *fear, bear, early, or heart?* As a result, many deaf persons over-pronounce (butTer, waTer, dog-guh). Complex? Then simplify! *PWP* simplifies . . .and a whole lot more, including prepositional phrases as markers of sense and flow; making 'phone' calls; denotations/connotations; interpreting newspaper headlines, etc.!

Computers and Laura Helmuth's article find more than 1,100 ways by which to write the 40 key sounds of basic English. Complex? The dictionary has all of the same words and sounds in 45 codes—not taught. Therefore, any arbitrary makings used in school are useful only in school, not with dictionaries or real life.

Professor Eraldo Paulesu, *et al*, (University of Milan/Biocca) have concluded that language complexity aggravates [some say, *trigger*] dyslexia in persons who are genetically susceptible. We're not all susceptible, of course. But complexity? School systems have not bothered to rethink the underlying approach and methodology for nearly a century.

It should be clear that learning the 45 dictionary codes (in the learners' only "textbook," the *American Heritage* dictionary, \$6), schools for the deaf can convert the issue from guess-worked rules to specific visual codes for our 19 vowel sounds! Given visual prompting via an oscilloscope, perfection is here—fast.

Both the Helmuth and Paulesu articles can be read in *Science Journal* for March 16, 2001; the latter is dense but was summarized for laymen in *Psychology Journal*. Both the *Psychology* summary and Helmuth article are included on the website www.meetingsCavalier.com. At the home page, click on "Book Titles" and then on the *Practical Word Power* book and course.

Below the blue block description are multiple buttons; the "Support & Validation" button leads to a Note plus credential buttons. Locate City Colleges of Chicago certificates, test-sponsor letters, including Truman College's request for State funding and the Government of Puerto Rico's Dept of Community Affairs's test report to Budget Rent A Car (\$1,000 funding) re: multiple Hispanic communities in Chicago. Elsewhere, find press clips and "User Helps"

Specialist/Deaf-Cavalier-p2

buttons. The latter includes both a landscaped, 2-page, back-to-back, 3-fold brochure to simplify staff discussions; plus targeted posters and press releases that can be adjusted to local need and then be posted/sent, when seeking teen/adult students and corporate or foundation funding.

In short, *PWP* permits anyone who speaks standard-English to tutor up to 10 persons per class per cycle, of only 8 sessions of 2 hours each. Do the math: one tutor, if working only one period weekly with 10 learners, can “graduate” 50 learners per year. . .with a life-long dictionary/vocabulary-building skill. . .without messing up holiday periods.

PWP is verbatim for the tutor, with all discussion, chalkboard work, charts, and drills provided. If the tutor speaks/reads standard American-English, the course can’t be done wrong. When taught in English to limited-English-proficient learners (LEP), any language mix can be treated in the same classroom, because virtually all learners are at ground-zero with diacritical codes. If translated by an accented tutor, *PWP* still works *if* assisted by a native-speaker of standard American-English, who voices correct sounds and can work the chalkboard.

In sum it’s obvious that the educational establishment has been ignoring this identified phonetics problem—not only since first posited by *Cavalier* in 1981 (published 1989), but even after publication of the scientific paper of Paulesu, in 2001. The problem seem to be establishment terror at the thought of re-training all ESL teachers—and most English teachers. Consider: reading via sound-out is based on the familiarity of about 8,000 basic-English words before the reading skill begins, aided by pictures. Mother was not a PhD/Linguistics, but this author spoke English before kindergarten! Didn’t you? If children can intuit language rules, might not adults? Are we misusing PhDs at basic level (ending, Fifth Grade completed)?

Oh, yes. *PWP* is accepted by the New York City Department of Education and appears on their web list. *PWP* also holds the California Certificate of Compliance and is legal to teach there as a supplemental text (TESOL: best levels, III, IV, & V or a year’s usage, even if halting). *PWP* is still consistent with advanced ESL theories, as summarized in Judith Lessow-Hurley’s influential book *The Foundations of Dual Language Instruction*, 3rd Ed (Boston; Addison-Wesley-Longman; 2000). There’s no barrier to your testing *PWP* at your facility.

If you have questions or believe that the author can offer more help than does the website, phone or e-mail, as above.

And if you decide to test it immediately, the (verbatim) tutors’ manual *Practical Word Power* (ISBN #0-595-13048-8) will simplify your task of teaching pronunciation to the deaf and other language-handicapped persons—by simplifying the underlying method.

Only \$25. Worth a try?

###

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For more information:

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Tel: 310/671-7262

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Laura Helmuth has written that there are more than 1120 ways by which to write the 40 key sounds of basic English. Complex? The dictionary has all of the same words and sounds in 45 codes. Eraldo Paulesu *et al* (Univ of Milan-Biocca) have concluded that language complexity aggravates dyslexia in persons who are genetically susceptible. We're not all susceptible, of course. But complexity? No one has bothered to rethink the underlying approach until *PWP*!

Those who succeed with sorry sound-out tend to think that it's logical. But those who don't learn well via sound-out *but aren't dyslexic* tend to drop out of class or school. Either way, the school system doesn't have a problem: the student and society do! As a default system, the schools depend on memorization of rules and generic lists, which serve no one's life well. Ditto with the deaf? By the rules, does O-U-G-H sound like *though, through, rough, plough, or ought*? Does E-A-R sound like *fear, bear, early, or heart*? Complex? Then simplify! *PWP* does that.

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In sum you can see that the educational establishment has been ignoring this identified problem not only since first identified by *Cavalier* in 1981 (publ '89), but even after publication of the scientific paper of Paulesu, in 2001. The problem seem to be terror at the thought of the need to re-train all ESL teachers—and most English teachers, too, because sound-out is based on the familiarity of basic-English words before the reading skill begins. My mother was not a PhD/Linguistics, but I spoke English before kindergarten! Are we misusing PhDs at basic level?

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FOR IMMEDIATE RELEASE

To: ESL Specialist (or Editor)

For more information:
Richard Cavalier, author
Tel/ 310/671-7262

PRACTICAL WORD POWER
is at Hand for Community Control

Note: Are you aware that there are over 1,100 ways by which to write the 40 sounds of the English language? Dictionaries present all the same words and sounds with fewer than 50 coded symbols. Sound-out as taught in schools is 20x more complex than necessary or justified. Yet sound-out (plus memorized generic word lists) remains “traditional.”

A study of language complexity (including English and French vs the more-regular basic Italian) indicates that language complexity likely triggers dyslexia in those who are genetically susceptible. Not everyone is susceptible: those who can function well with the traditional sound-out system think it’s normal; those who are not susceptible but have problems with rules-with-exceptions simply drop out of class or school. Dyslexia in highly irregular basic-English is more than double that of quite-regular basic-Italian language.

Sources: *Science Journal*; March 16, 2001; Vol 291, Issue 5511; p2064-5 & 2165-7.

Accepted: Calif Certificate of Compliance; New York City Dept of Education; others.

Release:

***Practical Word Power* by Richard Cavalier (*PWP*) is a verbatim tutor’s guide that teaches those 50 codes so that teen/adult learners are empowered to develop personal vocabulary to personal need *from the dictionary*, not from memorized generic word lists that reflect no one’s life well. All explanations, charts, and drills are provided. No more, “How do you say this word?” No need to learn *reindeer* or other unusable or rarely-used basic (?) terms. Additional practical helps are provided throughout—including prepositional phrases as sense indicators.**

Outcome: Independence in vocabulary development to personal need; and so, enhanced communications ability. After only 8 sessions of 2 hours each, “graduates” will be able to use their native bilingual dictionaries to find the English spelling of the translation and then use an American-English dictionary to find the correct pronunciation: mastery of the entire dictionary!

Fully proved where developed (Truman Community College, a City College of Chicago; with various languages, mixed) plus ethnic groups, including the Gov’t of Puerto Rico’s Dept of Community Affairs, Chicago (via six local Hispanic groups working as instructed by the book). *PWP* is verbatim for the tutor and includes all explanations, blackboard entries, drill charts, and suggested discussion topics and exercises from newspapers and magazines.

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FOR IMMEDIATE RELEASE

To: ESL Specialist (or Editor)

For more information:
Richard Cavalier, author
Tel/ 310/671-7262

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With *PWP*'s verbatim trainer-training concept, the tutor can't do it wrong!

Read the College's certificates and local press clips (plus a report re: those first user groups' field-tests) on Cavalier's website: www.meetingsCavalier.com. Click on Book Titles and then on *Practical Word Power* and its buttons. There's much to read and consider.

Consultant: Dr John Haskell, then the Editor of the TESOL *Newsletter* (Teachers of English to Speakers of Other Languages). Dr Haskell is now retired as the Chairman of the Linguistics Dept at Northeastern Illinois University (UNI), in Chicago.

Applications:

Any situation (community group, employer, union, religious group, etc) who can benefit from using this stand-alone course. *PWP* can also jump-start a learner's interest in further study. All learners gain independence and reduce accents in class; they can perfect their abilities with additional, personally-controlled practice—no further related instruction is required.

Especially useful in the healthcare field, where professionals who have limited English can create serious discomfort in English-only patients. Reviewed in American Hospital Assn's *Discharge Planning Update* (May-June, '92 ; Vol 12, #3) re: referred nursing facilities. Use *PWP* immediately upon purchase of books; no salary payment to learners is required by law if their participation is voluntary :

- a) Accent-reduction for doctors, executives, nurses, and office staff with patient-contact.
- b) Upgrading skills for nurses' aids and all housekeeping staff with some patient contact.

Requirements: Minimal:

- 1) 3-B's: bodies, books, blackboard. Up to 10 learners in each class; learners use only a paperback *American Heritage* dictionary (\$6); only the tutor uses *PWP*, (\$24.95). A chalkboard/chemical board should be 3x5' or larger, if portable. Paper chart boards are insufficient.
- 2) If taught in English, all learners must understand basic standard-English (ESL Level II or higher; or two years' limited daily usage in the U.S.). Their degree of fluency is irrelevant.
- 3) If translated for presentation by an accented bilingual tutor, a tutor's assistant who speaks standard American-English must model the dictionary-coded sounds and words and can wisely present all the blackboard work, as well. If taught in their own language, they must be literate enough to comprehend and use their own dictionary and, preferably, ours.

To order: www.iUniverse.com.

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