



"Talking to the Whole Wide World" offers much more than conventional LOTE programs because:

1. It employs the most effective apprenticeship language and
2. It employs the generalist teachers with :
 - daily contact with the child,
 - control over the learning environment ,
 - the best chance of staying available,,
 - the strongest role-model effect, as "normal" Australian adults who choose - before the children's eyes - to master a new language.



Where can I find out more?

More information, testimonials and resources, including "Talking to the Whole Wide World" are available through the publisher's website at

www.mondeto.com

Could Your School Give Them More?





Global Citizens Need Global Perspective

Will Emily need Chinese? Who knows?

There are at least a dozen target languages as likely to be useful to her, or not.

Wise 21st century education is less about guessing the unknowable, and more about preparing students to be flexible in a changing world.

We do know...

- Bilingual children gain permanent and general cognitive advantages.
- A third language is gained more easily than the second.
- Best results stem from an early start, frequent lessons and uninterrupted progress.
- Starting with a learner-friendly language is developmentally appropriate and effective.

Important tasks deserve well-designed tools

A child's first foreign language should serve to:

- Show that English is not the only way to speak.
- Give every child a sense of being bilingual.
- Provide access to many and diverse other cultures.



Step one: Esperanto

Only Esperanto was designed for effective learning and to provide access to the widest variety of cultures.

Students and their teachers are able to use Esperanto to communicate with peers in over 100 countries, within 100-200 hours of study.

Australian and international studies show that this increases motivation and capacity to learn a third language in high school or upper primary.

Talking to the Whole Wide World ...

is a teacher's guide and CD kit which provides everything a generalist teacher requires to both learn and teach Esperanto to fluency, and use it for intercultural exploration.

The author is a former LOTE HoD, who taught Esperanto LOTE in Australian schools before publication.