



# The Light System for Reading Writing

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## Welcome to The Light System for Reading Writing

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"Light" has been successfully proven with:

- Pre-school children, ages four and up.
- Children in School, from First Grade on.
- Children diagnosed with dyslexia from pre-school on.
- Adolescents in the primary school system.
- Illiterate adolescents and adults with or without dyslexia.

**Rediscover the world of natural sounds used to teach reading.**

**A practical guide to unforgettable super-learning for effortless reading.**

**GUARANTEED !!**

Light was discovered 70 years ago by Alicia Gonzalez Opazo a Chilean teacher. She guarantees a steady learning process for all types of students, whether they have learning disabilities, are in large classes, or belong to formal or non formal educational systems.

Proven successful with thousands of children, during 70 years, "Light" hasn't shown any failures. It assures 100% learning in reading-writing abilities, without any extra effort, in a very short time and the information learned is never forgotten. This is the first reading-writing system that quickly overcomes dyslexia. It integrates the dyslexic person, with the rest of his or her peers. "Light's" anti-dyslexia capacity of and its total solution to that problem is unique for the Spanish language, as well as around the world. There is no similar pattern or system of its type able to show something similar in terms of results and impact.

"Light" is based on the application of natural, universal and experienced sounds. It will undoubtedly revolutionize teaching methodologies due to its simple and motivating layout. It utilizes the magic of natural and universal sounds, objectifies drawings and associates each drawing to each sign of the alphabet. Thus, the abstract signs become concrete in a child's mind in a matter of days. In doing so, they unlock the door to the world of reading.

It is a system centered on the form of teaching reading and writing skills, emphasizing how a child learns; how a child acquires and builds on knowledge, more than of how he or she thinks. In other words the intuitive-rational processes are addressed, which accelerate the learning process.

Those almost 600 page book depicting the "Light" System, make a valuable contribution to this particular field of learning. It is quite possible that a future volume related to the first one will be published because of impressive rewards reaped over decades that include zero failure and big results in remarkably short periods of time.

Illustrated, with hundreds of drawings, the book explains clearly and thoroughly how to successfully apply the "Light" System and the impressive advantages that it has to offer. In all likelihood it will be an indispensable tool in the future for teaching of the reading -writing.

Finally, the system represents a concrete hope in the short and medium term, for thousands of Spanish speakers who have not learned how to read and write yet; so many children, adolescents, functional illiterate adults and for those with dysfunctions, dyslexics especially. Also, it is considered that it will be a valuable, unique learning tool, for those that want to learn read and write Spanish as a second language.

# The Light System

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## Introduction

The "Light" System outlines an entire conceptual revolution and methodologies in the field of the reading-writing and it will force to revise principles, postulates and models in this field that are applied extensively with varying results.

This system presents, on the base of historical results that it produces incredible, progress, concrete and definitive solutions for successful reading and writing skills. It falls within modern framework but at the same time retains old validity in the system. The system entails teaching effortlessly and learning quickly, so much so that there have been no child or student failures of those who have tried its methodology.

"Light" is an unique and novel system in its field, because it has from its conception had total efficiency in achievements of objectives. This goes for children taught individually as well as in groups of sixty students or more. In other words, any child who has used the system since 1933 who had previously been unable to read or write has learned in an amazingly brief period of time compared to the well known traditional systems currently offered.

The system adapts to children, adolescents and adults with normal intelligence and it has been proven especially in the formal education system in more than 6000 students, including in that figure, at least 30% of children with school failures (repeating a year or more) and dyslexics, during more than seventy years. Therefore, it is a wide and successfully proven system, capable to be demonstrated and doesn't need to be proven again due to a consistently high statistic. Only its author, has a personal record of more than 3.300 qualified students that learned how to read and to write with her system. Consequently, it doesn't represent the proposal of an experimental model.

Its author, received her Elementary Teaching Certificate in 1924, at Concepción Normal School, in Concepción Chile, South America. She started to design her system in the 30 's and began to apply it in systematically in 1933, in the Chilean formal educational system. Her vast experience in the field of the reading and writing, is demonstrated in her professional career of more than 70 years. During 41 of those she only taught First Grade.

## Dyslexia and School Performance

### *The Impact of the System in School Performance and Estimated Learning Periods*

Based on a novel and renewed methodology of ancestral use of phonics and appropriate phonetics and in other techniques related to environmental factors that have been standard practices for the last three decades, "Light" presents achievements and fulfilled goals and remains unsurpassed by any system or similar model in the Spanish speaking world.

The fundamentals of the system and their postulates, relating to the capable child's potential intellectual maturity for reading, the detail of its simple layout that is easy to teach and the student's learning speed that has been historically constant explains why children obtain results in a very short time, causing reactions of incredulity, among those who don't know their details and application, because, children taught individually, learn how to read in two weeks and to write in one month. In addition, classes with more than forty students, all learn how to read and to write in about two to three months.

The above-mentioned outlines a total revision on the form of teaching the reading and writing skills, based on percentage of achievements and effective times of learning, a fact that will surely stir up controversy.

### **The Value and Use of Sounds in "Light" System and Traditional Reading and Writing Systems**

In the last few years, in Chile, people are beginning to use sounds as part of teaching methodologies in reading. They base these methodologies on the well known argument that a child learns by association and conclusion, which allows him or her to acquire and learn random words, phrases or sentences, as part of the reading process, during a school year or more. These are principles on which certain techniques of early stimulation are also based.

For the methodologies above, previously prepared posters are used, with allusive figures related to words or associative scenarios to phrases or sentences, where the integral and repetitive sound is used from each isolated word linked and/or to sentences, achieving by means of this associative path, the figure-sound relationship, with relative results, in one or more school periods. This methodology has caused children without learning dysfunctions to read earlier than expected. Learning, is achieved through images related to complete words, phrases or sentences that imply a concept or meaning, within a modified overall context, where the child starts from the complex or of an all contextual one, and arrives at the simple. In this associative approach, people argue, at least in Chile, that within the general influence of the multimedia environment that indeed surrounds us, as television images for example, we have existing images with inserted letters and words "that make sense". These are impacts that the child identifies and recognizes visually without difficulty, especially, copyright logos or shopping centers, supported by his or her "iconic" memory, even when he or she doesn't know how to read, much less what a logo or symbol is.

This makes one wonder, if that association, also used in the teaching of pictographic systems, can contribute significantly to all children in a classroom learning reading and writing efficiently.

From the perspective of "Light", the recent treatment of those sounds, in the relationship word-figure, although it represents an advance comes closer to the relationships outlined for "Light", 70 years ago, it is still not very efficient, since it doesn't entirely solve the learning problems of a segment of students in the classroom that present difficulties. For example, dyslexics and partly, the above-mentioned continues explaining the complexity that the reading process shows in the traditional systems and the time that it takes.

That teaching methodology in validity that starts of using the sound of a word associated to an allusive figure, is very widespread in Chile and in the world, but the author of "Light" doesn't recommend its use to the beginning of the reading process, but rather, once the child already masters the mechanism of the reading and with the practice, begin him to automate. The convenient thing for him or her, is to go - like science suggests the - from simple things (the letter or sign) to complex things (words) and to begin to isolate an experienced sound related to each letter of the alphabet and objectified for a figure that serves as visual impact for a quick association and later memory of each sign, relationship that the author of "Light", it has proven that it is much more efficient.

According to what has already been exposed, it is natural that in general, in Chile, be underrated that a child can learn how to read, with alone that recognizes each one of the letters of the alphabet, as a previous step to unite them, to form words, within what is given called, "synthetic march", where the students can read coding and decoding empty sounds that it takes them to not knowing what you/they read. But that diagnosis although it is guessed right, it is incomplete, because, there is been due to the inability in the time of researchers, of discovering how "it sounds" most of the letters of the Spanish alphabet; and regrettably, with the tendencies and current models to teach to read, especially in the corporate public schools, with an emphasis on talkative aspects and "understanding". After a reformist and supposedly innovative decade, the irrefutable recent internal and external evaluations are not only poor, they are pathetic. Many Chileans, teachers/educators or no, but with criteria to question and to evaluate, in front of any aspiration of sustained development that she/he has a country like Chile. More than 50% of Chileans are

functionally illiterate, because we simply don't understand what we read regarding elementary instructions. This is in Spanish, not English, the most widely used foreign language.

However, the "Light." System that is based on identification of letters first, then forming syllables and words. It is different from the discredited "synthetic march", in the way sounds are treated which is just as they are pronounced and the way they are isolated with the letters of the alphabet. These are sounds that are familiar and easy to remember for the student, since many of them are stored in their "ancestral" memory as they are recalled and remembered in "Light" in the long term. The historical errors made in the past, are conceptual, because in the "synthetic march", the letter isn't objectified to any figure, nor is the sound of the isolated sign in a desirable form.

On the contrary, in "Light's", author considers that the letters have sounds and names. When humans speak, we only pronounce with sounds and not with the name of the letters and the reader does the same as in "Light.", you memorize the sound first of each one of them, emphasizing what or who takes place such or which sound, associated with each letter.

Since the form of the letters, made the human genius and they are abstract, humans have related them to sounds that the man obtained from nature which are universal. If those objectified sounds associated to each letter, match a related figure, the signs of the alphabet become concrete in a child's mind. Thus, the key of "Light" System it is the object that represents the sound linked to each sign, or in other words, the key is in the shape of isolating each letter, in order to isolate universal sounds. The student receives an attractive visual impact which is easy to remember, because of the mental sound experienced - motivating figure and related letter of the alphabet association. First, the sounds are heard, then the letters that they produce it are observed, and at once, the differences and equalities are compared of each one of them, as a base for the later formation of words and sentences.

Only thus, has "Light" been able to produce quick and unforgettable unstressed learning, as part of their reading process, with a consistent gradual understanding of reading, in words and selected texts, with an end result of reading of newspapers and magazines.

Reference to this topic can be found in the book in Chapter IV, Foundation of the system and Chapter V, Analysis of bibliographical review, in pages 230 to 235.

### ***The Intellectual Maturity and The "Light" System***

In general, it is considered that just as the body is made for the exercise, the mind is meant for learning.

Using early stimulation techniques, for example, there have been successful experiences with infants, at Philadelphia Neurological Hospital, USA (1961). Some of them learned how to read at two years and eight months, in ludic environment, with musical sounds of soft harmonies in the classroom, and with the use of signs, associating words and drawings. In addition, at least in Chile, the current tendency that suggests the feasibility that the children can learn how to read starting at age four. However, that tendency contrasts with the almost widespread politics of most of the corporate public schools for whose educational directives, to teach to read to that age, simply "one is not able to", "it is an aberration" or "it is forbidden", where they mix feelings of incredulity, opposition to progressive approaches, almost dogmatic focuses and a determinism close to conceptual fundamentalism, which means for the author of "Light.", a combination of little question and a lack of an update on the topic.

For Alicia González O., the intellectual maturity to learn how to read, which is equivalent to six years, should at least be questioned..

In spite of what she says, various authors already recognize that the average age for teaching reading, is six, depending on the environment -at the home and School - and the children's individual capacities. In "Light.", it is emphasized that this age will also depend, on the system and teaching methodology that is applied the student and on the results obtained with this system. Its author is convinced that the age six year, is not in agreement with the child's true potential. Those are developed before that parameter that today is restrictive and only compatible with the traditional models that in general, are currently applied in Chile.

The author of "Light.", based on their wide classroom experience, has postulated for decades that for the systematic and gradual study of words it is very important and necessary to begin teaching from Kindergarten, because their verbal development will thus stimulate their intellect. According to her, and coinciding with current trends, They should first be shown, the letters and their related sounds, on posters, then drawings and boards, with words and their respective scenes, so that the content of new words can be recorded in the child's mind.

Further details on the topic can be obtained in their author's book, in the Chapter V, Analysis of bibliographical review, pages 199 at 208.

The inauguration of the Project "Reading in Kindergarten" is expected, in the second semester of the year 2001 ,at "Heinrich School", Comuna of Ñuñoa, Santiago, Chile, since for more than 10 years, the "Light." System has been applied there. All their students began to read in the month of May (third month after the start of the school year). No dyslexic children were observed during this period.

By way of promotion and popularization of the system, it is necessary to mention that for this 2001, it was attempted without success, to share this project, with respective authorities of the Comuna a sign, in hopes of demonstrating that the author of "Light.", it postulates for decades: that the children possess intellectual potential and enough maturity, to begin to learn how to read and to write, with their system, starting from the four years.

### ***The Impact of "Light" in Total Solution of Dyslexia***

The field of the learning dysfunctions identified with dyslexia is where "Light." System achieves its largest and most significant impact, because when the system is applied, the dysfunction is entirely unnoticeable. When proven cases of dyslexia are treated, in individual and/or group settings, the dyslexia simply disappears. Current and future adolescents will be benefit from this achievement so significant for education and for many children, as a dysfunction does not appear but rather, it is "triggered" and increased by the current reading-writing systems, of a widespread nature.

It is necessary to remember that dyslexia, as restrictive problem that hinders or prevents many children from reading, has been studied closely, especially in the XX century. Research has been focused, until the present, on the search of the origin and their causes, with the purpose of detecting it, before the children learn how to read. One thus affirms that it is "hereditary" that "it is caused by a slower operation of the cerebellum that is not able to repeat assimilated matters." Other investigators, emphasize their analysis in "the relationships among certain characteristics of the intellect, their genetic influence and the relationships between functions of normal learning and certain dyslexia incapacities. Lately, American scientists have discovered that "it could have biological causes", since "a part of the brain that processes the visual movement, is also responsible for the reading", they assure.

This coincides with research done England, where it is sustained that "dyslexics have problems perceiving quick changes in the environment, particularly, in what they see and what they hear, due to an alteration in the neurons that transmit the impulses from the retina to the brain, a flaw that would hinder reading, impeding the brain, to decipher a text."

The above-mentioned, would be explained according to that British scientist, "because the process of reading implies quick ocular movements and small pauses, so that the retina puts together a sequence of images that go to the brain which composes them as a complete text", being affirmed that "dyslexics cannot maintain their eyes firm among ocular movements and they send images in constant movement, as if the letters were dancing at them." Some scientists have even proposed covering a dyslexic child's eye of with a patch.

All these studies, point to the fact that detection will be made easier and that dyslexia can be improved, but not a lot has been contributed in terms of a global or integral solution in the short term, since there is no indication on how to improve it or how to eradicate it as a problem for that matter.

In opposition to the above-mentioned, the author of "Light.", she/he simply discovered, to beginnings of the 30 ' that when applying their system, this dysfunction did not manifest itself.

Taking into account what was researched in England being (1999) that the process of reading "implies movements and ocular pauses, in sequence of images that go to the brain, so that this composes a rational text", it is necessary to wonder: how a text is presented at the moment to a dyslexic child?: simply by means of words, phrases, and sentences that naturally "dance to him or her".

In response to the above-mentioned, first of all, "Light" outlines that the diagnosed dyslexic, learn how to isolate, to recognize and to discriminate against experienced sounds, related to each sign of the alphabet.. In other words, the dyslexic not only is able to "to see", but also "to hear" (the passive perception of the sound) and "to listen" (to differentiate a sound of other) in related form, the isolated signs, before "to see" and "to hear" a text loaded with letters inside, words or sentences that its mind is not able to recognize or to discriminate against, since what is presented this way, is a "blob" or melange of letters. This way that dysfunction "triggers", it is manifested and it is increased, if to the dyslexic they are presented letters agglutinated in complete words, signs that previously, the child she/he should learn how to discriminate them in an isolated form.

As well as to the dyslexic "they dance to him" the letters, presented in words or sentences, it also presents auditory deficiencies with respect "hearing" and "listening to" their sounds and it doesn't have time to make out the real sounds of the letters, because the pronunciation of each word, said once and for all, masks the real sound of the auditory letters, that which, in turn, gets lost. If she/he is taught to the student with the name of the letter, when it is sought that it discriminates against it of a word.

Therefore, it is the form of teaching the child or mature dyslexic, what makes his or her dysfunction appear, increase or not be manifested.

The Light" System "it allows that the diagnosed dyslexic can "see" and easily make out each sign of the alphabet , in a short time of instruction, through isolating them and to relate each one of them with experienced sounds, objectified for related figures. This way, the child also can "hear", "listen" and feel how "it sounds" almost the whole alphabet, as a starting point for the "union" of real sounds of each letter (vowels and consonants), for the early, easy, quick, and unstressed formation of syllables, words and sentences. It is as well how the dyslexic stops being dyslexic, when she/he learns how to read with "Light"; fact corroborated with hundred of cases to the long of seven decades and had demonstrated for more than for 10 years at "Heinrich High School", Comuna of Ñuñoa, Santiago, Chile, where dyslexic children is not only observed in the First year of elementary education, but rather no student is left without learning how to read, in a process that lasts between two to three months.

To beginnings of 1997, from that establishment, by means of a Chilean radio, already missing ("The Key"), from Santiago of Chile, a course about the "Light System was promoted during the morning program, consisting in the offer of 30 scholarships to teach reading, more than 60 parents arrived

with many difficult cases of dyslexics. They had been assured that their children would never learn how to read. After a smaller period to 25 days, with one an a half hour classes, three times per week, taught by head teacher Annette A. González, a specialist on the topic, all the children began to read understandingly without problems. All of that was documented. During the instructional process, warning was given and the school call to most of the local television channels, but nobody responded to the call, to exception of the "state" channel whose press director, finally favored other kind of news.

For that exposed, "Light" postulates, in general, for years, that the dyslexia, as "invisible blindness that will accompany the child for all his or her life", it is overcome as a problem and resolved, in terms in the way the dyslexic child is taught to read. It is relative to how you isolate the true sound of the letters to him or her, previous to the formation of the first words.

This was and it has been the author's discovery of "Light.", and their contribution to solve the dyslexia. More information of the topic, are in their author's book, in the Chapter VI, "The incredulity in front of the "Light." System and Chapter VII, "The dyslexia finally defeated".

It has been attempted for years, to no avail, to share, via demonstrations, this successful experience, in public/corporate schools of Chile. The excuses for not participating, can be summarized in factors of incredulity and a hazy desire of innovating. The last intent, was made in recent date (2001), with authorities of Educational Corporation of the Comuna of Ñuñoa, in Santiago Chile.

In spite of the above-mentioned and in the spirit of demonstrating the comparative advantages of "Light.", in terms of effectiveness and efficiency and to disclose this new system, the " Heinrich School", it will put into operation, between the months of April and May of the 2001, the first Center of Reading and writing, to receive those children that present certain retard learning related to reading and writing capabilities. The above-mentioned embraces, so much to children that, in general, they don't present learning problems, as those that for diagnosis, they exhibit identified dysfunctions associated to dyslexia, which, according "Light" fundamentals it is, by definition, of temporary. Thus we hope to demonstrate to the international scientific community, the kindness of the system and especially: that dyslexia is a curable dysfunction in the short term reading process identified with the "Light." System.

### ***Spelling Rules and The "Light" System***

For a simple design factor, when the reading process of teaching starts off poorly, the writing and spelling worsen, which complicates the matter. This way, one can make slow and tedious the learning of reading-writing, just as they confirm it the results in the time of the main traditional systems, effective in most of the Spanish American countries.

To approach spelling rules, from the perspective of "Light", everything begins indirectly to dominate the mechanics of the reading well, with their automatism, and with a help of a strong phonetic base, by way of requiring of later processes of understanding reading and oral practice that take to a correct pronunciation and enunciation of the language. Together with the acquisition of these mechanisms, it should be begun with basic writing, the one which, it will be facilitated, when the student has already graphed in his or her mind, how each letter of the alphabet and its graph "sounds". This way, teaching spelling, with its rules, should not begin systematically in First Grade, but rather the following one year, when the child begins to master reading skills. Contrary to the current tendency in that most of the teachers (in Chile) start from the "reality" of the student's writing that implies test-error and re-writing, the spelling rules, the "Light" System, recommends beginning training students gradually Second Grade, from simple words, on to more complex linguistic forms, so that at the end of the year of that grade, the child already has a solid knowledge of the main grammatical rules, which are strengthened during the year. In other words, the above rules are well understood and memorized (in that order), because the child already possesses a strong automatism in the mechanics of reading, associated to consistent phonetics of letters as a base for

the forming words and the sequential process of learning writing whose spelling and rules begin to gel in Second Grade.

In the context of the previous paragraph, it doesn't make sense to set a child back by teaching him or her spelling starting in Third Grade (as in Chile) and the only fact of thinking of eliminating the teaching of their rules from the cognitive curriculum in the first to grades (the Chilean case), it is not more than the reflection of the methodological inability of the effective traditional reading and writing systems, endorsed by the ministerial authorities that call only to the confusion in that topic, because most Chilean students aren't taught the reading mechanism well. This hampers future automatism, in which, the student more than reading in order to understand, he or she decodes and the writing continues to be a group of abstract signs that do not "sound" well to him as they are truly pronounced. Consequently, spelling rules seem to be more complicated for the child because, they are imposed on something that he or she doesn't yet understand well.

There is no subsequent confusion when "Light" is applied, because first of all, the student learns how to identify the signs of the alphabet, the abstract, which becomes concrete in the his or her mind. Then, they join the sounds of each letter, by means of the first syllabic combinations, to form the first words whose spelling rules are explained to the child and he or she comes away knowing them. Thus, the cold and unconscious memorization of rules, before understanding them is eliminated.

## **Problems and Solutions in Current and Future Education in Chile**

We all know about the poor foundation in our educational system. Unfortunately, it's not a recent problem, but rather it has dragged on for decades. Only now, due to supposedly substantial improvements in the past decade because of reforms are there total solutions. When these reforms were evaluated recently, both locally and internationally, short or medium term solutions, which are efficient and effective, are not to be found.

One cause of poor results is due to poor teacher training, although our teacher trainers' performance is recognized internationally. The same occurs with their foreign counterparts throughout the western world, from whom our scientists gather data. Why then are there structural cracks in the reforms that are clearly not working -and I stress- for a long time, with different models which, despite preparation, require certain time periods in order to obtain results which should show signs and trends in order to know how well or how poorly we are following the beaten path. Unfortunately, the signs coming from our status are doubly worrying because the results themselves are depressing and also because of many governmental declarations of those who set and support policies that will turn around our pitiful level of today, like university norms, they do not appreciate amendments of structural approaches, but rather governmental justifications that are arguable and unacceptable as well as a dangerous pitfall of doing "more of the same" on behalf of many researchers, that is to say, insisting on proposing a group of measures that apparently go to the root of the matter but in the long run may turn out to be but a means of maintaining the blatant failures that are common in today's education. As a result, there are many opinions and there are "theorists" galore who provide "macro" solutions and orientation that are all well known but a necessary "mea culpa" is omitted by many researchers and teachers about the adoption and/or adaptation of trends and models and their methodological application that could lead us to a radical-structural solution of our educational system. From the results at hand, there is an evident lack of hands on experience in many of them which translates into shaky teaching methodologies in the first years of elementary school.

The general remedial situation that exists has become politicized on one hand and on the other it has gone off course and its objectives focused on concrete measures that refer not so much what has to be done, repeated by many to the point of absurdity, but rather emphasizing how to face certain subjects and measures and that is where a lack of concrete proposals and errant government party on the course of their alleged reform. In effect, from the government itself on down, an alarming defensive attitude can be observed and a lack of evident leadership as well. A

few representatives attribute the measly results to "the poor intellectual capital of Chilean homes" or to poverty which has been disproved by studies as well as local experiences in which poverty has been proven an influence, but it is not a determining factor, in regard to scores obtained by very low income students. And I stress MINEDUC's policy to improve test evaluation systems, which would seem to be a "failure evaluation culture". As for the rest, very little or almost nothing, regarding the transfer of concrete methodological guidelines to teachers. Representatives tell their spokespeople that one has to focus more on classroom activities as if that weren't being focused on for decades. There isn't a clear difference between what is urgent and what is important and how to face both criteria within a set time period.

Thanks to university norms, we have a clearer situation, by means of various diagnoses but their recommendations in general lack a creative focus, which would allow the current situation to be reverted. According to what has been published in the press lately, the fact that the reform is socially unjust given the reality of private and public schools must be emphasized, and it will be unjust, when the teachers of these schools are poorly paid, hardly motivated, and unprepared to do their daily job. But, even when we know that the factors that slow things down are varied and complex, the true core problem (something most experts have not emphasized) is in the application of teaching methods in the classroom, because there is a consensus that is practically generalized that the situation of bad results has nothing to do with a lack of resources. An example of this as well as a poor job in schools is that school textbooks are blamed for the quality of their content, but what should really be examined is the methodological focus of these books, which is the responsibility of teachers and researchers, more so than the government, who chooses well or poorly from various offers on the market. But from our perspective, the root of the problems in our education is the incorrect application of teaching models, systems, and methodologies in reading/writing. It all starts from there: we do not understand the texts, because our children, in general more than read (which implies understanding) spend their time and are only able to decode certain sentences, because of the current models in vogue. And especially our children (semiliterate adolescents and adults too) don't understand why they are taught to read and write improperly. The main problems vary and are mainly because the student doesn't learn to read well from the outset, because he or she doesn't learn phonetics, or the sounds of our alphabet, just as they are pronounced.

The French scientist Alfred Tomatis, suggested that the base of cognitive development is in being able to hear certain sounds. That explains the poor pronunciation and enunciation in our language. These signs are taught by their names and all traditional models used in this country teach reading by starting off with words, phrases, or even whole sentences and only then single out a letter from one of these words. After numerous exercises, the reading process becomes slow and tedious as well as complex for the student. Some students become dyslexic in the process and there are "automatic promotions" as well, which explain the pathetic comprehensive reading evaluations.

In general, reading is taught contrary to the postulates of science: from the complex (words, phrases) to the simple (letters) which explains the confusion when it comes to comprehension. There is an unnecessary expense in sending dyslexics to "special" schools and the time used waiting for results. The use of "linguistic" and "psycholinguistic" criteria and systems has been exaggerated and are partly to blame for low levels of comprehensive reading and responsible - when applied- for the growing number of dyslexic children who need to see, hear and learn the true sound of an isolated letter and not distinguish it from a "hodge-podge" of them. That is what confuses dyslexic children. In fact it "triggers" their dysfunction, which, if treated well, is temporary. There are also cases of "psycholinguistic trickery" which refers to immaturity diagnosed in pre-school aged children, which makes up a sample of how many children and their parents are confused by erroneous programs and practices. This bad starting point is comparable to bad planning, where everything is done "a posteriori". Everything will fail because the initial design is faulty. This also explains poor math scores because before children are to cope with numbers, they need to read and understand the instructions and laws that govern it. Writing is yet another disaster since there are no clear guidelines for handwriting. It is only a matter of observing our young adults and adolescents' mixture of printing and handwriting with no defined handwriting style.

Until children are taught to read correctly with new and efficient methodologies, any other efforts and actions will merely produce a "cosmetic" effect and any promotion of reading will have a low impact, if low comprehension and inference levels are maintained. These are factors that need to be addressed since the First Grade. Once these practices are corrected, and only then, we will experience education of tomorrow. As Morton Grosser (1994), MIT scientist, stated: it shouldn't consist of a technology injection but rather providing access to technology. We shouldn't introduce more and more things, we should "take away the barriers so that abilities may be discovered" and by teaching our children to think creatively, convinced that those who teach them, that what they read will be a base for new and solid knowledge.

## Testimonies

### ***The case of Patricio Jesus Castro Palominos (49), leatherworker and his wife, Mrs. Rosa Elvira Zúñiga Devia (36), housewife.***

Mr. "Duck" and Mrs. Rose, residents of Melipilla, Metropolitan Area, Chile were both illiterate and dyslexic, until the beginning of June, 2000. Both are Chileans, of normal behavior and reasoning. During years that it embraced his whole life, so far signal, a string of Teachers in different Schools, they tried in vain to teach them to read and they were given up as lost cases. For years, they were benefited by Literacy Programs, with teachers that went to their house, but to no avail; they still couldn't learn to read and to write. The last of those teachers, was an official of the Municipality of the Comuna of Melipilla. After six fruitless months, he stopped trying and during that time, before his frustration of not achieving results, his treatment of the couple was openly pejorative, because he didn't call them by name: he referred to them as "the dummies", especially, when referring to Mr. Patrick.

At the end of June, they left their illiteracy behind, after eight effective hours of classes, with two hours of instruction, each Tuesday and Thursday. After 34 classes with Alicia González O., they were already able to read newspapers and write words and short sentences.

Mr. "Duck" he remembers that, at the beginning he repeated three years, in six years that he passed through different Schools. With the time he assumed his illiteracy with resignation. He never forgets a cruel joke that his friends played on him when they sent him with a paper written to a hardware store of Melipilla whose owner was very mean. "Today I know what was written, he said: "give me a kilo of rubber nails", adds Mr. "Duck."

"To me, the truth had entered in the head that I would never learn how to read and my life was hindered a lot", adds Mr. Duck, "since I didn't understand any sign in the streets or on the buses and sometimes when it arrived in Santiago, I memorized where I had to go when shopping and I didn't take buses so I wouldn't get lost, instead I walked many blocks on foot.

When I met Mrs. Alicia (González), I didn't believe at the beginning that she could become trained and a neighbor had me convinced that if in a lifetime she had not learned anything, less I will become trained an age person, but at the end she convinced me that I was intelligent and she gave us some Spelling-books for both and my two children. To my surprise, in a short time I was reading my first words, with a bit of difficulty, but I understood the whole Spelling-book. After two weeks I began to write my first letters.

Today I can almost read all the signs and make out sentences of the newspapers which is something I had never done before. I am no longer afraid of taking a bus in Santiago. I know that I need more practice, but everything I read, I understand and my writing is better and all thanks to Mrs. Alicia's system. She changed our lives", Mr. Patrick concludes.

Mrs. Rose, the wife of Mr. "Duck", it was at the beginning the most enthusiastic and it demonstrated great interest in learning and it was the first one in beginning to read. Today, the same as her

couple, reads and she writes with ease, with quite uniform and proportionate handwriting. "I also went through several Schools in Santiago", she remembers Rose, "and here in Melipilla, they tried to teach us for years, but it was in vain. I sometimes lost hope, but always maintained the interest to learn to read.

When I met Mrs. Alicia., she immediately told me that we would learn. And in a short time I realized that their system is fantastic, because I began to read and shortly after, to write. She has a lot of patience, however we learned quickly with their system. The Spelling-book and some cards with the letters and their sounds are very easy of learning. When the sounds of the letters are already known, once you know the sounds you can read words. Imagine what I lost of my life for not having known it before. Today I am moved and feel a terrific sensation when reading some poetry from the Spelling-book and I also read in the newspapers. The beautiful thing is that I almost understand all that I read and Mrs. Alicia says that I have pretty handwriting. I know I need to practice more, but after a lot of time, an entire life! I already read and I write and I learned in a very short time."

Now I wonder who the dummy is.

***Testimony of Elisa Montecinos, of Cerro Navia Comuna, Santiago, Chile, mother of Felipe Pardo Montecinos who arrived to the fifteen years, to the room house, of Alicia González O., without knowing how to read and to write, in March of 1996.***

Their mother tells us that in 1987, her son was seven years old, where they practically expelled him him, according to the teacher in charge, due to problems of slow learning. For eight years, Felipe Pardo M., was sent to Special Schools, where he was mostly taught manual arts, without being able to learn to read.

In the year 1996, their mother responded to the public offer of 30 scholarships of the "Heinrich School", in Comuna of Ñuñoa, Santiago, Chile, to teach to read, but in light of the demand, she was sent by the teacher Annette González G. to Alicia González O. who instructed Felipe an hour a day the first week of individual classes and then, day for half, inside a total cycle of instruction of 45 days. In 30 days, Felipe began to read his first words.

Their mother says "I took to my son where Mrs. Alicia, without much hope, since eight years had passed and he had not learned how to read anything. She gave me his Spelling-book that I cherish to this day. And with that, to my surprise, my son, began to read, more or less after a month of classes and later he also began to write. At the beginning, Mrs. Alicia told me that my son had not learned how to read, because he was dyslexic, but that with her system he would learn.

With all that he learned in that time, I took to my son, to the Special School of Quillahue, in the Comuna of "Lo Prado", where they reinforced his reading and writing. Today he learned an occupation in that School and he reads and he writes without problems, but it was Mrs. Alicia, with their system that my son began to read and to write his first words."

**Testimony from multiple children and their Parents to the public offer of 30 scholarships of the "Heinrich School", 1996, in Commune of Ñuñoa, Santiago, Chile, to teach to read and to write to children with learning difficulties, during a cycle of one month.**

The text of a diploma, surrendered to the authorities of the School says: "To you, with affection, Heinrich School: Thank you, to give the opportunity to our children of to know and to learn how to read and to write, with the effective teaching method, called "Light System." Thank you, Annette González, for the disinterested dedication, with which surrendered to teach to these children, in so little time. Thank you, to Mrs. Carmen Escobar's help, Patricia Castro and Mr. Emilio Roa, to also be participants of the surprising achievements of our children's learning. With love and gratefulness, of the granted a scholarship students of the year 1996, with learning problems and reading-writing."



The names of all the participant children are accompanied.

**Myrna Ortiz Córdoba, Artist.**

I met Mrs. Alicia González, together with her daughter Annette, in 1992, in San Salvador, El Salvador, my country, when my son Edward who was her grandson, were both four years old. She visited the family, to meet, both, her grandson and nephew, meet me and be reunited with Nelson, her son and brother respectively. Nelson was waiting for that moment, according to what he had already told me, in order to maintain the family tradition. All of Mrs. Alicia's children and grandsons, had learned how to read at age four and in an incredibly short period of two weeks, something that I always questioned. And convinced that his mother would consent to teach Edward to read, the first day of her stay, Nelson asked her to do it, taking advantage of her two-week long visit. But, to his surprise, she didn't acquiesce, arguing that she came to rest. Instead, she took a book out of her suitcase that I immediately recognized as a Spelling-book. She approached me and told me: "Here, take this, teach him yourself." Then she went to the dining room table, while Nelson and I looked at each other without knowing what to say, and she took out a sheet of paper and began to write on both sides, something that said they were some basic instructions then she handed them to me, with a brief explanation, about how to teach Edward to read.

I listened to all this, taken aback, because I neither was nor am I a teacher and I had always thought that to teach reading, was something complicated, a slow process and exclusively for professionals specialized in the field. However, I listened to it with quite attentively and then, I forgot all about the issue, until both visitors returned to Chile.

After that period, Nelson, convinced of my initial incredulity and of my inability to teach our four year-old son to read, convinced of the many cases that he had seen in the past, of seeing Mrs. Alicia teach so many children, he insisted to me with the basic argument: "What do you have to lose with giving it a try?"

At that time, Edward was attending Pre-School at a school called "Children's", in San Salvador and taking advantage of his friendship with a partner, call "little July", with his mother's authorization, I decided to teach them both, following the instructions left by Mrs. Alicia.

After a week of teaching the children, an hour a day, I verified with total astonishment that both began reading their first words effortlessly and I spent the day wondering how I had been able to do something that seemed incredible. I was finally convinced of the effectiveness of the "Light." System. After a month, both children were already reading with more ease and they began writing without problems.

I remember that the "little July's" father, walked by nearby houses in his neighborhood, saying that his son was a genius, but I knew that my son as well as his friend were normal children that had learned at an early age and in a very short time, thanks to Mrs. Alicia's reading system and not because of anything else. Two months later, Nelson bought Edward a magazine "little Condor", which was very popular in Chile and several other countries and the best way to test how well he had learned how to read, was to listen to his laughs and the explanation that he gave us of those "jokes" that he read. This was proof of his degree of reading comprehension.

In 1998, by that time in Chile, I taught my daughter, Jennifer, to read on my own. Following the family tradition and to three months before she turned five, Nelson and I took her out of Kindergarten for a month, and after three weeks, she began reading. She could have learned in two, but because of her strong personality, so as not to force things, I preferred to extend the process by a week. The above-mentioned allowed my daughter to start the following school year, the First Grade already knowing how to read. She is presently in the Second Grade, and is six years old.

Now I know that learning to read doesn't have to be so slow and complicated and I am always so sorry me to see how many pains that learned professionals have taken, with so few results and not just in Chile.

This is why I'm telling you all of this, to share my successful experience with Mrs. Alicia's method which I find fantastic, because I tried it, as she says that a child alone, can learn to read at age four in a matter of days and the most gratifying thing is that a person of normal intelligence and with enough patience to deal with children, like me though I am not a teacher, can teach reading and writing without great complications and with good results, thanks to the "Light" System that at least for me, was so easy to understand and apply. It would allow for quicker advancement and so many reading problems to be solved that exist in Chile and the rest of countries of the Americas.

***Testimony of Nelson Olaf González, son of Alicia González O.***

All my siblings and I, four in total, learned to read when we were four years old. My parents said that we learned in about two weeks. These results are quite unbelievable for specialists in traditional systems in the field and for the most other people. I have proved it to them, since I have had the ability of reckoning, that is to say my whole life, from observing my mother with hundreds of children and to my two sisters.

I inherited my mother's good memory, and I distinctly recall with emotion the first word that I read in my life: "mom", which I understood almost immediately, I then stopped to look at my mother's smiling face, acknowledging that I had indeed read. To me, reading became at that time, in a game, because I read the advertisements and signs in the street, helped by the development to the formal and informal reading coming from my parents. Besides a considerable library at home, they never lacked newspapers, such as "The Mercury", "The Latest News", "The Last Hour" and have magazines like "For You", "The Kid", "The Peneca", "Okey", all those which those "we devoured" and we traded them with one another.

The fact that all my children and nephews learned with my mother at four years as well and in a time period that was amazingly short and similar proves that far from us her children and grandsons being "geniuses", it is the "Light" System and the form that one becomes trained to read and to write with it that facilitates learning in record time. However, our family and their respective descendants, with logical differences of aptitudes and habits, in general, we are people of normal intelligence, but with the comparative advantage of having previously cultivated reading and combined during that time the pleasure of practicing it systematically. Aside from my family and loved ones beings, the most what I value most is my personal library, due to the good habit of reading since I was little, before the "established" time. The above-mentioned, has facilitated me a lot, my professional work as a consultant in Chile and abroad.

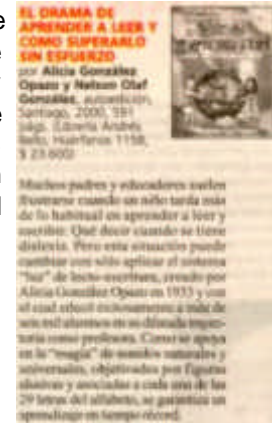
On a personal note, when writing the book with my mother that describes in detail the teaching methodology of "Light", I took it upon myself to investigate why this system is so effective and efficient, for children who currently do not have learning problems, as I did not. They are misnamed "normal". We learned without effort and in record time. The reason is simple: it is due to how reading is taught. First the letters of the alphabet, through the "magic" of the natural and universal sounds, objectified for figures associated to each letter of the alphabet, so that knowing those "ancestral" sounds, associated to each sign, these that are by nature human, abstract inventions, become concrete in the child's or adult's mind. On the other hand, those associated sounds and letters are all presented in a couple of lessons. From the author's experience, children pick them up very quickly. After those sounds are familiar, one begins to link them, to form the first words and sentences and thus those children or adults begin reading. It's that simple and effective...

I also took upon myself the additional task of explaining to myself why, the "Light" System, besides being so efficient for the segment of students, some without learning problems, was also efficient with those with some type of non-clinical retardation, or a certain dysfunction associated with dyslexia, since her author, affirms that the dyslexia, in children or adults diagnosed with that dysfunction, ceases to manifest itself during the short reading process that "Light." entails. And the answer is invariably the same: it is due to the factor of those "letters experienced" for natural sounds objectified for allusive figures, so that to the dyslexic, first they are introduced as isolated letters, so that he or she observes them and listens to their sounds repeatedly in his or her mind in rapid succession, until he or she identifies them and associates them, almost in the same time of learning that a child would take without the problems described.

Lastly, I can say with great satisfaction, seeing how Myrna, my wife and my smaller children's mother, has been able to teach without any complications or incidents whatsoever, two of our children of normal intelligence who have acquired the habit and pleasure of reading early, which facilitates that many parents in the future can help their children begin reading in advance and with a bigger general understanding and that, also, a legion of literacy crusaders in many Spanish speaking countries, it can achieve more and better results in a shorter time, given the great task of teaching a large group of illiterate, represented Latin America region by two digits.

## Comments of the written Press

In Supplement "Magazine of Books" of "The Mercury", December 23 the 2000: "Many parents and educators usually frustrate when a boy takes more than the habitual thing in learning how to read and to write. What to say when one has dyslexia. But this situation can change with alone to apply the system "light" of reading-writing, created by Alicia González Opazo in 1933 and with which educated successfully to more than six thousand students in her extensive teaching career. As she leans on in the "magic" of natural and universal sounds, objectified for allusive figures and associated to each one of the 29 letters of the alphabet, a learning is guaranteed in time record."



In Magazine "Ercilla", N° 3159, of March 19 at April 1° the 2001: "Considering the problem of functional illiteracy that affects a large part of Chileans, it could be a solution the "Light" system of reading-writing, already applied in more than six thousand students, according to their promoters. The author of the method, Teacher Alicia González Opazo, specialist in reading-writing and Nelson Olaf González, specialist in adult training, they have published the book The drama of learning how to read and how to overcome it effortlessly, in the one that explain the system, centered in the natural sounds and objectified by allusive figures and associated to each letter of the alphabet."



## Light v/s Traditional Systems

Marked differences exist between the traditional systems about teaching reading-writing and the "Light" system that, in terms of results, explain the effectiveness and the efficiency of the current model, versus the one that is presented here, as shown in the following table:

Traditional Models & Systems	Light System
<p>These systems start teaching words, phrases and even sentences, being obtained the letter that is wanted to teach in particular of a word that begins with a particular letter.</p>	<p>You begin teaching the letters of the alphabet, by identifying their sounds, just as we pronounce them. Once the letters are identified, words with full meaning are formed.</p>
<p>Within the framework the name of the letter is taught and not its real sound. On the contrary, regarding the "Light" strategy, the student never learns appropriately the real sounds of the alphabet, with that which his enunciation and pronunciation leave making increasingly faulty and he explains the current state of these characteristics in the Chilean media people.</p>	<p>Initially, the "Light" strategy never teaches the name of the letter, only its sound. Thus, it is a proper pronunciation and enunciation are acquired from the beginning and the abstract signs, become concrete, because if the student already knows the sound, it can identify the related sign. Only when the student already acquired the ability of the reading, can he or she be taught the name of the letters. This is generally recommended in Second Grade.</p>
<p>Those systems become trained keeping in mind how the boy thinks. The relationship figure-word is applied, to reinforce the identification and memorization of the word in question, and that then that allows to identify rationally, the first letter of the word to teach, for its name.</p>	<p>"Light" becomes trained thinking in how the student learns, how the child acquires new information more than how he thinks addressing intuitive-rational processes that initially prevail over purely rational ones and facilitate quick learning.</p>
<p>They become trained the letters one by one, with the help of extensive and tedious exercises, in a sequence that it explains the slowness and the process reader's complexity. Then, to a complicated design of the mentioned process, a quantity of exercises must be added that allows the student to a less motivation to learn gradually, that finishes privileging processes of memorization, instead of the understanding.</p>	<p>Letters and their corresponding sounds, are introduced to the student once and for all. First all the vowels and then, all the consonants, which causes an immediate and natural Teacher-student interaction to the formation of the first words and phrases with meaning, which explains the speed with which all types of students learn.</p>
<p>Students with learning problems, for example, dyslexia, relating to not clinical or pathological cases of mental retardation, in general, they still don't learn, after several years, being sent to special schools, assuming that they will no longer learn, for the concept that one has of that dysfunction and where the teaching of manual tasks and the variety of games are emphasized for those children.</p>	<p>In this case, all the students learn, even, those potentially dyslexics and those whose dysfunction you can perceive and clearly diagnose, which disappears during the reading process thanks to the fact that they learn how to recognize the sounds of the letters and to identify them solidly and unforgettably, which allows them to learn in a short time and be integrated to their classmates' learning pace.</p>

## Frequently Asked Questions

### ***Why does the student learn to read and write so quickly with the "Light" system?***

Because "Light" starts from the simple and progresses to the complex, isolating each individual letter for the student, by means of natural and experienced sounds that are in each human being within his or her ancestral memory. When applying the relationship sound-figure, according to the one of likeness, it is continued by analogy sequence, with the relationship sound-figure-letter, so that an abstract sign, becomes concrete in a short time in child or student's child or student. With this unforgettable base, the student learns quickly and effortlessly and never forgets what was learned. And this is the basis for learning syllables, words and later sentences with meaning. It is also prominent that in the onomatopoeic pack of cards showed with the system, first there are vowels and then, consonants are presented to the student. Due to their teaching simplicity, children learn them in a short time and are also etched in their long term memory.

### ***How effectively does dyslexia represent for the afflicted an "invisible blindness", of irreversible character that will accompany him or her for life?***

That exposed, is absolutely certain, within current relationship diagnosis-treatment and bound this statement, to the cases of dyslexia that more commonly are presented in the environment of the school-formal teaching. The current treatments, help in certain dexterity's in front of the reading-writing abilities, but they don't solve the main problem which would be that the dyslexia didn't show up during the process reader again and later to the end of the same one. Unfortunately, the present effective treatments, for their partial results that any system could be able to demonstrate, they cannot solve the described problem and they only make that it persists in the time, affecting in general, the quality of life of those who suffer that dysfunction.

On the other hand, based on the experience of countless cases, the author of "Light" it has verified that, in front of the treatment of the small or dyslexic adolescent, in general most of the teachers doesn't "lower themselves" to the child's level and they are not thoroughly analyzed the causes of their learning dysfunction. Countless testimonies of children and their Parents, reported that some teachers (in Chile), set them aside, instead of trying to make them advances, because, in their time of learning, they send them mostly to play or they teach them manual tasks, activities that don't deal with specific learning of reading and writing skills. It has also been detected that, in some cases associated with hyperactivity, in connection with children, some doctors prescribe them drugs so that those children settle down. These drugs and teachers' attitudes slow down their brain processes. Teachers should instead give the boys different work or simply ask them what they would like to do.

On the contrary, inside the perspective of "Light", after treating their author at hundred of cases -all successful ones - so much in the environment of the formal education, as no-formal, the dyslexia is not an irreversible dysfunction of the development of the brain, but perfectly recoverable brain dysfunction, in the short and medium term. For Alicia Gonzalez O., the detected dyslexic as such, inside the effective reading-writing education systems, simply, remain in that condition, because the current systems are not able to isolate the sound and the image associated to each letter. For her, that combination is enough and nothing else. That simple and effective it is the solution that outline for the dyslexia, corroborated in hundred of cases, for almost seven decades!

### ***Why is it sustained that the dyslexia is not manifested or does it disappear with the "Light" system?***

Because to the dyslexic students the letters of the alphabet are isolated, by means of natural and experienced sounds, through those which, the potential dyslexic, can listen to them for more time, that which allows them to see and to hear better. Letters, as well as their natural sounds, just as we

pronounce them. Also, if the child can understand the sounds and their isolated letters, when seeing the sign alone -not blended with others - he or she identifies it. He or she recognizes it more easily and in much less time. Thus the letter in their eyes, doesn't "dance around" anymore. The opposite occurs when the same sign is included or is inserted inside a word or sentence.

***Why do traditional reading systems of reading teaching favor the appearance of dyslexia and do they also increase temporary disability?***

Because those systems don't isolate the sound of each letter, but rather they obtain a word from it. Being a group of letters, for the potential dyslexic, he or she only sees a group of signs that he or she cannot identify or make out. Then, seeing a "blob (or melange) of letters", it confuses him or her; so "they dance" in his or her mind, and he or she is not able to make them out, and at that moment dyslexia appears, which is increased, in as someone insists on teaching him or her to read with general exercises or with those that obtain the letter of a word, phrase or sentence.

***Is it possible to adapt the system, besides its application to children, to adolescents and adults?***

Over decades, the system has had the same effectiveness and efficiency, so much different children, as well as adolescents and adults. Logically, it has been applied more with children in the Chilean school system, but it works equally as well with adult students, regardless of age, be they dyslexic or not.

Even, the creator of the system, has two successful cases, in two children with clinical mental retardation, who were patients of Dr. Sánchez, in the Arriarán Hospital, Santiago, Chile. In the late 60's, the children learned to read and write after a complete school year with Mrs. Alicia González O., as their teacher.

***Is it true that absolutely, all the students or participants taught individually or in groups of more than 40 members in school classroom, have learned in days or in few months, that is to say, there is no any registered school failure from 1933, applying "Light"?***

Since the early 30s, "Light" as a system, has never shown a school failure, either individually or in groups, with extremely crowded classrooms of up to more than 100 students per class, in amazingly short times, of 2 to 3 months. Even diagnosed and potential dyslexics being taught by with the system never whether or not they were. The system also adapts to adolescents and adults.

***Why is it that very few people like to read in Chile in school? And why are reading habits not very ingrained?***

Among other factors, because the process of learning of the reading, with the current traditional systems, is slow, tedious and tortuous for the child. It is not in fact a pleasant process for the student and it requires a lot of effort on his part. Also, during the process, several dyslexics' dysfunction is brought on by this type of reading model. These systems in general, draw out and complicate the process reader with hundreds of complicating exercises. Thus, the students to which those systems are applied receive diverse methodological alternatives that make reading tedious. This implies a significant amount of time consumed. Especially in the reading mechanism acquisition stage. This implies the application of an educational system that taxes the student. At the end of this process, the student will have made a great effort and will have lost interest which will definitely affect his or her future reading habits because the child will focus on decoding words or sentences instead of grasping the main idea. On the other hand, the sounds just as they are pronounced are not taught properly to the Chilean student, affecting with time the way they speak and enunciate, which is notoriously poor.

***In short: what advantages does the "Light" system have as compared to other established systems?***

Proven successfully with children's thousands, during 70 years, "Light" assures 100% learning in reading and writing skills, without and extra effort, in a very short time. The information is not forgotten. This is the first system that has quickly overcome dyslexia allowing dyslexics to learn along with their peers. "Light's" anti-dyslexia properties, and as a system is a one of a kind worldwide.

## The Light System Book

The reading and writing skills book that discusses the "Light" System in depth: "**The drama of reading learning and how overcoming it effortlessly**", it is made up of 14 Chapters, with an Index with a brief description.



- In the **Introduction** (I), the existent general problem is exposed with the current reading-writing systems, reflected in debatable results and its rising sequence, at the same time that the new "Light" System is presented.
- Chapter II, deals with, in summarized form, **a personal biography of the author**, the circumstances his arrival to the teaching field, the search of an ideal system of reading that could be good for a wide spectrum of students and his happy discovery and invention.
- Chapter III discusses a brief **bibliographical revision about the tendencies and contemporary pedagogical models in reading and writing skills**, to be contrasted in the sub-following chapter (V), with the "Light" system, by means of an **analysis of the mentioned revision**, being reached to key conclusions and understandings, regarding the relative **results obtained with the different current systems being explained and those that amazingly have been obtained with "Light"**.
- In Chapter IV, the fundamentals of the "Light" System are given and explain their tremendous effectiveness, on the basis of the good results that "Light" has obtained over time with thousands of students.
- Chapter VI, with regard to **dyslexia**, one of their author's most important discoveries is presented: **why dyslexia does not manifest itself with that system and how it disappears in those cases of diagnosed dyslexics**, being explained in opposition why that dysfunction is practically "triggered" and increased with current traditional reading systems.
- And since the above-mentioned is difficult to believe, as well as the group of surprising characteristics of "Light", in the following chapter (VII) the topic of **Incredulity** that one might experience is analyzed.
- The next chapter (VIII), talks about "in extensive" the **Methodology of the Light System**, in which the system is explained step by step, and showing how to teach it and to apply it, within 18 learning units that include 60 diverse exercises, enriched by hundreds of drawings whose visual impact facilitates learning reading and writing skills.
- In chapter IX a novel and effective application is shown: **The Light System for numbers**, based on simple, but effective associations of likeness, through allusive figures and related signs.
- It is continued in chapter X with an enumeration of the **Advantages of Light System** and in the XI one, with a brief analysis of **the effect of computers and multimedia on reading and writing skills**.
- The final chapters, are centered in **Topics of Reflection** (XII) that maintain full validity, as for problems, projects and general and specific projections that affect Chilean education and that of other latitudes, to arrive to a final summary in **Conclusions** (XIII) and a listing of **bibliographical review** in the last chapter.

	Chile	Foreign	<b>Availability:</b> Inmediata. Hardcover - 591 páginas Isbn: 956-288-711-1. Size (cm): 21.5 x 27.5 x 3
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## The Author

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### Alicia González Opazo

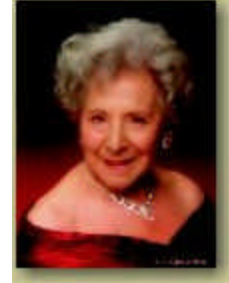
Mrs. Alicia Gonzalez Opazo, Chilean, graduated as an Elementary School Teacher in 1924 from Concepción Normal School, in Concepción, Chile, South America.

In the year 1933 she attended the yearlong School Models' Course in the Normal School "Jose Abelardo Núñez" (Santiago of Chile, South America). During her professional career she received took various refresher courses of improvement, regarding prevailing reading-writing systems of the 30s and 40s.

Between 1929 and 1930, she started working on the "Light" System of reading-writing and its systematic application from 1933 to date.

With the application of her system, especially in children with school failures (repeating a year or more) and dyslexics, the author has a personal registration, difficult to equal, dear of more than 3.300 students that, in her entirety, they have learned reading and writing abilities.

Her extensive experience in the field of the reading and writing, is demonstrated in her professional career of more than 70 years, 41 of which she spent teaching First Grade. It can be safely said that her experience makes her a veritable authority on teaching reading and writing skills as well as how to overcome dyslexia, in terms of results and periods of acquisition of these abilities.



### Nelson Olaf González

Mr. Nelson Olaf Gonzalez, is a Chilean Agricultural Engineer as well as an Environmental Audit, under ISO 14.000 Standards, in the fields of Training, and internal and external communication.

He attended post-grade Adult Training Courses, and he exhibit a solid experience in Program design and teaching Training Courses in the areas of Irrigation Engineering and Irrigation Systems & Drainage, Conservation of Natural Resources, Environmental Management, and Evaluation of Environmental Impacts, Environmental Information Systems, Managerial Creativity, Mass Communication, Campaigns of Image and Programs of specific Training.



Awarded by the Interamerican Press Award (1993) by the Interamerican Institute of Agricultural Cooperation of the Organization of American States, in San Salvador, El Salvador, C.A..

He speaks English and French, as well as Spanish, his native language.

Under direct supervision of Alicia Gonzalez O., Mr. González wrote, analyzed and edited the entire book. He has a gift for writing (as technical and creative writer), as can be demonstrated by numerous technical publications and its professional formation and experience, in charge of several Courses, related to adult education, organization of Seminars, Courses and Conferences of instruction. He has over 25 years of experience in the "Light" System. He has applied the system to more than 10 peasants, in Chile as well as in El Salvador, C.A.

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