

The Easiest Language
proven by
scientific studies
and usage.

By professor
Wesley E Arnold MA

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This book may be freely copied and circulated.

I give it free to the world in hopes of saving lives because there are thousands of lives lost and much suffering due to language misunderstanding.

If you ask many people and even look at many web sites you will get many different answers almost none of which are based on research.

This report is based on real research by scientists and even includes results of a masters degree thesis and beginning doctoral dissertation which was an empirical (scientifically provable) study on what would be the easiest language to learn for all peoples of the world.

The easiest language would be easier to learn than all other languages. It would not have hundreds of irregular verbs or thousands of ambiguous words. It would not have thousands of idioms that are expressions that even if you know all of the words the meaning is different and has to be memorized. It would have words that are pronounced as spelled and spelled as pronounced. The pronunciation would be simplified. All verbs would follow a regular form. Its grammar would not be full of exceptions. The easiest language would not force you to memorize thousands of endings and or genders. It would have a lot of words that you would recognize. There would have to be books about it and literature available.

It would have to have been a proven language used by all ages and professional persons.

This report will not tell you what you want to hear but rather just give you the facts. There are no politics here nor national favoritism just scientific facts.

And the answer you will see will be a win win for everyone.

Now we are speaking below of the average learner with average learning abilities. There are a few gifted people who can pick up new languages as adults much quicker than the rest of us. Note children achieve fluency in 8 or so years while their minds are fresh and not fixed to set language patterns. That is over 70,000 hours. Adults usually require longer times than children.

Well the easiest language is not Latin, Greek or any of the ancient languages because they all have exceedingly difficult verb forms and obsolete difficult grammar.

How about French. Well you have to learn about 85 verb forms and endings and you must learn genders for each noun. Many schools teach French and the vast majority of students even after several years of classes are laughed at and find it exceedingly difficult to speak it in France. After years of study they can't understand much and can't speak it. So it is certainly not a language that is easily learned. Recent research shows about 40,000 hours of study and practice for fluency. This translates into many years of study for most people. Many people have studied French for ten years and are still laughed at in France.

What about German. It has some words like English. But you have to memorize genders of every noun. You have to memorize hundreds of weird grammatical endings. There are some irregular verb forms but not as difficult as French or Latin. At least the pronunciation is simple and fairly easy to learn. But that does not make it an easy language to learn. Thousands of hours of memorization and practice are required for fluency. Takes at least several years of study and practice for fluency for most people. I know as an American English speaker I lived in Germany for 3 years but even after 3 years my German was often laughed at by the Germans.

OK teachers favorite choice for the easiest language in the US is Spanish. Pronunciation not difficult even if it is a little strange. But how you learn the pronunciation will determine your understanding and understandability depending on which country you are in. The Spanish you learn in school stands a big chance of not being the Spanish you will be forced to try to understand later. But oh dear those hundreds of genders have to be memorized. And the verb forms are a big hassle. Some words are like English but not that many to be a big help. And there are other irregularities. So teachers often say Spanish is the easiest language for Americans to learn.

But then if that is true why can't most students speak and understand it after four years of classes in it? And also the dialect you learn in school is not the standard dialect in many countries which means even if you become fluent in that dialect you will have great difficulty understanding and be understood in many other Spanish speaking countries.

And when they visit Spain many report being almost totally lost in understanding and fluency. Many people have studied Spanish for years and still aren't fluent in it. Many people having studied it for years still feel lost in real life conversational settings. So therefore Spanish fails the test for the easiest language.

What about English. All of us native English speakers find it the easiest for us because we learned it to fluency as a child. Of course this is true. But the Chinese, Russian, Eskimo or Hungarian all feel their language is the easiest for them. Alute and Hungarian are noted for being particularly difficult. English grammar as grammar goes is surprisingly easy compared to other languages. But think back did you find English grammar easy. English has 1400 grammar rules with hundreds of exceptions. The problem isn't the grammar it is the thousands of exceptions. Is there a rule without an exception? English is the largest language with over one million words and the most widespread. It is one of the "easier languages", **although it is about 100 times as difficult as the easiest language.** But English suffers some major problems: It holds the record for the most words not spelled as spoken (estimated to be over 500,000). Over half of its words are not spelled as pronounced. It has the worst spelling in the world. It holds the record for the most irregular verbs 283 (Guinness 147).

It has over 8,000 idioms. It has hundreds of words that present continuing problems even to native speakers. An idiom is a group of words which even if you know the meaning of every word the meaning is different and you still have to memorize the different meaning. English has a huge amount of slang and jargon which adds extra burden to learners. Many phrases in English are often idiomatic and have to be memorized.

It has the most ambiguous vocabulary of all languages. The word "set" for example has 58 noun uses and 126 verb uses. The English word 'inebriated' has 2,241 synonyms. The English word 'isosceles' has 259 spellings and 'cushion' has about 400 spellings (McFarlan, 1990 p 144). That is that many words have many meanings many of them conflicting or uncertain. Many words are not logical and similar words sometimes have opposite meanings. When one adds up all of these factors there is a tremendous amount of memorization work.

It has words that are too long for common use such as the English word praetertranssubstantiationally (37 letters). The longest real word is floccipaucinihilipilification (from the Oxford English Dictionary) 29 letters (McFarlan, 1990, 144-146). The English vocabulary contains 490,000 words plus 300,000 technical terms the most of any language. "but it is doubtful in any individual uses more than 60,000; The membership in the International Society for Philosophical Enquiry (no admission for IQ's below 148 have an average vocabulary of 36,250; Shakespeare employed a vocabulary of c. 33,000 words (Guinness) English has the most duplicate words. There are hundreds of exceptions to the over 1,400 grammar rules (Houghton-Mifflin).

The Barron's Educational Series on languages lists well over 1001 extra facts that need to be memorized in English. Charles Berlitz states that the average speaker uses about 2,800 different English words daily. The Sunday newspaper has about 25,000 words. He states that well read speakers can recognize 25,000-50,000 words (Berlitz, 1982, 137). Charles Berlitz also states that English has a vocabulary more than twice the size of any other language and the next in size is German (1982, 311). Mario Pei states that every (national) language is "laden with idioms" (1949, 144). Charles Berlitz states that one of the big disadvantages of English is its "nonphonetic spelling. One splendid example is the phrase 'though a rough cough and hiccough plough me through'--in which -ough is pronounced six different ways" (1982, 314).

English has many difficulties and often takes average people over 10 years to master the speaking and writing. Many students of English, even after many years of study, still make many grammatical errors in speaking and cannot write a business letter.

Enough of speculation. The research shows that there is one language that is clearly easier to learn than all other languages in the world. Below is a research chart showing language difficulty levels for the

world's biggest languages based on many factors including how much memorization has to be done. The easiest language can be learned in 1/10 to ¼ the time than it takes to learn English and other languages.

The easiest language is most often self taught by learners around the world and is virtually unknown to most Americans.

The average person can learn the complete past present and future of every verb in this language in 2 minutes.

The grammar has 16 rules with no exceptions.

The language was scientifically designed and then thoroughly refined for 150 years and proven most efficient for all communication both everyday and business.

Every verb is completely regular.

All words are pronounced as spelled and spelled as pronounced.

There nearly no idioms.

The plurals are all regular.

The vocabulary is made of international words common to many languages.

English speakers can recognize 60-70% of the words.

The easiest language uses a few easy to learn prefixes and suffixes that cut out the need to memorize thousands of words. The prefix "mal" for example as in malpractice changes most any word into the opposite meaning. This saves the student thousands of hours of memorization work.

words are formed logically in a planned manner not irregularly as in other languages. This saves the student (lets say a business person) 100s of hours of time.

All nouns end in o, All adjectives in a, all adverbs in e

This language has extremely flexible wording.

In fact one can say things in this language that one sometimes cannot say in other languages.

This language is already being used in over 100 countries and on the Internet.

But there are many people who don't want you to know about it that have their own agendas.

So what is the name of the easiest language according to scientific studies and practical tests for over 150 years. It started as Lingvo Internacia (International Language) Because it uses many words of English and other common languages it is often called International Vocabulary.

Esperance is a rare English word for Hope. The creator of the language expressed the hope that it would allow all nationalities and nations to understand each other quickly and efficiently without forcing them to learn each others languages which takes too many years and to promote brotherhood among all persons so the medical Doctor who scientifically designed this easiest language signed his name as Dr Esperanto. (meaning one who hopes in a better future with human understanding) So the easiest language came to be nicknamed Esperanto. It is now spoken by at least two million people in over 100 countries. And it has been proven for 150 years to be a fully competent useful practical language suitable for all uses.

Additional features

Most **cost efficient solution** to communication between languages.

Most **time efficient solution** to communication between over 1000 languages.

Most of the necessary grammar can be learned in a few days and has no exceptions.

Some groups can be communicating directly in a month.

Scientifically planned for inter-language communication the vocabulary for 80-90 percent understanding can be learned in as little as a month. 300-999 international word roots provide 80-99 percent understanding without years of memorization. A free dictionary provides for any additional

words and **eliminates years of study.** [\[1\]](#)

Does not replace anyone's language!

Companies can save thousands of dollars in training costs.

Helps people learn English.

SAMPLE. La inteligenta persono lernas. Internacia lingvo estas la moderna, kultura lingvo por la tuta mondo. Simpla, fleksebla, ghi estas la praktika solvo de la problemo de internacia interkompreno & meritas vian konsideron. (The intelligent person learns. International language is the modern, cultural language for the whole world. Simple, flexible, it is the practical solution of the problem of inter-national mutual understanding & merits your consideration.)

Because this vocabulary builds words by combination and by adding prefixes and suffixes, thousands of words can be created without having to memorize them in advance.

Scientific studies show that a basic vocabulary of about 850 word roots is equal to over 6000 English words and easily forms over 50,000 practical meanings, providing 85-99% understanding. This cannot be done with English, as English requires over 6000 words to cover 90% understanding because of its irregular word formation and ambiguity. [\[i\]](#)

[\[i\]](#) Arnold, Wesley. Important Language Research p 10. Tisljar (1980). Frekvencmorfemaro De Parolata Esperanto. Zagreb: Internacia Kultura Servo.

This is not meant to replace any language rather **it is:**

The quickest way to interlanguage communication between speakers of different languages without resorting to expensive and mistake prone translators and WITHOUT SPENDING THE MANY YEARS IT TAKES TO LEARN ENGLISH OR OTHER LANGUAGES.

Companies can save thousands of dollars in translating and/or training costs by using a basic international vocabulary based on high utility words (50% English). Example: A company needs to use several workers on a project who do not understand each other's languages. Rather than spending several years to learn each other's language or hire expensive translators, better to send them, in advance learning materials for international vocabulary. Then get them together for a few weeks to practice using it together, using a teacher. This group could be up and communicating directly with each other in a month. [\[i\]](#)

This offers **THE MOST TIME EFFICIENT AND COST EFFICIENT SOLUTION** to the problem of communication between languages. **Business can be conducted directly and privately without expensive translators.**

Most people do not have time to learn other languages and most non-English speakers do not have the years it takes to learn English. (No matter how much we want them to)

But International Vocabulary can be learned according to scientific tests in one quarter the time as any other language. [\[ii\]](#)

We could save millions of dollars a year

if the UN was told to use International Vocabulary instead of that expensive translation into six languages. (Nearly all of that translation goes into the trash within a few weeks.) Millions of dollars are wasted on translation to multiple languages. Everyone wants speeches to be translated and printed into their languages and they want us to pay for it.

Every human should be able to communicate with every other human especially in emergencies. Humans need to understand each other. This vocabulary makes possible for humans to be able to understand each other without years of study.

Currently it is being used in over 90 countries and has over two million speakers worldwide. Many have email addresses and are willing to help. It has been fully tested and used by professionals, and individuals with success. There are several worldwide publications using it. Books and international magazines are available in many countries.

WHY IT IS NOT MEANT TO REPLACE OTHER LANGUAGES

This inter-language vocabulary is for use between speakers of different languages. People who have a common native language such as English should go on using it. Learning this vocabulary helps one learn words from many languages. International Vocabulary should be learned by those who might have to communicate with someone who does not understand English. If some people in each community did this around the world this would open up a communication channel all around the world and the terrible language problem would be solved.

Esperanto is the world's most modern and easiest to learn language. By scientific design the grammar has 16 basic rules. There are no exceptions or irregularities. It holds the world's record (Guinness 147). This eliminates hundreds of pages of grammar and the hundreds of hours needed to master them in all other languages. The present, past and future tenses of all verbs in the language can be learned in one minute. No other language even comes close to that. Eastern people find it five times easier to learn than English. By using word endings, prefixes, and suffixes, the vocabulary has been simplified so it is one fifth the size of most languages, and this has been accomplished without any loss of meaning. **Even the 42 member French Academy of Sciences stated that Esperanto was "a masterpiece of logic and simplicity"** and should be introduced into the teaching of science, used as the official language of international conferences, and used in scientific publications (Janton 83).

In talking to many people particularly Americans, it is discovered that **most will not commit to learning a language, but many consent to learning a vocabulary of international words.**

LEARNING TIME

The famous educational psychologist Edward L. Thorndike directed a study that focused on issues as learn ability and propaedeutic effects of Esperanto study and found that **"An average college senior or graduate in twenty hours of study will be able to understand printed and spoken Esperanto better than he understands French or German or Italian or Spanish after a hundred hours of study"** (6). The report makes an even stronger claim: "On the whole, with expenditures of from ten to a hundred hours, the achievement in the synthetic language [Esperanto] will probably be from five to fifteen times that in a natural language, according to the difficulty of the latter" (7). The report also found that studying Esperanto first gave students a framework which helped them learn other languages (Thorndike 6).

In Edward Symoens's book *The Socio, Political, Educational and Cultural Roots of Esperanto* on page

25, Professor Helmar Frank stated it took 1500 hours of study on English, 1800 on French and only 60 on Esperanto and he found that he was still at a loss for writing a paper in English and French. Professor Frank found that 1500 hours of instruction are needed for a French child to reach the baccalaureate level in English but that only 150 hours are sufficient for the same competence in Esperanto (Janton 123). "This conclusion agrees with the findings of other experiments. All of them reinforce not only that Esperanto can be learned with relative ease, regardless of the student's linguistic background, but also that Esperanto helps students to learn their own languages and other foreign languages better, and increases their motivation to learn about other countries" (Janton 123).

Former UN translator and language expert Claude Piron states that only 32 hours is necessary to learn basic Esperanto. He states that one year of Esperanto study gives the same level as the highest level of university study. (It is so easy that most people learn it on their own.) He states that only 10 minutes a day for 190 days which is one school year is sufficient to learn a basic Esperanto (Piron 319).

Tibor Sekelj said that enough Esperanto can be learned for general reading knowledge in a few months to a year (Eichholz 393).

"Controlled experiments show that because of its logical structure, phonemic spelling, and regular grammar [Esperanto] can be learned to a given criterion of performance in from 1/20 to 1/5 the time needed for the learning of a typical national language" (Hoffman, 1992 601).

David Richardson stated "Thousands set out to teach themselves a foreign language few actually succeed, but for the vast majority the task is to great. By contrast a substantial proportion of the Esperanto speakers, world-wide, have learned the language on their own, often from a book. "Students in high school & college generally learn Esperanto in a remarkably shorter time" than they would have spent studying a foreign national language (Richardson 29).

Esperanto is the only international language in which fluency is acquired readily by peoples outside of the Indo-European language area (Eichholz 229).

Esperanto is one of the most expressive languages in world some people learn it in a few days (Richardson, 1988 20). Richardson quotes Pierre Janton, L'Esperanto, Que Sais-Je Paris: Presses Universitaires de France, [no date] "Recent experiments in some English schools have shown that the average student there can learn as much Esperanto in six months as he can learn French in four years." He goes on "The comparison seems to be even more striking for Asians, who have a great deal of difficulty learning Western languages" (Richardson, 1988 20).

Former UN Translator and renown linguist Claude Piron states that it is extremely difficult to master a foreign language. In spite of 40,000 hours spent with English, he, a professional translator feels that he has attained only 78 percent proficiency. But in Esperanto, he attained 100 percent proficiency in significantly less time. He states that at the UN, often people who have studied English for years speak it so poorly, that sometimes even the translators cannot understand them. Sometimes they just make up parallel speech. There are many mistranslations in the direct translation of speech as well as in the written translations printed by the UN. He estimates that it takes about 12,000 hours to become fluent in a foreign language such as English but even 40,000 hours will not serve to place the foreigner on an equal footing with the native speaker. He mentions that English is a "briar patch of unclear expressions." He gives an example of students who had studied English for six years yet were unable to understand a simple phrase from an American magazine. The phrase was "done in". He states that English is very hard to pronounce and to understand from listening as there are many vowels which sound like one vowel to most foreign ears and he gives examples. Piron states this difficulty of understanding spoken English has contributed to airplane crashes because the pilot could not understand the English coming from the tower. In spite of the clarity compared with Italian, English was selected to be the language of international aviation. He states that not a few people have died

because of this unfortunate use of English. He states English is unsuitable not only because of the above but also due to its illogical spelling. He reveals that the American Heritage Dictionary gives eleven ways of spelling the sounds *sh* and *ee*. **More than forty sounds in English have from between two and eleven ways in which they are spelled** (Piron).

A look at any large English Dictionary will show that the forty four (note the spelling of four and forty) have 232 ways of being spelled and are highly irregular.

There are thousands of English words whose spelling must be memorized because they do not necessarily correspond to their sound. This places a burden of hundreds of hours of memorization time on those striving to learn English. There are millions of native English speakers, indeed the majority, who after 13 years of school cannot even type a page without misspelling words because of antiquated English spelling. English spelling rules have so many exceptions that it is unclear why they bother to call them rules. Indeed are there any English spelling rules without exceptions. Since English has over a million words, and since there are no valid spelling rules, the learner of English must memorize the spelling of every word to be sure it is spelled correctly.

Professor Bruce Sherwood reported that Japanese speakers claim to find Esperanto "five to ten times easier to master than English" (Sherwood, 1981, 2). "French linguist Pierre Janton tells of Japanese students who, after some eight years study of French, could speak it only with difficulty, whereas they spoke fluent Esperanto after two to three years. (Richardson, 1988, 118). English as a Second Language teachers find that average people may take over 10 years to master the speaking and writing of English. Many students of English even after many years of study still make many grammatical errors in speaking and cannot write a business letter.

The massive failure of English teaching in communist China is verified in an article in the *Teachers of English to Speakers of Other Languages Journal*. In an article entitled *The dilemma of English Language Instruction in the People's Republic of China* by Keith P. Campbell and Zhao Yong it states that China has created foreign language institutes where following six years of secondary school English instruction students study English 16-18 hours per week for 2-4 more years. "Unfortunately, **even the most diligent students with the most responsible teachers often cannot communicate effectively with the target population after 10 years of studying English**"

ESPERANTO IN SCHOOLS

Renowned educational psychologist Edward L. Thorndike found that **one year of Esperanto instruction at the college level equaled four years of instruction at that level in French or German. In a study at Columbia Teachers College.** (Eichholz 449) (Thorndike), experiments sponsored by UNESCO (1973-1976) with around 1000 school children from various European countries confirmed Thorndike's finding (Janton 123).

A twenty-five year study at the Denton Grammar School of the propaedeutic effects of Esperanto study included a four year study by Sheffield University. These studies showed that Esperanto study had a positive effect on further language study. Less academically able students in particular benefitted from initial Esperanto instruction (Williams and Halloran).

There were two "five-country" experiments the first from 1971-1974 the second from 1975-1977. Nearly 1000 students from 32 schools were taught Esperanto as their first foreign language. The findings were: that in a classroom setting students are likely to learn more Esperanto than they would a national/ethnic language over the same time period; That Esperanto can be successfully taught in the classroom setting in ways comparable to the teaching of other languages; that the claims of the ease and speed of learning Esperanto were strongly supported [Fantini].

In comparison to the German control groups the studies showed that

"Children learning Esperanto were able to learn more in two years than other children learning English in three or four years. . . the Esperanto groups would require a total of 2.5 years to obtain 100 percent

mastery of the material presented in this test, whereas the English groups would require 5.3 years to achieve a corresponding result (Maxwell, 1988: 58).

Doctors Fantini and Reagan add “This is especially impressive when one takes into account the fact that the Esperanto group were three to four years younger than the English group -- thus, the Esperanto students are learning more, faster, and at an earlier age” (32).

In the elementary grades, pupils soon find themselves putting the language to practical use. Doris Vallon, reporting on fourth, fifth and sixth grade classes in some California schools, noted that some of the brighter children were writing Haiku and Cinquain poems in Esperanto after only five weeks, and performing puppet shows and skits. Ms. Vallon's fourth grade class. "**learned enough Esperanto in one and a half school years to correspond with classes in ten countries.**" [remember this was only after a few minutes a day of instruction] (Vallon, 1968, 8013). This could have been 100 countries as once they know enough to correspond they can write to any other person knowing the basics of the language in over 100 countries. Vallon goes on: They wrote one another about family, school, hobbies, music. They learned to read folk tales in Esperanto from many countries . . . They developed poise (talking with) Esperanto speaking visitors from many lands. . . . We were overwhelmed by the natural understanding they showed of pupils in other lands. The fact that they and their friends abroad had each come half way toward understanding by learning a common tongue seemed to remove the insidious distinction between 'native' and 'foreign' that might have arisen if neither group had been using the language of the other. The children took a new, heightened, personal interest in geography, a subject that previously meant little to them (Vallon, 1968 in Richardson 1988).

Another teacher noticed that elementary students became much more motivated to learn about other countries and peoples when shown letters from real people in other countries they could actually write letters to.

RESULTS OF RESEARCH

The **results of research** into the suitability and difficulty of languages were astounding. It should be noted that **one language scored so much above all of the others that it stood out scientifically and empirically as the easiest and best.**

No other language, not even English, is even close to it. The questions used in the study provide an empirically verifiable level of difficulty showing how difficult a language is to learn. **The language easiest to learn and use was basic Esperanto** (A SCIENTIFICALLY DEVELOPED VOCABULARY OF HIGHEST UTILITY WORDS using international words, 70 percent English) which tested out at only 1224 memorization units. The full International Language (also known as Esperanto) tested out at 12,000 memorization units for average adult understanding. The next closest candidates were Malay with 40,000; Burmese with 64,000; and English with 122,520. The Average difficulty of languages evaluated was 201,000 memorization units. That means that the average language was about 200 times as difficult as the easiest. The most difficult languages had over 1000 times more memorizations than the most efficient. The figure in the middle is the number of memorization units needed for 90-100 percent understanding.

Name	Suitability	Difficulty	Number of Countries	
(higher is better)	(Lower is better)		with pen pals	
basic Esperanto	92		1,224.	116
Esperanto	92	12,000.	116	
English	32		122,520.	50
Albanian	7	947,000.	1	
Arabic	16	338,000.	16	

Basque	8		778,000.	2
Bengali	10		231,000.	4
Bohemian Czech	12	1,558,000.	1	
Bulgarian	7	588,000.	5	
Burmese	9	66,000.	1	
Byelorussian	8	796,000.	2	
Cantonese	24	605,000.	2	
Chinese	24		605,000.	5
Czech	12	1,558,000.	1	
Danish	8	260,000.	3	
Dutch	9	490,000.	3	
Estonian	11	299,000.	3	
Finnish	13		951,000.	2
French	17	1,243,000.	40	
German	24		573,000.	12
Gouyu	24	605,000.	1	
Greek	11	1,830,000.	4	
Hindi	12	142,000.	6	
Hindustani	12	142,000.	6	
Hungarian	8	734,000.	3	
Icelandic	10	1,249,000.	1	
Irish	8		924,000.	1
Italian	11	451,000.	8	
Japanese	9	1,557,000.	3	
Korean	11		4,042,000.	5
Latin	12	1,139,000.	0	
Lithuanian	6	1,133,000.	3	
Luxemburgian	16	573,000.	1	
Malay	15	40,000.	6	
Mandarin	24	605,000.	5	
Old Bulgarian	7	1,847,000.	5	
Persian	9	582,000.	2	
Polish	11	647,000.	3	
Portuguese	12	464,000.	3	

Rumanian	6	1,472,000.	3
Russian	18		902,000. 15
Serbian	6		880,000. 4
Siamese	2		62,000. 1
Slavonic	6	1,883,000.	1
Slovak	6	550,000.	5
Slovene	7		526,000. 2
Sorbian	7		1,462,000. 1
Spanish	20		897,000. 20
Swedish	8		157,000. 3
Ukrainian	7	736,000.	3
Urdu	12	142,000.	3
Welsh	5	854,000.	1
Wu	24	605,000.	1

Languages not shown had a suitability score of four or less or information was unavailable.

Fluency in English requires nearly ten times the memorization facts required for Esperanto. This makes Esperanto from 3.3 to 300 times easier to learn than other languages and 10 times easier to learn than English. For English speakers it is even easier because 60-70 percent of Esperanto vocabulary is similar to an English word with a similar meaning. How does this compare with other researchers? Per Thorndike, Esperanto is four times easier. Per Sherwood, five to ten times easier. Per The California Esperanto Education Commission, five times easier. Per The World Almanac, five to twenty times easier. Per Janton, eight times easier than French.

There is more research on this topic. There is a small book of additional research that was done for a masters thesis entitled International Language Research. Full title is The University Research Behind International Vocabulary Quick by Wesley E Arnold MA. This book is available free online from several sources.

HOW TO LEARN IT.

A short recommended learning book named International Vocabulary Quick has been scientifically created that helps people by teaching the most used words first. You can be fluent in this language in 1/10 the time of any other language in the world. Actually it is considered Part Two of The Easiest Language. It is International Vocabulary Quick by professor Wesley Arnold. This is a free quick, short learning self tutor text booklet with two way dictionary you can see online or print. There are also many other learning tools online. For lot's more information just do a search on Esperanto.

For more info and great learning courses see <http://en.lernu.net/> and <http://esperanto-usa.org/en> and http://www.esperanto.net/info/index_en.html

[i] Piron, Claude. (1994). Le defi des langues. Paris: Editions l'Harmattan.

[ii] Thorndike, E. (1933). Institute of Educational Research Language Learning Report. New York: Teachers College Columbia University. Arnold see above. Sherwood, B. (1981). Studies in Language Learning. 3. p. 145-155.

World Almanac. Janton, Pierre. (1993). Esperanto Language, literature, and Community. Albany: State University of New York Press.

[1] See references to scientific studies Thorndyke, Arnold, et al page 43.