

*A collection of information and links to websites
concerning
Early Language Learning*

December 2009

Languages in the News

*Children Can Learn a Second Language in
Preschool, Study Finds¹*

An international bilingual education research project reveals that young children can learn a second language as early as preschool. The University of Hertfordshire, UK, is one of nine European partners in ELIAS (Early Language and Intercultural Acquisition Studies) is conducting the research in bilingual preschools in Germany, Sweden and Belgium. Dr. Christina Schelletter, who leads the UK investigation said: "We have found that immersion-type teaching can be of real benefit to children". ELIAS will continue its research until October 2010, at which time it will document and assess the development of children, organize teacher training events and recommend practical work for the preschools.

Click here to read [Children Can Learn a Second Language in Preschool, Study Finds](#) in the *Science Daily*.

*Challenging common myths about
young English language learners²*

In this report, Espinosa challenges the misconceptions about the impact of dual language education in PK-3 and offers a robust argument for the support of dual language programs for English language learners (ELLs). In doing so, she offers a framework of support

¹ Link submitted by Bonnie Corretjer.

² Link submitted by Meriem Bousaidi.

for dual language education for both ELLs and first language (L1) majority speakers.

Dual language programs:

- provide systematic support for ELLs home language.
- draw on the social strengths from the homes of ELLs.
- insure long-term cognitive, social, and economic benefits for ELLs.
- and offer cognitive, academic, and social benefits to L1 English learners, when they learn a L2.

In short, by providing ELLs the continuity and extended time to develop their skills in two languages, we can not only improve educational outcomes for ELLs, but also the social and economic strength of our communities.

Click here to read [Challenging common myths about young English language learners](#) by Linda M. Espinosa.

Language Immersion Programs³

This article discusses the research, implementation, the benefits, and the drawbacks of immersion programs. Within the article is a link to the Fairfax County Public Schools Immersion Programs website. The authors are partner teachers in a Spanish partial-immersion program in Fairfax County, Virginia.

Click here to read [Language Immersion Programs](#) by Britton Redbord and Rachel Sachetti.

³ Link submitted by Concha Marin.

What is fluency?⁴

This site tackles fluency and defines some of the concepts attached to the topic such as what is fluency, learning strategies, how long does it take to become fluent, etc., but it is all geared towards French. It begins with one person's account of different levels of foreign language knowledge.

The website delves informally into what it means to be fluent, how someone knows whether s/he is fluent and how one should get there. She provides some personal thoughts that are often amusing

The author points to all the golden rules of fluency:

- immersion in country and second immersion in a class setting as being the best ways of learning a foreign language
- non-immersion classes, books, CDs, tapes, the internet, etc.
- aptitude and age one begins learning and hours one spends in the language all to contribute to fluency which she believes ranges roughly from 1 year in full immersion to 8 years.
- thinking in a foreign language and not translating

Click here to read more about [What is fluency?](#)

World Languages Model Lessons and Resources⁵

This site includes unit lessons developed by the Nebraska Department of Education to help any teacher integrate world languages into the regular classroom using children's literature. Nine different literature pieces have been developed to include step-by-step lesson plans, handouts, teaching PowerPoints, and activities.

⁴ Link submitted by Meriem Bousaidi.

⁵ Link submitted by Lynn Sessler, Central States East Regional Representative.

The activities are offered in 3 languages; German, French and Spanish.

Additional resources include pronunciation videos with handouts and web resource links. The activity using the book "Brown Bear, Brown Bear" by Bill Martin Jr. (illustrated by Eric Carle) also includes a workshop video demonstrating best practice strategies used in teaching languages.

Click here to access [World Languages Model Lessons and Resources](#).

Linking Kids around the World⁶

This PDF document describes the role of the non-profit GlobalSchoolNet Foundation, which provides online collaborative opportunities for students. It describes how the non-profit developed shared learning experiences for students to develop awareness of global, cultural, geographic, and socio-political issues.

Several examples of shared learning projects are highlighted and a process is outlined for participation in online collaboration through GlobalSchoolNet Foundation.

Click here to learn more about [linking kids around the world](#).

Send any information, comments, or questions for *Newsworthy* to Tammy Dann at trdann@q.com

Thank you to Robert Raymond, Leslie Zimring, and Alexandra Migoya for their help in preparing *Newsworthy* for publication.

⁶ Link submitted by Paula Patrick, NNELL president.