

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

September 2010

**Languages in the News**

*Two or More Languages in Early Childhood: Some  
General Points and Practical Recommendations*

Whether you choose to have a bilingual home or if your home is bilingual by necessity, here are some tips offered by Annick De Houwer of the University of Antwerp and Science Foundation of Flanders, Belgium.

1. Do what comes naturally to you and your family in terms of language use, but make sure your children hear both (or all) languages frequently and in a variety of circumstances.
2. Talk to all your children in the same way.
3. Avoid abrupt changes in how you talk to your children, especially when they are under six years old.
4. If you feel strongly about your children using one certain language with you, encourage him/her to use it in all of their communication with you.
5. Do not make language an issue, and do not rebuke or punish children for using or not using a language.

Click here to read [\*Two or More Languages in Early Childhood: Some General Points and Practical Recommendations.\*](#)

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*Lost in translation: Limited English Proficient Populations and the Police*

In this report, Bharathi A. Venkatraman, Attorney at the Civil Rights Division Coordination and Review Section of the U.S. Department of Justice, acknowledges that the challenges have increased for police, firefighters, paramedics, and

emergency room professionals to provide Limited English Proficient (LEP) community members with the same level of safety and protection afforded to native English speakers. The challenges also extend to cultural differences. For example, police have reported how, among other examples, some LEP motorists respond to traffic stops by getting out the car and walking to the patrol car, rather than waiting in the car for the officer to approach.

Venkatraman states a few reasons why police must develop strategies for effective response to LEPs' needs:

- It saves money by minimizing the number of lawsuits which result from linguistic and/or cultural misunderstanding.
- Police departments receiving money under Title IV of the Civil Rights Act of 1964 are required to ensure that all individuals be able to access their services.

In the report, Venkatraman provides four guiding principles police departments can adopt for taking inventory of what they require to ensure broad based access to safety and protection by all members of the communities in which they work.

As language teachers, we understand the vital role culture plays in the process of language learning. This article demonstrates not only the need for language learning, but also the importance of teaching all aspects of culture. It also shows that speaking other languages and understanding other cultures is necessary in any profession. Learning a second language should be available to all children in preparation for any career choice.

Click here to read [\*Lost in Translation: Limited English Proficient Populations and the Police.\*](#)

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*Bilingual Brain*

This article was written by the Society of Neuroscience to share information based in hard

science on why the bilingual brain is stronger cognitively and how scientists believe it fights off the effects of dementia. It is well researched and provides an easy overview of the findings. It was written in 2008 and more recent studies, albeit similar, have been written since then.

Click here to read [The Bilingual Brain](#).

### **The Geography Challenge**

The Geography Zone geography quiz is an interactive world geography application, where kids (and adults) can check out how many countries around the globe, or in specific continental regions of the world, they can identify. In each round, a player gets 120 seconds to identify 10 randomly selected countries (you will never see the same quiz twice), and can take the quiz repeatedly. Lastly, the theme music is a hybrid of a variety of world beats and electronica.

Click here to access the [Geography Zone Geography Quiz](#).

### **Animated German Lessons**

About.com: German Language is an English-German resource for anyone interested in German. It is a Germanophile's cornucopia of resources, including links to audio files to practice listening comprehension, to resources for grammar, culture, teaching, and translating German. There is a BlogSpot, where visitors can post topics and questions for discussion.

Click here to access [About.com: German Language](#).

### **Grammar and Its Teaching: Challenging the Myths**

Diane Larsen-Freeman focuses on 10 myths regarding grammar, as well as a rational discussion of the three goals of teaching grammar: form (accuracy), meaning (meaningfulness), and use (appropriateness).

Dr. Larsen-Freeman reminds us that *'There is a constant interaction between new interlanguage forms and old. Students may give the appearance of having learned the present tense, for example, but when the present progressive is introduced, often their mastery vanishes and their performance declines. This backsliding continues until the grammar they have internalized is restructured to reflect the distinct uses of the two tenses. We know that the learning curve for grammatical structures is not a smoothly ascending linear one, but rather is characterized by peaks and valleys, backslidings and restructurings.'*

Click here to read [Grammar and Its Teaching: Challenging the Myths](#).

### **Jim Becker's Best Arabic Sites**

In this site, webmaster Jim Becker, has collected a variety of resources related to the Arabic language and cultures. A few of the links you will see in this site are:

- newsflashes
- links to games
- online translators
- online language dictionary
- Arabic search engines
- children's books in Arabic
- an Islamic quiz
- the art of Arabic calligraphy
- Algerian music

Click here to access [Jim Becker's Best Arabic Sites](#).

This issue of *Newsworthy* was compiled by Tammy Dann. Send any comments, questions, or information for future issues of *Newsworthy* to Tammy Dann at [trdann@q.com](mailto:trdann@q.com).

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