



FLES



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Upper St. Clair School District

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FLES facts...

- FLES promotes appreciation of other cultures.
- FLES serves as an intellectual challenge for children.
- FLES improves students' command of English through a crossover derivations and contrasts.
- FLES promotes closer ties with members of the community.
- FLES reinforces the learning of proper pronunciation.

FLES stands for **F**oreign **L**anguage in the **E**lementary **S**chool. It is the fastest growing type of language instruction in the United States. Upper St. Clair has been teaching FLES Spanish since 1998, and our students continue to benefit in the following ways:

- Research has shown that connections are easily made in the brain regarding second language acquisition at an early age – the window of opportunity for early language learning is between birth and 10 years of age (Chugani, 1996).
- Almost all language skills for young children must be acquired from the natural language acquisition experience. The Natural Approach typically encourages listening and understanding prior to developing skills in speaking, reading and writing (Asher, 1982; Krashen & Terrell, 1983; Lipton, 1992).
- Children who have studied a foreign language develop a sense of cultural pluralism along with an openness to and appreciation of other cultures (Kennedy, 1999; Padilla, Lindholm, Chen, Durán, Hakuta, Lambert & Tucker, 1991).
- Young children acquire authentic pronunciation of a second language better than adults (Donato & Antonek, 1994; Dulay, Burt & Krashen, 1982; Fathman, 1981).
- Children who have studied a foreign language in elementary school often achieve higher scores on standardized tests in reading, English language arts, science, mathematics, social studies and geography (Armstrong, & Rogers, 1997; Genesee, 1979; Genesee, Holobow, Lambert & Chartrand, 1989; Kennedy, 1998; McCaig, 1988; Rafferty, 1986; Swain, 1984).
- Children who have studied a foreign language show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher-order thinking skills (Landry, 1973, 1974; Rafferty, 1986).
- Elementary-school foreign language study has had a positive effect on subsequent foreign language study in high school and college (Lipton, Morgan, & Reed, 1996).

We continue to see the improvement in our children's scores in standardized tests at the same time that their language skills are being enhanced and improved.

If you have any questions, please do not hesitate to contact one of the Spanish teachers at the elementary schools.

¡MUCHAS GRACIAS!

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