

## **FAQ about the bilingual concept / the immersion methode**

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### **How is the language teaching implemented in German or English?**

The implementation takes place in everyday contexts according to the principle of immersion. Immersion means something like "diving in a language bath".

According to the two-language model "one person - one language" (i.e. one educator speaks German consistently with the children, the other only English), the children immerse themselves in the new language as a matter of course - just like when acquiring a mother tongue.

So the children learn unconsciously at first: First they understand contexts, words and phrases, then they gradually begin to speak. In this way they develop their language skills in a playful way. They soon lose their fear of the new language and use it naturally and with fun.

### **For which families is the offer interesting?**

The offer of a bilingual day care center is more than just a niche offer for families who also live these two languages at home. Our offer is particularly interesting for monolingual families who want to give their children the opportunity to come into contact with another language at an early age and to develop a feeling for this language.

Another group are international families who may not speak either language at home, but who are aware of the importance of the English language in their professional context. These children then sometimes learn the third or even fourth language with us. For these parents, it is often an important factor that they can communicate themselves in English, as they feel better understood there. All parent information, e-mails and notices are therefore usually also given to parents in German and English.

### **Why does it make sense to acquire another language early? Doesn't that hinder learning the first language?**

The results of brain research speak in favor of acquiring additional languages as early as possible. Scientists have found that in people who learned several languages early on, the brain uses the same or overlapping areas for both languages. Separate areas are used for later language acquisition. It can be seen from this that by acquiring at least two languages at an early age, connection opportunities for the later acquisition of additional languages are created. Studies even show that the second language not only increases competencies in this language, but also promotes competencies in the first language. This contradicts the concern that the children's linguistic development could suffer from multiple languages.

### **Isn't it better to learn languages one at a time?**

A child does not have to master one language before they can use a second. Multi-language acquisition works in parallel. The procedure for acquiring a second language in childhood corresponds in principle to that of acquiring the first language: From what the children hear, they filter out regularities, derive linguistic rules and structures for themselves and then apply them. For example, one-word and two-word utterances can also be observed in the second language. Mistakes and language mixes are natural and necessary developmental steps that children need in order to try out the language and apply rules they have already learned. They learn that there are exceptions to grammatical rules in contact with other children and adults. For a successful language acquisition - in whatever language - the linguistic input has to be diverse, intensive and personal.

### **Is the concept also suitable for children with developmental disorders?**

The acquisition and natural use of a second language using the immersion method is a very good means of promoting children - even with learning difficulties, developmental disorders or disabilities. Language is an essential means of communication and is also acquired by most people with learning difficulties or with disabilities. As a result, multilingualism in early childhood can have a very positive effect on (language) skills. This proves to be more difficult for this group of people in language courses or in the school context in the later course of education.

## Are there any other advantages of the bilingual concept than just language acquisition?

- **Deeper understanding of one's own culture and that of others**  
Language acquisition is always part of socialization. With the help of language, customs, concepts and norms of behavior are conveyed. Our language depicts and linguistically conveys what we perceive as our culture and what we would call it that way. Contacts with language are always contacts with culture. If this contact happens early, personally and intensively, dealing with this language and its culture becomes more natural. Learning a language lays the foundations for openness to other cultures - an important skill in an increasingly globalized world.
- **Increase in cognitive performance**  
Studies have shown that learning another language increases the efficiency of the brain and offers proven benefits in terms of intelligence, memory and concentration. This is confirmed, for example, by the Alsatian school authorities, which have compared the development of children who have been cared for bilingually since the age of three. The result shows that these school-age children achieve better results in their first and second language as well as in mathematics than the non-bilingual comparison groups.