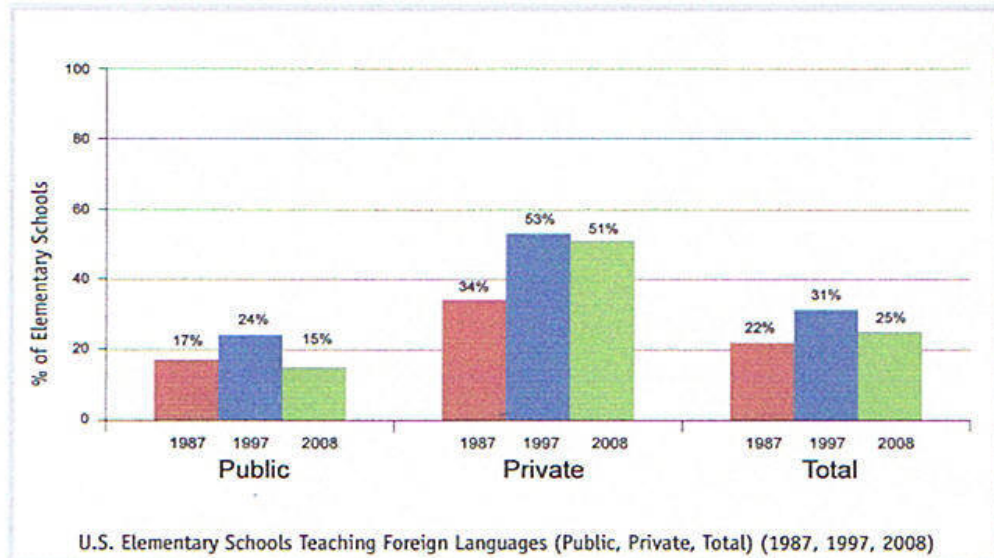


## ELEMENTARY PROGRAM MODELS

Program Type	Goals	% of Class Time Spent in World Language per Week
<p><b>FLES</b> Refers to ongoing instruction by a world language specialist trained in the learning styles and needs of elementary students. It is part of an extended sequence of study through the elementary grades.</p>	<p>To acquire proficiency in listening and speaking (degree of proficiency varies with the program). To acquire an understanding of and appreciation for other cultures. To acquire some proficiency in reading and writing (emphasis varies with the program).</p>	<p>5-15% (Minimum 75 minutes per week, at least every other day. Time is increased as student advances in the language sequence.) Time is spent learning the world language per se.</p>
<p><b>Content-Based FLES</b> A FLES program with less than half of the school day spent studying content areas in the language.</p>	<p>To acquire proficiency in listening, speaking, reading, and writing the world language. To use subject content as a vehicle for acquiring world language skills. To acquire an understanding of and appreciation for other cultures.</p>	<p>15-50% (Time is spent learning the world language per se as well as learning subject matter in the world language.)</p>
<p><b>Partial Immersion</b> Students spend less than half the school day studying content areas in the target language.</p>	<p>To become functionally proficient in the language (although to a lesser extent than is possible in total immersion). To master subject content taught in the new language. To acquire an understanding of and appreciation for other cultures.</p>	<p>Approximately 50% (Time is spent learning subject matter taught in world language; language learning per se is incorporated as necessary throughout curriculum.)</p>
<p><b>Two-Way Immersion</b> (Also called <i>two-way bilingual</i>, <i>dual language</i>, or <i>developmental bilingual education</i>) Student population is both native speakers of English and of the world language.</p>	<p>To become functionally proficient in the language that is new to the student. To master subject content taught in the world language. To acquire an understanding of and an appreciation for other cultures.</p>	<p>At least 50% (Time is spent learning subject matter taught in world language; language learning per se is incorporated as necessary throughout curriculum.)</p>
<p><b>Total Immersion</b> Students spend most or all of the school day studying content areas in the target language.</p>	<p>To become functionally proficient in the world language. To master subject content taught in the world language. To acquire an understanding of and appreciation for other cultures.</p>	<p>50-100% (Time is spent in learning subject matter taught in world language; language learning per se is incorporated as necessary throughout curriculum.)</p>

*Note.* All programs are sequential, cumulative, continuous, proficiency-oriented, and part of an integrated K-12 sequence. Chart created by Nancy Rhodes, Center for Applied Linguistics, 1985. Adapted from *Language and Children: Making the Match* (2nd ed., p. 30), by H. Curtain and C. A. Pesola, 1994, White Plains, NY: Longman. Copyright 1994 by Longman. Adapted with permission.

## Elementary Schools Teaching Foreign Languages



In the past decade, the overall number of elementary schools offering foreign languages has decreased to a statistically significant degree. Six percent (6%) fewer elementary schools are teaching foreign languages now than in 1997 (25% vs. 31%). This follows an increase of 9% a decade earlier (from 1987 to 1997).

The most significant decrease is found among public elementary schools; private elementary schools have better maintained language instruction over the past decade.

- The percentage of private schools offering languages decreased only slightly from 1997 to 2008: from 53% to 51%. This followed a substantial increase—from 34% to 53%—between 1987 and 1997.
- The percentage of public elementary schools offering language instruction decreased by a statistically significant degree—from 24% to 15%—from 1997 to 2008, following a 7% increase from 1987 to 1997 (17% to 24%).

If anyone has questions regarding the parent information sessions or resources they should write to Amanda Seewald at [parentsforlanguage@gmail.com](mailto:parentsforlanguage@gmail.com) and she would be glad to assist in any way to help turn parents into advocates for language learning!