



## ELEMENTARY WORLD LANGUAGES PROGRAMS

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There are three research-based models for delivery of world languages at the elementary level. These models are described briefly below. If your school or district is interested in discussing which program might be most suitable for your students and community, feel free to contact us at any time.

### **Immersion Programs**

Immersion (sometimes referred to as dual immersion, dual language, one-way or two-way immersion) is a distinctive form of education in which native speakers of one language (in our case, English) are taught academic content for part of the day in the target language. The structure of these programs varies, but they all provide at least 50% of instruction in the target language at all grade levels. Immersion programs strive to promote bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students. Georgia currently offers seven immersion programs (Unidos Elementary, Clayton County Schools; World Languages Academy and McEver Arts Academy, Hall County Schools; and Buelah Elementary, Douglas County Schools; Perkerson Elementary and D.H. Stanton Elementary in Atlanta Public Schools; Ashford Park Elementary, Evansdale Elementary, Globe Academy, Rockbridge Elementary, Dekalb County Schools; Dutchtown Elementary, Henry County Schools; to be added in 2014-2015: Trip Elementary, Annistown Elementary, Bethesda Elementary, Gwinnett County Schools). State School Superintendent Dr. John Barge has set a goal for this program to be expanded to 20 schools by the year 2020. <http://www.cal.org/resources/digest/foreign-language-immersion-programs.html>

### **Foreign Language in Elementary Schools (FLES)**

FLES classes usually meet two to five times a week for 20 to 40 minutes at a time. In some schools, classes begin in kindergarten and continue through 6th grade, while in other schools they begin in 2nd, 3rd, or 4th grade. The level of proficiency attained by the students is usually directly related to the amount of time they spend using the foreign language. FLES programs now focus less on the teaching of grammar, and more on the development of listening and speaking skills and on cultural awareness. Grammar is not ignored, but is learned indirectly rather than through direct instruction.

<http://www.ericdigests.org/pre-9212/programs.htm>

### **Foreign Language Exploratory Programs (FLEX)**

The goals of FLEX programs are to introduce students to a foreign language and culture, and to motivate them to pursue further language study. Unlike FLES classes, where all or most of the instruction is in the foreign language, FLEX classes are usually conducted in English, with some basic communication in the foreign language. Obviously, fluency in the foreign language is not an objective. In some cases, students are exposed to one language and culture for the duration of the school year, while in others, a sequence of two or three languages may be offered in the course of the year. Some elementary schools offer three one-year courses, each in a different language, during the last three years of elementary school, to help students decide which language to study in secondary school. The level of proficiency achieved is much lower than in FLES classes, but FLEX can serve a useful purpose by creating enthusiasm for language study in general.

<http://www.cal.org/resources/digest/marcos02.html>