

Elementary Program Models for Implementing Introductory Activities



What kind of introductory activities will meet the needs of your students? In making your decision, it is important to consider the goal of your program and the resources available in your school. Use this flow chart to help you develop the introductory activities model that best fits the needs of your school.

If...

- Exposure to language and culture is the goal of the program
- Endorsed language teachers are NOT available



Curriculum Integration and Media
Students are introduced to basic words and phrases in the target language by the regular classroom teacher through integration with various curricular areas where the teacher sees a natural (or appropriate) connection. Media, such as video or DVD, can also be used for teaching the target language. Follow up and reinforcement of the language and culture should be facilitated by the regular classroom teacher. Exposure to the language and culture rather than proficiency is the goal for this program.

**FLEX
(Foreign Language Exploratory)**
Time is spent sampling one or more languages and/or learning about language and culture. Exposure is the goal for this program.

If...

- Basic levels of proficiency is the goal of the program
- Endorsed language teachers are available



**Content-Related FLES
(Foreign Language in the Elementary School)**
A minimum of 20 minutes per week is spent in the second language. While the language learning is related to the curriculum, the language is not used as a vehicle by which to learn the core curriculum. Time is spent learning the language per se and exploring the culture. Speaking and listening proficiency might be a result of this program.

**Content-Based FLES
(FL in the Elementary School)**
A minimum of 20 minutes per day is spent in the target language in order to learn content subject matter. Time may be spent learning the language itself, but typically some classroom content is delivered in the target language. Speaking, listening, reading, and writing proficiency in the target language might be a result of this program.

If...

- Functional levels of proficiency is the goal of the program
- Bilingual/Native speakers of the target language that are elementary endorsed OR K-12 endorsed language teachers are available



Immersion
50-100% of the day is spent learning subject matter taught in the target language. Language learning is incorporated throughout the curriculum. Partial, Dual, and Total Immersion models exist. Functional proficiency is the goal of this program.