

Early Foreign Language Program Types

Programs That Are: Sequential, Cumulative, Continuous, Proficiency-Oriented, Part of an Integrated K-12 Sequence		
Program Type	Percent of Class Time Spent in Foreign Language per Week	Goals
Total Immersion Grades K-6	50-100% (Time is spent learning subject matter taught in foreign language; language learning per se incorporated as necessary throughout curriculum.)	<ul style="list-style-type: none"> • To become functionally proficient in the foreign language. • To master subject content taught in the foreign languages. • To acquire an understanding of and appreciation for other cultures.
Two-Way Immersion Grades K-6 (Also called two-way bilingual, dual language, or developmental bilingual education)	At least 50% (Time is spent learning subject matter taught in foreign language; language learning per se incorporated as necessary throughout curriculum. Student population is both native speakers of English and of the foreign language.)	<ul style="list-style-type: none"> • To become functionally proficient in the language that is new to the student. • To master subject content taught in the foreign language. • To acquire an understanding of and appreciation for other cultures.
Partial Immersion Grades K-6	Approximately 50% (Time is spent learning subject matter taught in foreign language; language learning per se incorporated as necessary throughout curriculum.)	<ul style="list-style-type: none"> • 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.
Content-Based FLES Grades K-6 (Foreign Language in Elementary Schools)	15-50% (Time is spent learning language per se as well as learning subject matter in the foreign language.)	<ul style="list-style-type: none"> • To acquire proficiency in listening, speaking, reading, and writing the foreign language. • To use subject content as a vehicle for acquiring foreign language skills. • To acquire an understanding of and appreciation for other cultures.
FLES Grades K-6 (Foreign Language in Elementary Schools)	5-15% (Minimum 75 minutes per week, at least every other day.) Time is spent learning language per se.	<ul style="list-style-type: none"> • 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).
Programs That Are Noncontinuous and Not Usually Part of an Integrated K-12 Sequence		
FLEX Grades K-8 (Exploratory) (Frequent and regular sessions over a short period of time or short and/or infrequent sessions over an extended period of time.)	1-5% (Time spent sampling one or more languages and/or learning about language -- sometimes taught mostly in English.)	<ul style="list-style-type: none"> • To develop an interest in foreign languages for future language study. • To learn basic words and phrases in one or more foreign languages. • To develop careful listening skills. • To develop cultural awareness. • To develop linguistic awareness.

