



ENGLISH LANGUAGE IMPLEMENTATION PLAN

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1 – Introduction

Gándara International School is an international school located in the Val Miñor region of Spain, in Gondomar (Pontevedra). It consists of two parts, a preschool for students ages 3 to 6 years old, and an elementary school for students ages 6 to 12 years old. Going forward for simplicity we will use only Gándara or the initials GIS to refer to our school.

Gándara has been in the process of obtaining certification with the American organization known as NEASC (*New England Association of Schools and Colleges*) since 2017. NEASC is an educational institution with a great reputation, not only in the United States, but in many other countries across the globe, and with a presence on all seven continents.

The implementation of the English language as a fundamental communication tool in our educational community is part of the process of incorporation into the NEASC network of schools. The objective of this Plan is multi faceted. First of all, we hope to provide the school's teaching staff with a framework that not only guides them when preparing the linguistic plans of each student, but also assists them when planning classroom work. Lastly, we hope it serves as a platform to educate and inform our students' parents about the general guidelines of the English language program within the school.

2 – Students

To date, Gándara students have been predominantly Spanish speakers. 90% have Spanish as L1 (Spanish or Latin American Spanish) and 5% are native Galician speakers. Among the Spanish speakers, 15% are native speakers of other languages (English, Portuguese, French), an aspect that has been taken into account in the preparation of this plan. However, the English level of bilingual students should not constitute in any way the benchmark for assessing non-native English language learners.

It should also be noted that 1% of the primary school students came from international schools. Therefore, we assumed they had already developed the ability to express themselves fluently in English (some did, but others still have work to do). Taking this into account, it will be necessary to evaluate the linguistic needs of each student and design a personalized plan for the acquisition of the English language.

3 – General Objectives

The objective of this “Implementation Plan for the English language as a working language” is to ensure that the children who enter Gandara during the pre-school stage acquire English progressively. By the time students reach 6th grade, the goal is that they are able to communicate in English 50% of the time. Additionally, this goal of 50% communication in English is in line with the requirements of NEASC for its candidate schools.

Furthermore, we consider that a language is not foreign to the culture that produces it, and therefore, we believe that it is essential to bring students closer to the culture and society of Anglo-Saxon countries, and more specifically, that of the United States. Therefore, one of the main objectives will be to familiarize

students with the American historical, geographical and socio-cultural context, and other English-speaking countries .

4 – Specific objectives of each education stage

The starting point of each student is essential when marking the final objective in the acquisition of L2. The ideal situation would be one in which each child began their studies in the first year of early childhood education (preschool / 3 years old) and continued until the end of the elementary stage at 12 years old. However, this case does not occur frequently, as many students come from other primary schools or are directly incorporated into 1st grade after having attended preschool in other schools. These types of students usually lack knowledge of the English language and must start from square one. Furthermore, we must keep in mind that most students go back to a Spanish environment, whereas English is not used. (teachers will give some suggestions to parents about English books, English songs to reinforce the language).

We also have a minority of students that are incorporated into subsequent courses (up to 3rd or 4th grade) with and without previous knowledge of English. Finally, a small percentage of our students have English as their mother tongue, or have advanced knowledge of it (students from other international schools or English-speaking countries, etc.). The linguistic path of these students will never be the same as that of those who start at a beginner level and / or are incorporated into elementary courses. Expectations for their learning will vary greatly depending on the language background that each child brings from their previous exposure to the language. Therefore, it is necessary to highlight the importance of maintaining flexibility in assessing results and success.

Taking into account all these differences at the starting level, a linguistic plan will be designed for each individual student. The reference linguistic plan will be the one that uses non-native English-language students as a model.

Preschool Stage

We believe in the importance of exposing our students to different languages early on. We want to offer children diverse educational contexts in which English is relevant in the daily work of the school, in order to facilitate effortless acquisition of the language. Being that at this age, they are considered sponges and it is crucial to give them as much exposure to the language as possible.

Receptive skills (oral comprehension): Emphasis will be placed on input in English (L2), incorporating dynamics in different day-to-day contexts and promoting drills:

- Greetings (ej. *Good morning! Bye! See you tomorrow!*)
- Simple Instructions (ex. *slowly/faster; please sit down; stand up; let's go outside; Are you finished?, please put it back, wash your hands etc.*) Instructions and questions for the use of structured material (ej. *this is that is, these are golden beads, we carry one piece at a time, Can I have? Can you help me? etc.*) and unstructured
- Songs, action games , flash and memory card games, board games, traditional games, stories, guessing games, story role play, etc.

Oral language will be given greater importance (listening, speaking), emphasizing the identification of specific words and groups of words (set phrases, such as: "let's tidy up", "wait a minute, please", "thank you" , "You're welcome"; such as "put something away", "clean it up"; collocations, such as "sunny day",

"rainy day"). Writing will be introduced in the form of labels through simple words and to identify objects, it will be as little as possible, so that it does not interfere with the learning of the mother tongue. In other words, we believe that the child needs to receive a lot of input before starting to produce the language naturally.

Production skills:

- Learn to say hello and goodbye: hello, bye bye, how are you? fine / ok
- Talk about everyday situations (I have a dog, it's rainy, etc.)
- Ask for things: Can you help me, please? Can you come over, please? Can you repeat, please?
- Ask the meaning of something: How do you say... in English? What is ...
- Express simply: I like it, I don't like it. I want... I don't think so.
- Talk about the days of the week / seasons / weather (Today is Monday, September ... 2021, it's Autumn / Fall, it's raining)

Following the nomenclature that the Common European Framework of Reference for Languages (CEFR) uses to differentiate the varying levels of learning, we will differentiate the following levels:

	Level 0, no previous knowledge
LEVEL A Basic User	Level A1, divided in A1.1, A1.2 y A1+
	Level A2, divided in A2.1, A2.2 y A2+
LEVEL B Independent User	Level B1, divided in B1.1, B1.2 y B1+
	Level B2

PRESCHOOL STANDARD PLAN 1 (entering with level "0" at 3 years old):

PRESCHOOL STANDARD PLAN 1	Starting the 1st year of PRESCHOOL	Ending the 3rd year of PRESCHOOL
	Level 0	Level A1+ (Oral)

PLAN 2 (starting during the 2nd or 3rd year of Preschool):

PLAN 2	Starting the 2nd year of PRESCHOOL	Ending the 3rd year of PRESCHOOL
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	Level 0	Level A1.1 (Oral)
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PLAN 3 (bilingual students or those with previous English knowledge)

PLAN 3 Native Speaker	Starting the 1st year of PRESCHOOL	Ending the 3rd year of PRESCHOOL
	Level A1-A2	Level A2+B1 (Oral)

Elementary Education Stage: C1

At this stage the child has acquired: A2+

The following vocabulary:

- Numbers 1-20
- Colors
- Family members
- Moods
- Weather
- School utensils
- Animals
- Objects and toys
- Body parts
- Food and drinks
- Rooms in a house
- Hobbies
- Adjectives
- Everyday actions
- Travel
- Materials
- Nature and biodiversity

The following grammar:

- Present simple
- Present continuous
- Past simple
- Future simple
- Singular and plural
- Prepositions

