SEMI-INTENSIVE

PROGRAM DESCRIPTION

INNOVACIÓN Y DESARROLLO DE PROGRAMAS CURRICULARES

CONTENT

1. OBJECTIVE

To Assist teachers in becoming familiar with the inherent structure of each of the English programs offered by the Centro Colombo Americano

2. GENERAL GUIDELINES

The following document contains the necessary information for executing the courses in the semi-intensive program. It includes the program description, materials, assessment, teaching methodology, methodological foundations, and syllabus. Additionally, each item in this document should be explored as a guide to understanding how classes are provided in this program.

2.1 Description

Item	Information
Material	Wide Angle by Oxford: PIN/ Token or code to access LMS and E-book.
Modality	• Mediated by technology 100%. Synchronous classes and asynchronous tasks. • Students can choose between 2 or 3 weekly sessions
Max # of students	12

Min. # of students	8
Session frequency	• 3 weekly sessions for Monday, Wednesday, and Friday classes • 2 weekly sessions for Tuesday and Thursday classes
Program length	• 10 levels: A1.1, A1.2, A2.1, A2.2, B1.1, B1.2, B2.1, B2.2, C1.1, C1.2 • About three months per level • 36 classes, 12 weeks each one of the 9 levels
Session length	• 100 minute sessions (2 academic hours) for Monday, Wednesday, and Friday classes. • 150 minute sessions (plus, a 10-minute-break) for Tuesday and Thursday classes.
Independent work	5 weekly hours in LMS work, OTS, workshops, services mediated by technology offered by the library, alumni, etc.
Schedule	Classes on weekdays from 6:10 am through 8:50 pm

3. SPECIFIC GUIDELINES

3.1 Assessment

The evaluation system in our Program is mainly based on the student's ongoing performance and the principles of formative assessment. Therefore, constant observation and feedback are essential elements.

The program has created some rubrics teachers will find in the checklists with 2 main purposes: The first is to standardize the areas that the teacher must observe and evaluate. And the second, is to inform learners about the way they will be evaluated. Those criteria include:

- Project work
- Communicative competence
- Linguistic competence
- The learning strategies that the student has assimilated and incorporated into their study routine

The checklists should be socialized from the first day of class for the student the areas that will be evaluated and the criteria that the teacher will use to determine if they can be promoted. These checklists are also available to students on Q10, so that they can be referred to whenever they wish. This assessment instrument is constantly used by teachers and learners to monitor the process of each student.

Apart from the checklists, exit profiles have been created for each one of the levels. These descriptors will also help teachers as referents of the skills and knowledge students should be able to acquire in terms of communication, language and learning by the end of each module.

Finally, teachers are required to enter grades and comments twice or four times per level as follows:

LEVEL	# OF TERMS	AREAS TO EVALUATE	ASSESSMENT INSTRUMENTS
A1.1	2 (1 term = 36 synchronous hours + 57 asynchronous hours) = 96	• Project work • Communication • Language • Learning	• Rubrics • Exit profiles
A1.2	2 (1 term = 36 synchronous hours + 57 asynchronous hours) = 96		
A2.1	2 (1 term = 72 synchronous hours + 8 asynchronous hours) = 80		
A2.2	2 (1 term = 72 synchronous hours + 8 asynchronous hours) = 80		
B1.1	2 (1 term = 72 synchronous hours + 42 asynchronous hours) = 114		
B1.2	2 (1 term = 72 synchronous hours + 42 asynchronous hours) = 114		
B2.1	2 (1 term = 72 synchronous hours + 42 asynchronous hours) = 114		
B2.2	2 (1 term = 72 synchronous hours + 42 asynchronous hours) = 114		
C1.1	2 (1 term = 72 synchronous hours + 42 asynchronous hours) = 114		
C1.2	2 (1 term = 72 synchronous hours + 42 asynchronous hours) = 114		

### 3.2 Material

Material Distribution and Useful Resources:

LEVEL	Material (physical book, online and offline e-book and Platform)	Useful resources
A1.1	Wide Angle 1 – 6 Units	✓ Wide Angle (WA) general book introduction
A1.2	Wide Angle 1 – 6 Units	
A2.1	Wide Angle 3 – 6 Units	✓ SC Tutorials for all the students' digital resources
A2.2	Wide Angle 3 – 6 Units	
B1.1	Wide Angle 4 – 6 Units	
B1.2	Wide Angle 4 – 6 Units	✓ WA Tutorials for all the teachers and students' digital resources
B2.1	Wide Angle 5 – 6 Units	
B2.2	Wide Angle 5 – 6 Units	
C1.1	Wide Angle 6 – 6 Units	
C1.2	Wide Angle 6 – 6 Units	

Description of all the Components Available For teachers:

COMPONENT	DESCRIPTION
CLASSROOM PRESENTATION TOOL	The Teachers' Presentation Tool and Workbook Classroom Presentation Tool delivers the coursebooks on screen with interactive activities to capture students' attention, integrated audio, video, and answer keys, all available online or offline and updated across your devices. Teachers can access their presentation tools on the Oxford Bookshelf once they are given their credentials. Please, keep in mind that apart from the physical books, students will also have access to e-books. However, they will not have a physical or digital workbook on their bookshelves; it's a teachers'-only resource. We also consider the platform provides more than enough practice material for the consolidation of learning.
TEACHERS RESOURCE CENTER	All the teachers' resources are available online and can be found in one convenient location. The Teacher's Resource Center gives you access to all the course material including audio and video, tests, answer keys and extra teaching resources, plus a PDF copy of the Teacher's Guide. It provides extra reading texts including Oxford Reference worksheets, Newsela articles, and chapters from Graded Readers that are correlated to the unit topic. Access Teacher's Resource Center here
TEACHERS' GUIDES	The comprehensive Teacher's Guide provides all the teaching notes you need for your classroom teaching. It's available on the Teachers' Resource Center and a physical copy will also be given to you.

For students:

COMPONENT	DESCRIPTION
STUDENT'S E-BOOK	Each student E-book provides 12 topical units with 5 lessons. Units are media-rich with vibrant photos to introduce the topics, engaging audio and video activities, links to podcasts and discussion boards on the e-book, and Oxford Reference reading texts. License code to the e-book gives students perpetual access to this e-book. Students can access the e-books once they activate their materials and have their credentials here. Please, keep in mind that students will not have a physical or digital workbook on their bookshelves; it's a teachers'-only resource.
PLATFORM	The platform offers around 30 hours of extra practice online including skills practice, grammar and vocabulary exercises, all the audio and video, plus interactive video activities, per level. License code gives access to this component for 18 months.
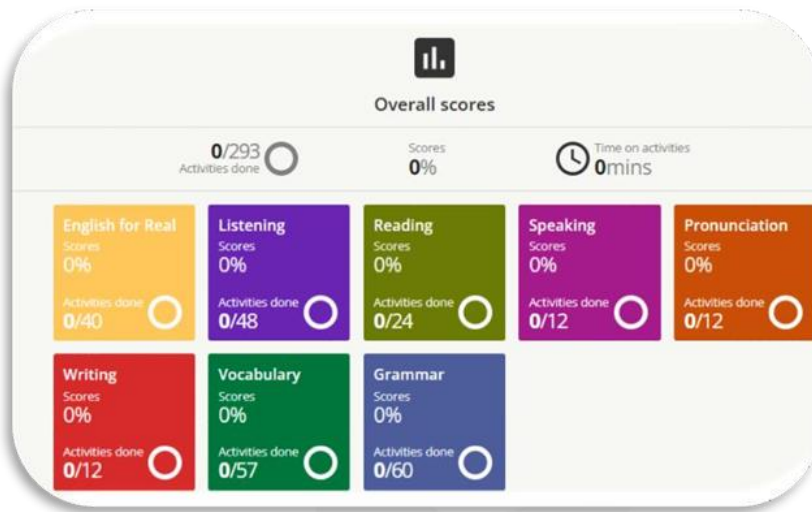
The platform as a valuable tool for consolidation of learning

This virtual component is activated through an access code provided by Oxford. Once the code is activated, the student has access to its contents for one year. It should be noted that the purchase of the code is mandatory since the use of the platform is individual and non-transferable. It is used mostly asynchronously as the autonomous process of each student and the basis of the *Flipped Classroom* component.

For autonomous work, the platform includes a virtual book with contents that are presented gradually and with learning strategies, videos of the different units and a task book. Students can carry out a series of English practice activities outside the class as part of the autonomous work necessary to make the teaching- learning process more effective.

With the help of the platform, students can prepare their classes, review the topics seen, record their voices to improve pronunciation, among others. The teacher will be able to monitor each activity carried out by the student. They receive instant feedback from the activities to identify their strengths and weaknesses. The platform also becomes a means of communication for the entire class. There you can develop class projects, forums, blogs, and different tasks where English is used actively.

3.3 Methodological Foundations

Our philosophy includes methodologies that aim at preparing our learners to face a globalized world in different areas of human endeavor with a strong self-regulation component.

✓ **CEFR**

The Common European Framework of Reference for Languages is the standard mechanism we adopt for our syllabus and content development. The key theoretical concepts used in the MECR are declarative knowledge, procedural knowledge, and competence understood as the minimum sufficient knowledge that we suppose is required to execute a specific type of communicative task through linguistic knowledge. The CEFR is the main reference to establish the levels of competency achieved by our learners in each one of the courses. At the end of each block of courses, students are certified based on the number of hours to reach those competencies.

✓ **Communication**

The CCA, in all its programs, develops constant evaluation, changes, and monitoring of the content that we have developed through several years of experience in teaching the

language. Our syllabus is entirely organic, meaning it evolves and adapts in response to changes in students' needs, as well as shifts in the educational and cultural landscape. The teacher plans their sessions based on the parameters of the institution and facilitates the development of the active experience by:

- The development of collaborative work through wikis, portfolios, videos, podcasts, brochures, resumes, personal diaries, narratives, or web quests, among others.
- Participation in discussions
- Reading and writing texts
- Carrying out communication tasks and projects
- The analysis of practical cases that facilitate the Apprehension of the language, problem solving and / or exercises of a communicative nature.

   ✓ **21st century skills**

These skills are essential to succeed in today's world. Although generally linked to technology, these correspond to a set of skills to help students adapt to any situation they may encounter in real life; so, it does not mean that everything is based on technology. 21st century skills will be helpful for our students to maximize their potential and see the full picture of the possibilities of learning English in a truly communicational environment.

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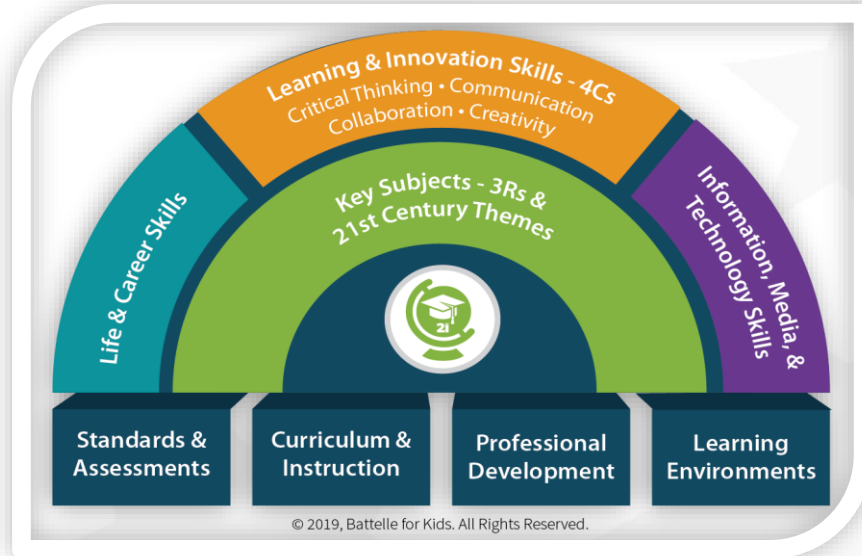
✓ **Social-Emotional Learning (SEL)**

SEL is otherwise known as social and emotional learning. Our learners need our help and guidance to develop socially and have appropriate responses and feelings inside and outside the classroom. Especially after the world changed due to the pandemic, we think that if we only teach content, we are teaching half the curriculum. We know that academic achievement for English Learners is enhanced when strategies are used to support linguistic and cultural comprehensibility while intentionally
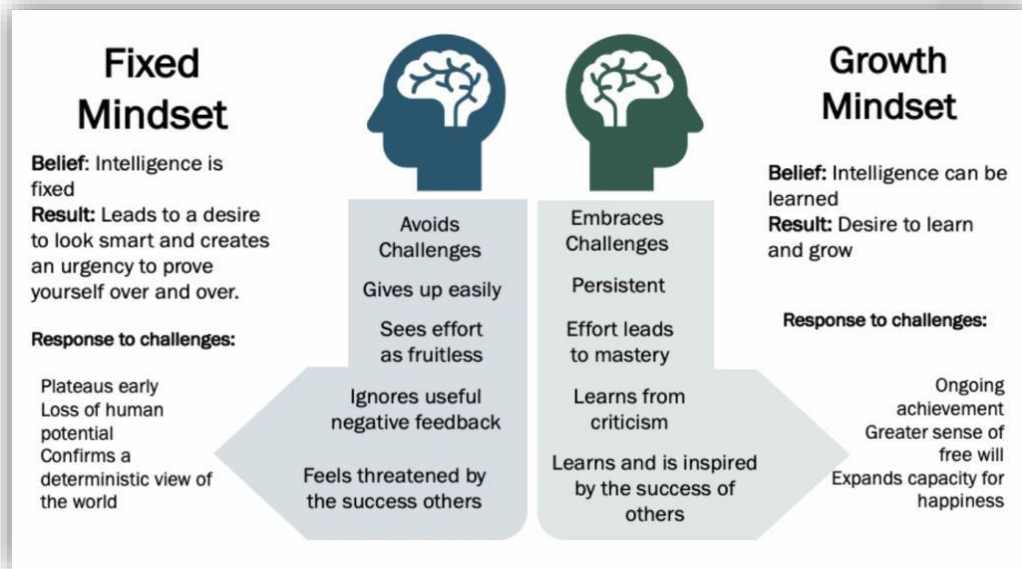
developing social and emotional learning core competencies such as self-awareness and self- management (controlling emotions like anxiety, stress, self-consciousness), social awareness, relationship skills and responsible decision making, among many other.

✓ **Learning to learn**

Learning to learn strategies include any thoughts, behaviors, beliefs, or emotions that facilitate the acquisition, understanding, or later application and transfer of new knowledge and skills in different performance contexts. They range from active rehearsal to help remember word lists, to the use of elaboration and organization to encode, integrate, and later recall or apply knowledge across several content areas. Learning to learn strategies help generate meaning for the new information that is to be learned.

✓ **A Growth Mindset**

Promoting a growth mindset among our students means helping them develop a constant attitude of growth and perseverance, as opposed to a fixed mindset, where they may see abilities and skills as innate, and incapable of progress. Students need constant meaningful praising; reflection; frequent sense of achievement (by fulfilling realistic learning objectives); facing learning tasks and challenges that are dosed up and according to their level and possibilities; support in developing resilience to failure, among other experiences that teachers can facilitate in the classroom.

| Fixed Mindset			Growth Mindset
Belief: Intelligence is fixed	Avoids Challenges	Embraces Challenges	**Belief:** Intelligence can be learned
Result: Leads to a desire to look smart and creates an urgency to prove yourself over and over.	Gives up easily	Persistent	**Result:** Desire to learn and grow
	Sees effort as fruitless	Effort leads to mastery	
Response to challenges:			**Response to challenges:**
Plateaus early Loss of human potential Confirms a deterministic view of the world	Ignores useful negative feedback	Learns from criticism	Ongoing achievement Greater sense of free will Expands capacity for happiness
	Feels threatened by the success others	Learns and is inspired by the success of others	

✓ **Formative Assessment:**

Under our guidance, we expect students to develop the ability to self-evaluate and self-regulate the use of language and conversation skills to achieve a natural conversation. This also includes students' ability to identify positive aspects and those to improve in their own and their peers' learning processes and to establish and complete action plans based on them. Clear evaluation criteria and exit profiles will help both students and teachers aim at reaching high levels of proficiency and agency, to control progress and redirect efforts if need be.

✓ **Flipped Learning**

Flipped Learning blends synchronous classroom sessions with asynchronous independent study. In this model, real-time class activities occur in person, while

students engage with material outside of class at their own pace. The goal is for students to grasp new concepts independently, freeing up class time for discussions, questions, and language practice. This approach encourages students to take a more active role in their learning while still valuing the guidance of teachers. Effective implementation requires training for both teachers and students, as well as consistent commitment from all parties involved. Have a look at the statement about flipped learning.
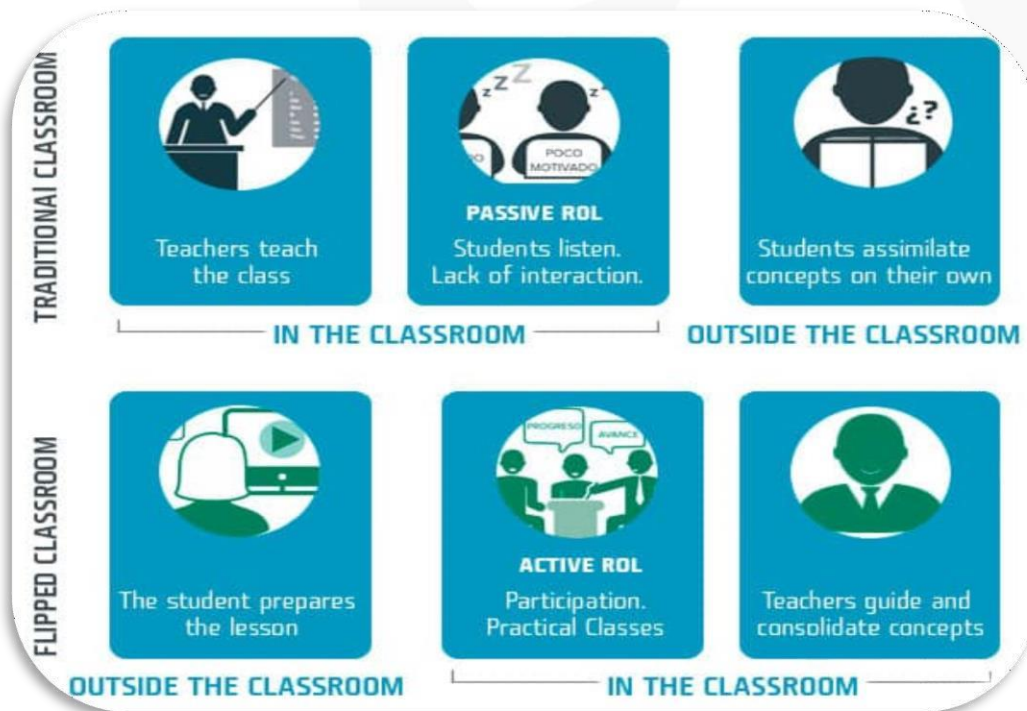
✓ **The Power of vision and motivation**

As we all know, without motivation, learning English will either yield poor results or be an unfinished project for many of our students. Motivation influences effort, which, in turn, influences results and in the end, students' competences. By fostering motivation, we can help students become more skillful in English and optimize their ability to learn.
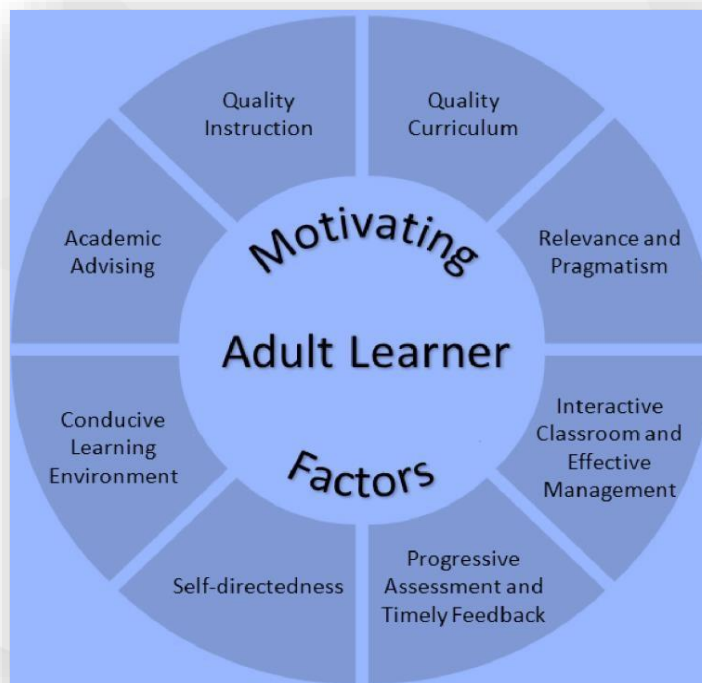
✓ **CAF and interaction**

At the Centro Colombo Americano, we adapt a variety of resources and actions that carry with them the interaction between participants and the teacher. This interaction, whether oral or written, is done under criteria through:

- Face to face classes
- Online platform
- Asynchronous work
- Forums
- Chats, internal messaging, email
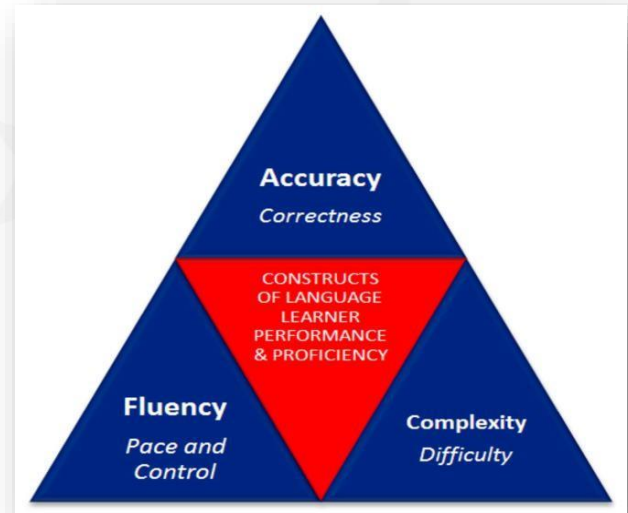
The interaction that occurs synchronously or asynchronously in the aforementioned ways is carried out and measured within the framework of CAF, that is, the progress, follow-up, and achievement of written and oral communication that is within the framework of "Complexity" "Accuracy" and "Fluency"(CAF).

3.4 The syllabus

The syllabus outlines the basic elements of the Program. It serves as a guide for our teachers to better identify the contents to cover and objectives to achieve in areas such as communication, language, learning social-emotional skills and project work. Take a look at it at the curricular website.