



**PROGRAM INTRODUCTIONS AND
DESCRIPTIONS – KTP**

**GESTIÓN EDUCATIVA -
DISEÑO Y DESARROLLO DE
PROGRAMAS**

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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 KTP 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

There are many different reasons for learning English and many different situations in which English can be learned. Therefore, there needs to be a variety of teaching methods. The Kids and Teens Program guides students to develop their communicative competence while keeping them involved and interested. Our teachers do so by recognizing the needs and concerns of their students. This high level of empathy will help cultivate an atmosphere in which students feel comfortable. By doing so, students' affective filter will be lowered allowing the acquisition of English to happen smoothly. Our teachers are also aware of the energy they should imprint in their classes. By bringing a high energy level to the classroom everyday, teachers will not only motivate students to take English classes at the Colombo during the week (Midweek) or on Saturdays, but also to establish an appealing environment that makes students break down from the everyday school routine.

In teaching English as a Foreign Language, we believe the interactionists' position is an effective view for successful L2 learning. In this view, learning is the result of the combining interaction between the unique characteristics of each learner and the environment in which they learn and develop. The classroom, then, becomes a place in which the teacher provides significant opportunities for the learners to engage in conversations in the target language. They develop language by expressing learned input through the physical interaction with the environment.

The communicative method is appropriate for language acquisition in which instruction is focused on interaction, conversation, and real language use, rather than on learning about the language itself. Teachers would then concentrate on providing meaningful interaction in the classroom for accomplishing tasks. While instruction includes explicit language structures and forms, the emphasis in the classroom would be on communication of meaning. Language, then, becomes an instrument for effective communication, as well as pronunciation patterns, lexicon and non-verbal communication do.

In the EFL setting, the input is focused on a meaningful and relevant topic and is made comprehensible by the use of contextual cues, props, and gestures. Teachers in this setting will make an effort to speak to



students in a level of English they can understand. Since contact with native speakers is very low or non-existent among our student population, students will have significant exposure to the interlanguage of other learners in the class through games, role plays and other interactive techniques, which should be integrated in the lesson plans. This will include classroom discussions, two-way tasks, small groups, as well as individual work. While proficiency in English is one of the goals of the program, the students' success will also be measured by their comprehension and ability to communicate.

The Kids and Teens Program offers English courses to children and teenagers on Saturdays (Semester courses), on weekdays (Midweek courses) and during vacation breaks (Vacation courses) in three different branches: Colombo Centro, Colombo Calle 100, Colombo Niza. Classes are taught either in-person or mediated by educational technology. Additionally, there are some courses for adults as well, which take place in the same branches. In our program, the semester courses go from February to June and from July to November (to see the specific dates, or to obtain more information, you may as well visit the site created for parents at <https://www.colombobogota.edu.co/padres-ktp/> using the password KTP2023). The semester cycle is made up of eighteen Saturdays for a total of thirty-six hours. There are five different schedules on Saturdays: 7-9, 9-11, 11-1, 1-3, and 3-5. Vacation courses, which are intensive courses, are offered as a way for students to advance faster in the program, go from June to July, and November to December. Finally, Midweek courses are offered twice a week, two hours per day in mediated-by-technology modality. Midweek students complete a course in nine weeks and two courses per semester. Students can take classes either on Tuesdays and Thursdays or on Wednesdays and Fridays.

2.2 Key KTP Methodological Components

The following is the set of the key KTP components teachers are expected to support in their classes in any modality (in-person or virtual):

a. Speaking is a key element in communication.

Communicative skills should be the main focus of language teaching and they must be fostered in every class. Speaking is the most important of all so the activities carried out by the teacher should aim at encouraging and improving students' oral use of the language.

b. Linguistic skills should be taught inductively.

Linguistic skills such as grammar, vocabulary and pronunciation should not be the center of language teaching; however, teaching them is necessary in order to help students use English accurately. Students' accurate use of the language should be the result of constant and graded practice instead of complicated explanations about the language. Therefore, teachers should offer students enough guidelines and practice to help them acquire these skills more inductively.

c. Play does not always mean learn, and fun does not always mean play.

Fun activities and classes help students emotionally in their learning. They motivate their participation and encourage them to put into practice the language they have learned. All classes should include something fun and should be enriched by the teachers' own enthusiasm and joy. However, teachers must be sure that their activities have a learning goal. They should not carry out activities only for the sake of fun.

d. Gamification dynamizes learning.



Gamification refers to the use of games or elements of games or play with clear and defined learning objectives. It involves the use of digital and non-digital games to foster our students' development of language competence, creativity, critical-thinking and problem-solving abilities. It includes elements of games or play into the learning environment to maximize engagement and participation.

e. Classes should be engaging.

Teachers should make use of a variety of activities and materials that provide all students with different opportunities to learn and practice. They always have to take into account the fact that every individual has a different style or preference to learn. Especially considering the virtual environment, classes need to be engaging and cater for the needs of different learning styles: tactile-kinesthetic, visual, intrapersonal, interpersonal, linguistic, etc.

f. Interaction is a key element in language learning.

S-S interaction is crucial in order to assimilate language in an authentic way. It also helps tear down affective barriers that may hinder learning. Therefore, the teacher should promote a friendly environment full of opportunities for students to practice in pairs or in groups.

g. Activities must be planned carefully.

All the activities done in class should be contextualized in topics that appeal to the students' interests. They should also be authentic; that is, they should recreate real situations students may encounter in an English speaking environment.

h. Textbooks should be a tool, not the backbone.



Textbooks can serve as reference to contextualize the language and they sometimes issue some sound exercises that help students get further practice. However, language teaching cannot stick to the books. Teachers should search for different practice sources.

i. Project Based Learning (PBL) makes learning more meaningful and memorable.

During the teaching of T level courses, students will have the opportunity of applying grammar and vocabulary learned in the presentation of a project at the end of each unit. This is strongly related to the identity of the block since projects are the best ways to learn by doing and creating new things while using the contents of this course. Teachers are strongly suggested to take into account the ideas presented at the beginning of each unit and establish very clear criteria to be transmitted to students before they start with their project-making process. The project presentation will have both an oral and a written component. Also, asynchronous work will help students design their projects in a more self-monitored and independent way. Teachers are free to adapt any of the ideas presented in this syllabus.

j. Young learners also need training on XXI 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.



k. Socio-emotional Learning (SEL) makes education a more comprehensive endeavour.

SEL is otherwise known as social and emotional learning. Our learners need our help and guidance developing socially and having 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.

l. Learning Strategy Training shortens and facilitates the learning adventure.

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.

m. Asynchronous Work promotes independent learning.

This principle has to do with: Independent learning (Flipping) , platform work, class preparation, action plans, and activities to review out of class. The adoption of this pedagogical model proposes the transfer of part of the teaching and learning process outside the sessions with the teacher that are held via teleconference. This is done in order to use class time for the development of more complex cognitive processes that favor meaningful learning. In the course of practical and interactive sessions the learning environment becomes dynamic and the facilitator can more accurately guide the students in the application of the course content to the communicative field. In order for the flipped Classroom to run, the student must develop a series of skills that can lead to an autonomous process.

n. Class Preparation as part of asynchronous work

Preparing for classes is an activity that permeates all the programs from the Colombo and KTP is no exception. That is why KTP teachers must encourage and train all of our learners to develop class preparation routines. This is another strategy to foster students' independence and responsibility for their own learning.

o. Communication with parents as our main allies

The program considers effective communication with parents key for all processes and students' learning to be successful. We have established some communication directives when communicating with parents. While teachers' institutional emails and Q10 chats must be the primary communication channels, there will also be midterm reports and informative session with parents to keep them informed all the time about students' performance, important dates and payment deadlines. It is strongly recommended for teachers to call the parents of those students who are having a low academic performance, discipline problems, unexcused absences or low motivational level. We consider it extremely important to keep parents informed about those aspects and help devise strategies to help them before it's too late. Phone numbers can be found via Q10 / username: consultas2020 / Password: Colombo2020.

3. SPECIFIC GUIDELINES

3.1 Course Structure

The objectives and methodology of the program vary depending on the learners' characteristics, interests and needs; this is why courses are divided into three big groups as follows:

GROUP	AGE	COURSES	BOOK
K - Kids	7 - 9	KA1.1 KA1.4	--Learning Well (KA1-1 and KA1-2) --Learning Well (KA1-3 and KA1-4)
PT – Pre Teens	10-12	PTA1.1 PTA2.3	--Get Involved! Intro (PTA1-1, PTA1-2, and PTA1-3) --Get involved! 1 (PTA2-1, PTA2-2, and PTA2-3)
T Teens	13-16	TA1.1 TB2-4	--#InstaEnglish Starter (TA1.1, TA1.2, and TA1.3) --#InstaEnglish level (TA2-1, TA2-2, and TA2-3) --Fusion 3 (TB1-1, TB1-2, and TB1-3) --Fusion 4 (TB1-4, TB1-5, TB1-6) --Fusion 5 (TB2-1, TB2-2, TB2-3, TB2-4)

Here is a more detailed description of each of these age groups:

a. K courses (7 to 9 year-olds)

The book: We offer these courses for kids (K). K courses correspond to children between 7 and 9 years old. The book series used in all K courses Learning Well, by Macmillan.

This is the distribution:

KA1.1	Learning well, level 1: Units starter, 1, 2, 3, and 4
KA1.2	Learning well, level 1: Units 5, 6, 7, 8, and 9
KA1.3	Learning well, level 2: Units starter, 1, 2, 3, and 4
KA1.4	Learning well, level 2: Units 5, 6, 7, 8, and 9

b. PT courses (10 to 12 year- olds)

The book: We also have courses for pre-teens (PT). PT courses correspond to children between 10 and 12. The series used in all PT courses is Get Involved! By Macmillan.

This is the distribution:

PTA1.1	Get Involved! Intro, units starter, 1, and 2.
PTA1.2	Get Involved! Intro, units 3, 4, and 5
PTA1.3	Get Involved! Intro, units 6, 7, and 8
PTA2.1	Get Involved! Level 1, units starter, 1, and 2.
PTA2.2	Get Involved! Level 1, units 3, 4, and 5
PTA2.3	Get Involved! Level 1, units 6, 7, and 8

c. T Courses (13 TO 16 year- olds)

The book: Courses for teenagers (T) use these book series: #INSTAENGLISH by Macmillan Education and FUSION by Oxford. The difference between these two courses is the age.

This is the distribution:

Courses	Book	Units Covered
TA1.1	#InstaEnglish Starter	Starter-1-2
TA1.2	#InstaEnglish Starter	3-4-5
TA1.3	#InstaEnglish Starter	6-7-8
TA2.1	#InstaEnglish Level 1	Starter -1-2-
TA2.2	#InstaEnglish Level 1	3-4-5
TA2.3	#InstaEnglish Level 1	6-7-8
TB1.1	FUSION 3	Starter-1-2-3
TB1.2	FUSION 3	4-5-6
TB1.3	FUSION 3	7-8-9
TB1.4	FUSION 4	Starter-1-2-3
TB1.5	FUSION 4	4-5-6
TB1.6	FUSION 4	7-8-9
TB2.1	FUSION 5	Starter-1-2

TB2.2	FUSION 5	3-4-5
TB2.3	FUSION 5	6-7
TB2.4	FUSION 5	8-9

3.2 Evaluation and Grading System

K, PT, and T courses have the same evaluation system. We evaluate 4 different aspects:

- Communication: 2 grades based on the student's ongoing oral performance in class.
- Language: Results of 2 quizzes all students will take during the course. One in the middle and one at the end.
- Project work/written report: 2 grades based on the use of the language the students will demonstrate in project work or in written reports, depending on the course.
- Learning routines: 2 grades based on learning attitudes, platform work and class preparation.

The minimum passing grade for each one of these aspects and in general, to pass the course is 3.5.

Also, these aspects will be evaluated based on the following percentages:

- Communication: 30%
- Language: 30%
- Project work/written report: 20%
- Learning routines: 20%
- The descriptors will correspond to the following grading scale:
- Below: 0.0 to 3.4
- Basic 3.5 to 3.9
- Very Good: 4.0 to 4.5
- Excellent: 4.6 to 5.0

It is important to point out that The Colombo strongly rejects plagiarism or the use of a translator when writing any type of homework. On the first day of class, teachers are expected to explain to students these two major faults and the penalties students may be imposed. Any student doing plagiarism or using a translator will automatically get a 0.0. This is also explained in the REGLAMENTO PROGRAMA DE INGLÉS PARA NIÑOS Y ADOLESCENTES.

Oral grades must reflect students' oral performance in class. This implies that assessment must be ongoing and at different stages of the class, not only during a single speaking task. Again, it is based on class observation and aided by teachers' note-taking.



If for example, a student doesn't come to class on a given date, you cannot penalize them because "they did not come on the day you evaluated their oral performance." They should be given different opportunities, because again, oral assessment is ongoing. This applies to all the courses.

We have also created some rubrics to help you evaluate students in a more objective and accurate way:

- Rúbrica de evaluación para cursos K.pdf
- Rúbrica de evaluación para cursos T y PT.pdf

For any of our courses (K, PT, or T), we have a policy about make-up exams: If a student cannot take a quiz on the date scheduled, they have to request a make-up exam and pay for it. They can call customer service for this purpose or find the corresponding information on our webpage.

Finally, punctuality counts! Students are required to be extremely punctual to their classes. The maximum number of hours of absence to class is 6, that is, 3 days of class during the semester, for instance. Tardiness (10 or more minutes after the bell rings to start class) also counts. If a student accumulates three latenesses, they will count as an absence.

3.3 Additional Services

The Kids and Teens Program is interested in promoting students' learning and autonomy by offering several additional activities or support units at a very low or no cost.

a. Mediation activities

The Library (includes Makers), Culture, EducationUSA and Alumni processes offer English learning experiences that allow students to live language through art, culture, history and leadership during class time. Through these activities, we bring different topics that will allow students to live the experience of an American Space as they discuss, reflect on and talk about matters of personal, professional and social interest. Until Wednesday you will be able to book American Space experiences for the following Saturday or the following week.

b. Library



It's an excellent option for all the students in the program. There are libraries in all our locations and we also have a virtual library. It has all kinds of books and e-books that they can have access to, or check out. It's open from Monday to Friday from 7:30 a.m. to 7:15 p.m. and on Saturdays from 9:00 a.m. to 4:00 p.m.

c. Multimedia lab (F2F classes)

It is the best of all the options since all students can practice their English in a more varied, autonomous and interactive way. Students need to register at least one week in advance. Teachers can also schedule special activities during class time at the lab. They just need to

reserve well in advance (2 weeks) and be in contact with lab staff so that they can provide the necessary assistance.

d. Reading Club

Available in-person. It is offered to K and PT students in Niza and Downtown, and aims at creating a reading habit and culture in English. There is a teacher in charge of carrying out diverse activities to make students be in contact with reading in a fun way. Students do not have to pay, but they do have to sign up by filling out an online format they have access to, by clicking on a link Marketing sends through an informative mail to all parents at the beginning of each Reading Corner cycle. They can also find the registration forms on the site for extracurricular activities of the Colombo (<https://www.colombobogota.edu.co/clubes-extracurriculares/>) Teachers should promote attendance to this additional service.

e. Conversation Club

It's a space for T students to build communicative skills while interacting with peers who have the same level. That is why this service is divided into three main groups: TA2 and TB1, and TB2 and in each session, students have the opportunity to discuss different topics by means of activities that promote critical thinking, cultural and environmental awareness, this way, students develop fluency and resourcefulness to express their ideas.



Students, from all branches, can access this service by registering in the link Marketing sends in an informative email at the beginning of each Conversation Club cycle. Teachers are advised to foster the use of this additional service, especially as an action plan for students who struggle with speaking. It is totally free.



f. Tutoring



It is an academic hour session (50') session for students who may need support to overcome some learning difficulties. Tutoring is meant for students who have tried different strategies on their own, and nothing has worked. Teachers are expected to provide enough guidance before sending someone to tutoring. Tutoring is not granted automatically to someone who fails a quiz to someone who misses classes. Teachers are to tell students how to catch up on their own, in those cases.

To request this service, teachers should fill out an online tutoring request form. The session will be approved upon availability and case. Once approved by the , teachers are notified and they need to send the link to the student(s). At the end of the process, the teacher will

receive the tutoring report form from the tutor, read it and do the necessary follow-up with the student. All tutoring sessions are virtual.

g. Vacation Courses and Midweek Courses

We usually offer a vacation/Vacation course in June and another one in November. They are intensive courses that we offer our students during the vacation periods: 36 hours in 12 days or 9 days, Monday to Saturday. We also offer mediated courses on weekdays (Midweek), two days a week, two hours per day. Both, Vacation and Midweek courses, follow the same methodology, textbooks and assessment system as a semester course. The difference is how intensive they are.

3.4 Documents and Formats

a. Pace schedule

It is a guide that shows the dates and the contents that have to be covered during the cycle. It also indicates the days when quizzes are given, when the parents' meeting is carried out, and when formats have to be handed in.

b. Syllabus

It is a detailed description of the objectives for each of the units to be covered, which are not necessarily the same as in the book. Teachers must make sure to teach all the contents, because exams are based on them.

c. First Day, and End-of-the-cycle Considerations, exam instructions and parents' meetings agendas

They are documents with detailed instructions for you to read and follow carefully. All that information is crucial for the program so we would appreciate your observing them. They are sent via e-mail by the Leader of the program.

3.5 The Kids and Teen Program Support Staff

- a. PSs (Permanent Substitutes) are fellow teachers who keep control of other teachers' punctuality and attendance, give out papers and documents, sub for teachers who are sick and help teachers in the teachers' lounge.
- b. ASs (Assistant Supervisors) lead the PS team and tutors.
- c. Administrative Assistant: Person who supports all the functions mentioned above in each branch: (ktp@colombobogota.edu.co)
- d. Supervisors: Team of senior teachers who observe other teachers' classes, keep record of not only their academic performance but also, their professional development, participation in institutional projects, English proficiency, etc.



- e. Academic Leaders: They lead all the sub-processes in the educational Services process: educational services manager, academic director, leader of program design and innovation, leader of supervision, professional development and research, leader of corporate programs, leader of the adult programs and leader of KTP.
- f. Mediators: teachers that represent missional areas such as the Library, EducationUSA, the Cultural Department and Alumni. They are the ones who design and lead the mediation activities in your classes.

- g. Tech support staff: Technicians who help teachers and students sort out tech difficulties both online and in F2F classes.