



**PROGRAM INTRODUCTIONS AND
DESCRIPTIONS - INTENSIVE**
**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 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
Modality	Synchronous classes in F2F modality or mediated by educational technology.
Session frequency	2 academic hours per daily session. 18 sessions per course.
Program length	A1: 5 courses A2: 3 courses B1: 6 courses B2: 4 courses C1: 4 courses
Session length	100-minute sessions (2 academic hours)
Independent work	Platform work, workshops, virtual services offered by the library, alumni etc.
Schedule	Classes are offered Monday to Friday 6:10 a.m. – 7:50 a.m. 8:10 a.m. – 9:50 a.m. 10:10 a.m.- 11:50 a.m. 3:10 p.m.- 4:50 p.m. 5:20 p.m. – 7:00 p.m. 7:10 p.m. – 8:50 p.m.

INTENSIVE A1 SPEAK YOUR MIND (SYM) STARTER AND LEVEL 1 (Macmillan)	
A1.1	SPEAK YOUR MIND STARTER (UNITS 1, 2 y 3)
A1.2	SPEAK YOUR MIND STARTER (UNITS 4, 5 y 6)
A1.3	SPEAK YOUR MIND LEVEL 1 (UNITS 1, 2, 3 Y 4)
A1.4	SPEAK YOUR MIND LEVEL 1 (UNITS 5, 6, 7 y 8)
A1.5	SPEAK YOUR MIND LEVEL 1 (UNITS 9, 10, 11 y 12)
INTENSIVE A2 SPEAK YOUR MIND (SYM) LEVEL 2 (Macmillan)	
A2.1	SPEAK YOUR MIND LEVEL 2 (UNITS 1, 2, 3 y 4)
A2.2	SPEAK YOUR MIND LEVEL 2 (UNITS 5, 6, 7 y 8)
A2.3	SPEAK YOUR MIND LEVEL 2 (UNITS 9, 10, 11, y 12)
INTENSIVE B1 OXFORD DISCOVER FUTURES (ODF) levels 3 & 4 (Oxford)	
B1.1	OXFORD DISCOVER FUTURES 3 (UNITS 1, 2 & 3)
B1.2	OXFORD DISCOVER FUTURES 3 (UNITS 4, 5, 6 & 7)
B1.3	OXFORD DISCOVER FUTURES 3 (UNITS 8, 9 & 10)
B1.4	OXFORD DISCOVER FUTURES 4 (UNITS 1, 2 & 3)
B1.5	OXFORD DISCOVER FUTURES 4 (UNITS 4, 5, 6 & 7)
B1.6	OXFORD DISCOVER FUTURES 4 (UNITS 8, 9 & 10)
INTENSIVE B2 OXFORD DISCOVER FUTURES (ODF) level 5 (Oxford)	
B2.1	OXFORD DISCOVER FUTURES 5 (UNITS 1 y 2)
B2.2	OXFORD DISCOVER FUTURES 5 (UNITS 3, 4 y 5)
B2.3	OXFORD DISCOVER FUTURES 5 (UNITS 6, 7 y 8)
B2.4	OXFORD DISCOVER FUTURES 5 (UNITS 9 y 10)
INTENSIVE C1 AMERICAN LANGUAGE HUB (ALH) LEVEL 5 (Macmillan)	
C1.1	AMERICAN LANGUAGE HUB LEVEL 5 (UNITS 1, 2 y 3)
C1.2	AMERICAN LANGUAGE HUB LEVEL 5 (UNITS 4, 5 y 6)
C1.3	AMERICAN LANGUAGE HUB LEVEL 5 (UNITS 7 y 8)
C1.4	AMERICAN LANGUAGE HUB LEVEL 5 (UNITS 9 y 10)

3. SPECIFIC GUIDELINES



3.1 Material: Components and Useful Resources

LEVEL	SERIES	COMPONENTS FOR STUDENTS		COMPONENTS FOR TEACHERS	OTHER USEFUL RESOURCES
		F2F CLASSES	MEDIATED CLASSES		
A1	SYM Starter and level 1	-Students' book: physical and digital	-Students' book: only digital	-Students' book: physical and digital (Class presentation tool)	<ul style="list-style-type: none"> • Tutorials for all the digital resources • SYM: general description of the book • ODF: general description of the book • ALH: general description of the book
A2	SYM level 2	-Platform access -Digital workbook	-Platform access -Digital workbook	-Platform access -Digital workbook -Teachers guide -Additional resources	
B1	ODF levels 3 & 4	-Students' book: physical and digital	-Students' book: only digital	-Students' book: physical and digital (Class presentation tool)	
B2	ODF level 5	-Platform access	-Platform access	-Platform access -Digital workbook	

		-Digital workbook		-Teachers guide -Teachers' resource center	
C1	ALH level 5	-Students' book: physical and digital -Platform access	-Students' book: only digital -Platform access	-Students' book: physical and digital (Class presentation tool) -Platform access -Additional resources -Teachers guide	

3.2 The platform: a valuable tool for the consolidation of learning

This virtual component is activated through an access code provided by the publishing houses. Once the code is activated, the student has access to its contents for one year, a year and a half or two years depending on the series. 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.





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.

3.3 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 Formative Assessment Process

A process Planned	A one-time thing Unplanned
Using evidence to make instructional adjustments and/or verifying learning	Moving on or spending more time on a topic regardless of evidence
Involves giving specific student feedback that is turned into student action	Grading

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 and platform work (task accomplishment)

- Communicative competence
- Linguistic competence
- Learning skills: 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 by the end of each course. For further guidelines on the implementation of formative assessment, please, refer to the Assessment Statement.

Evaluación	Porcentaje	Nota
Task Accomplishment	20%	3.5
Communication	30%	4.0
Language	30%	3.5
Learning	20%	4.0
Observaciones: Juan you did a good job with your video about your childhood memory you did great using gerunds, expression to tell memories and new adjectives. You can probably participate a little bit more actively. Make sure you try to interact with your partners in the small groups even if you have finished with the activities required so that you take advantages of those speaking spaces. You are usually preparing your class and that has allowed you to broad your vocabulary. make sure you make it a goal to intentionally use at least one or two words from your class preparation while interacting in class. You did a nice job working on the platform. Keep it up!		Nota Acumulada: 3.8

3.4 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

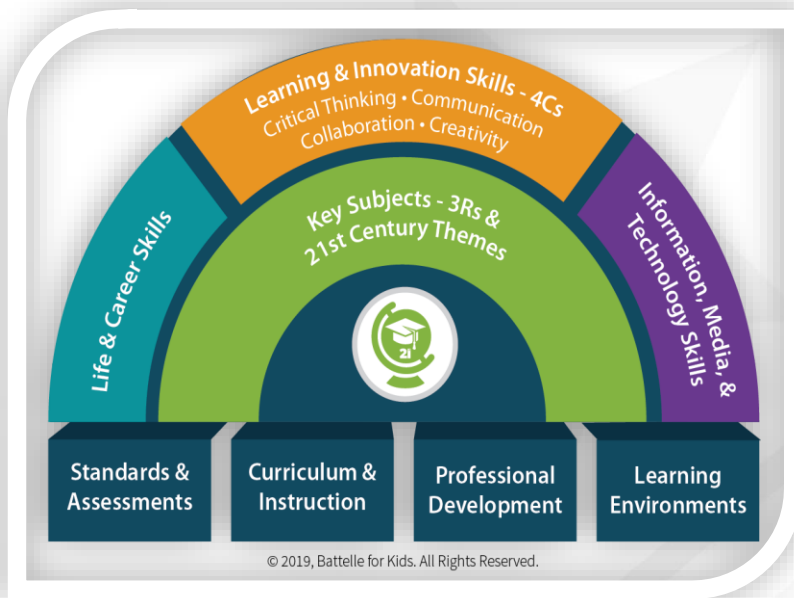
The Common European Framework of Reference for Languages is the standard mechanism we adopt for our syllabus and content development. The key theoretical concepts used in the MEQR are declarative knowledge, procedural knowledge, and competence understood as the minimum sufficient knowledge that we suppose 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 to the content that we have developed through several years of experience in teaching the language. Our syllabus is purely organic and is updated as the students' needs change or the educational and cultural context so warrant. 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 (F2F or in BO rooms)
- 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.

Social-Emotional Learning (SEL)

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.

For further information about procedures and guidelines on SEL and 21st Century Skills, please, refer to the corresponding statement.

✓ Learning to learn

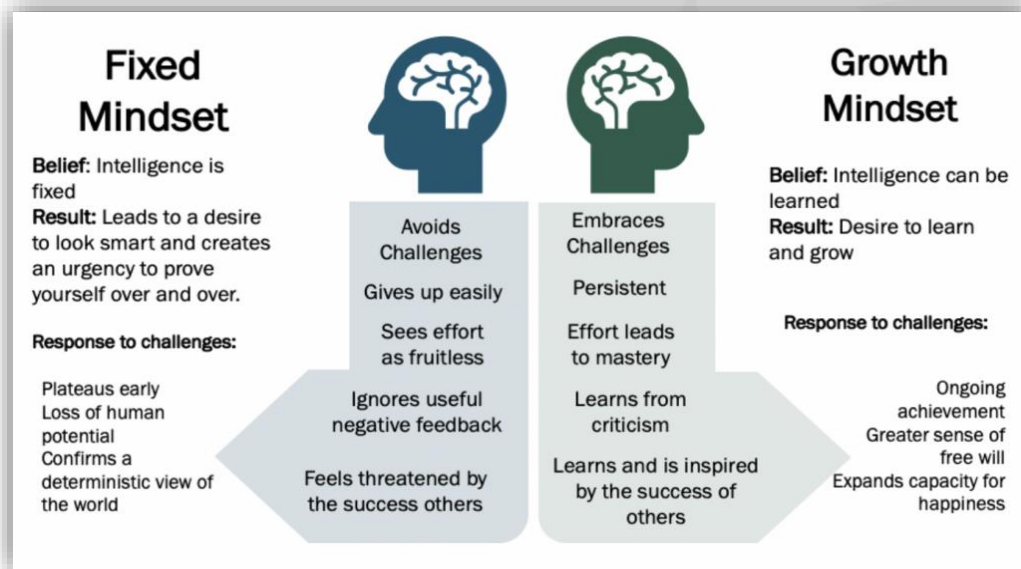
Learning to learn strategies include any thoughts, behaviors, beliefs, or emotions that facilitate the acquisition, understanding, or later application and transfer of new knowledge and skills in different performance contexts. They range from active rehearsal to help remember word lists, to the use 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, 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

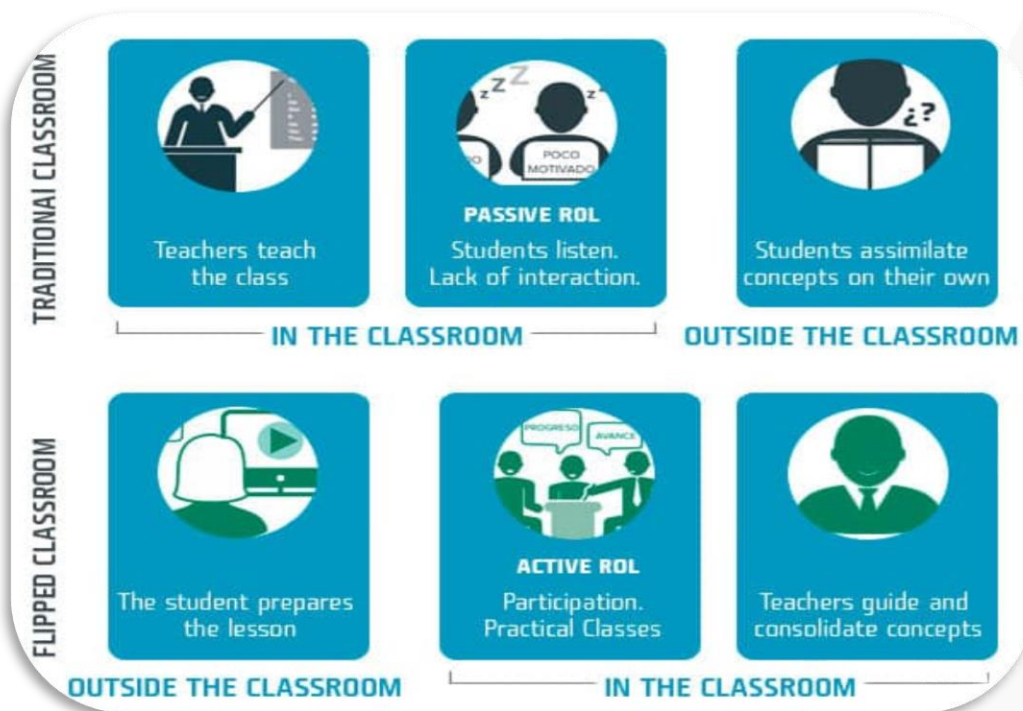


up and according to their level and possibilities; support in developing resilience to failure, among other experiences that teachers can facilitate in the classroom.



✓ Flipped Learning

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 work effectively, the student must develop a series of skills that can lead to an autonomous process.



✓ **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.

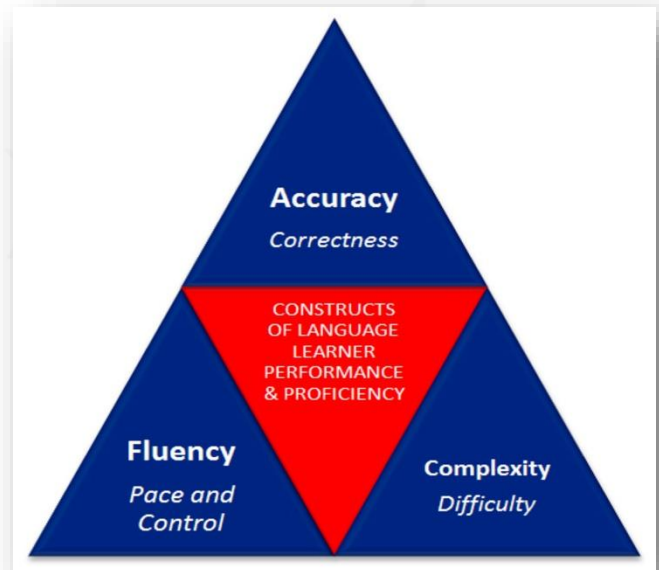
Refer to our Statement on Motivation: [Motivation and The Power of Vision in EFL Learning](#)

✓ **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).



✓ **Critical Thinking**

Our learners will apply a critical line of thought to approach problematic situations and propose solutions. Students will connect their classroom work and learning with the challenges of local and global communities and with their everyday life. Besides, this is one of the cornerstones of our program because it contributes to professional and academic success.

✓ **Project-based learning**

Project Based Learning (PBL) facilitates students learning by actively engaging in real-world and personally meaningful projects. This approach is implemented in all our Intensive courses to help students connect the information they learn in class to their real lives. In PBL, students are supposed to use the target language in the preparation, correction, presentation, and assessment of a project.

Also, through the implementation of PBL, students are expected to develop autonomous learning since it is a highly student-centered approach. Additionally, student will develop other skills such collaboration, decision making, evaluation, synthesis, analysis, creativity, resourcefulness, problem solving, information literacy, media literacy and digital literacy.

✓ **Empathy in a learning community**

Research has proven the importance of empathy in ESL and EFL for promoting positive outcomes in the classroom and fostering a culturally sensitive class environment. Among beginning adult learners we can

find a huge variety of personalities, learning preferences, language levels, insecurities, concerns and uncertainties. A culture of empathy that permeates all members of the classroom and, even students from other groups from the same level, is an essential motivator.

✓ **Meaningful Learning**

Meaningful learning in adult EFL means using English as a vehicle to cope with situations likely to be faced outside the classroom: solving problems, making decisions, expressing ideas and feelings effectively, persuading, prompting positive change, etc. Meaningful learning also means learning by doing, which makes learning of English more memorable and effective.

3.5 Block Identities

In the Intensive Program we have designed the curriculum based on particular needs, characteristics and goals our students have in each level and as they advance their learning paths. Here are the descriptions of each one of the block identities:

✓ **A1 & A2**

These blocks aim to provide students with the necessary socio-emotional, technological, and academic learning bases for their learning process. Teachers and students will create a learning community based on respect, empathy, and support; They will also work on developing some 21st Century skills that will not only strengthen that sense of community, but also, help learners prepare better to be successful participants in the globalized society of the present and the future. Students will be motivated and willing to be actively involved in the class. Teachers will provide guidance and support for students to learn, understand, and advance in their technological literacy, exploring different online learning tools. Teachers will guide students to develop different learning strategies and study routines such as class preparation and platform work to foster autonomous learning. Finally, in order to create a sense of belonging, teachers will promote different activities and resources that Colombo offers, such as mediation activities, library resources, and social media content.

✓ **B1**

B1 is a level in which students will strengthen linguistic knowledge and develop skills for upgraded effective communication. Therefore, they will become independent and efficient users of the language and will reinforce self-awareness abilities to assess and reflect upon their own learning processes. Furthermore, they will develop critical thinking skills by means of inquiry-based learning, the integration of 21st century skills, and the use of Social Emotional Learning. Another important element is accuracy that will be

addressed as the benchmark to develop important elements related to communicative competence such as complexity and fluency (Flora, Mahpul, & Sukirlan, M. 2021).

✓ B2

Students will explore different current problematic situations in each of the courses and come up with a solution. They will have one 21st century skill to develop a writing and a speaking project. For instance, in B2.1 the topic will be environmental problems. Students can pick an environmental problem and propose a solution through an ARGUMENTATIVE ESSAY. This way, they will develop critical thinking, initiative, and leadership. In B2.2, the topic will be technology and communication. They will need to come up with a VIDEO CRITICAL REVIEW of a piece of news they listen to. They'll develop their listening by learning strategies to understand and interpret information from an audiovisual source. They will also develop their literacy skills as they'll learn how to manage information and technology in an ethical way. In B2.3, the topic will be social issues and the outcome may be a pechakucha presentation about such an issue and how it could improve. By doing so, they'll work on their life skills such as flexibility and initiative. In B2.4, the topic will be personal issues and for the outcome, students will choose the task they feel more comfortable with in order to have a discussion with their classmates about growth mindset. I'm part of the solution. Students will explore different current problematic situations in each of the courses and come up with a solution. They will have one 21st century skill to develop a writing and a speaking project. For instance, in B2.1 the topic will be environmental problems. Students can pick an environmental problem and propose a solution through an ARGUMENTATIVE ESSAY. This way, they will develop critical thinking, initiative, and leadership. In B2.2, the topic will be technology and communication. They will need to come up with a VIDEO CRITICAL REVIEW of a piece of news they listen to. They'll develop their listening by learning strategies to understand and interpret information from an audiovisual source. They will also develop their literacy skills as they'll learn how to manage information and technology in an ethical way. In B2.3, the topic will be social issues and the outcome may be a pechakucha presentation about such an issue and how it could improve. By doing so, they'll work on their life skills such as flexibility and initiative. In B2.4, the topic will be personal issues and for the outcome, students will choose the task they feel more comfortable with in order to have a discussion with their classmates about growth mindset.

✓ C1

A C1 student is a confident and flexible language user who is able to use the language spontaneously and flourishes in academic or work environments. They can produce clear, well-structured, detailed ideas on complex subjects, both orally and in written, without doing much research on expressions. They can use the

language for social, academic, and professional purposes, resorting to different strategies to elaborate, expand and defend opinions. Furthermore, they can understand a wide range of demanding texts and audios recognizing implicit meaning. They can express their ideas fluently and contribute to complex interactions expanding and supporting points of view with reasons and relevant examples. C1 speakers can interact freely with a high degree of self-confidence since they are both active listeners and self-aware of their own mistakes to respond more accurately. 21st century skills serve as a framework for their successful learning and will help them become more conscious, autonomous, and responsible for their own process in a world where change is constant, and language will be their vehicle to promote inclusion and global awareness.

3.6 The Syllabu

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](#).