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Inspiring
Teachers²⁰

MasterClass



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LIVE



July 14

4:00 - 6:00 P.M.

How to use ECO Teens to promote face-to-face and autonomous English language learning

Expertos:

Marcela Forero Jiménez - British Council

Tatiana Gómez Ramírez - Programa Nacional de Bilingüismo MEN.



https://youtu.be/gUvBt_f5mZ4



Participa de las interacciones usando #ELTMasterclass #InspiringTeachers @mineducacion @cobritish

Exploring the content



What is ECO 2.0?



ECO 2.0, stands for *English For Colombia* and is an educational ecosystem to support English language learning in Colombia.



ECO Radio

Two **radio programs** for kids (6-11 years old) and teens (12 -18 years old) promoting English language learning



ECO WEB

Plataform: **ECO Web on Colombia Aprende** with over 3.000 resources to learn and teach English.



Continuous PD

Support and offer **professional development** to teachers. Provide strategies to use ECO 2.0 resources.



Bethe1: Challenge

Gamifies English language learning for students to reinforce their skills, while offering:

- **formative assessment** tools for teachers
- **learning analytics** for local education authorities and schools



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PROGRAMA NACIONAL DE BILINGÜISMO

How to listen to ECO 2.0?



150 RADIO STATIONS NATIONWIDE

72 radio stations from the Army



TDT Channel

EXPLOREMOS



UN ESPACIO PARA APRENDER



Check the schedules at your local radio station at

eco.colombiaaprende.edu.co/emisoras



78 local radio stations in alliance with 45 Local Education Authorities

- | | | |
|--------------|------------|---------------|
| Antioquia | Florencia | Nariño |
| Apartadó | Fusagasugá | Nte Santander |
| Armenia | Girardot | Pasto |
| Atlántico | Guainia | Quibdó |
| Barranquilla | Guaviare | Riohacha |
| Boyacá | Huila | Rionegro |
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| Cali | Lorica | San Andrés |
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| Casanare | Manizales | Sucre |
| Cesar | Marinilla | Tumaco |
| Chocó | Medellin | Tunja |
| Cúcuta | Meta | Valle |
| Cundinamarca | Montería | Valledupar |
| Facatativá | Mosquera | Villavicencio |



ROSITA

Rosita, Aleja, Ana and Lucho together with Julián, their English teacher,

Rosita, Aleja, Ana y Lucho junto con Julián, su profesor de inglés.



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Profe: Bueno, bueno, les presento el *ECO Mailbox*... por aquí tenemos una urna transparente que tiene una palanca... yo le voy a dar la vuelta a esa palanca para rotar la urna con los mails de los oyentes que imprimí, y que ahora son cartas que ustedes van a leer...

Aleja: ¡Buenísimo! **Let's see who needs our help today...**

Profe: ***You get one letter out and then you read it...*** así nosotros podemos saber la preocupación del oyente... ***What's the matter, dear listener?***



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**Dear Rosita, Ana, Aleja,
Lucho, and Profe**
*Su programa es muy
entretenido, he
aprendido inglés.*

Thank you so much! *Estoy pensando en hacer
un club de fans de ustedes ¿Qué opinan?
I'm in my last year at school. In a few
months, we will finish school. Estoy
preocupada pues no sé qué hacer después del
colegio.*

It is a big issue not knowing what to do... *Mi
mejor amiga siempre ha sabido que quiere ser
profesora de niños pequeños, ella quiere que
estudiemos lo mismo, pero yo no tengo claro
mi propósito.*

**What would you do if you were me?
Could you give me some advice?**
Paloma





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mi propósito.*

What would you do if you were me?

Could you give me some advice?

Paloma



How would you
support this
student?

Do you think your
students relate to
this situation?

How are they
using English and
Spanish?

Are there any other
elements helping
the audience's
comprehension?



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Teaching Toolbox



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Technique 1

Prepare for the class!

A. Activate previous knowledge before having students listen to an episode

TEACHER'S GUIDE
RADIO EPISODE #3 ECO TEENS 2.0
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Technique 1

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Music preferences

What is a traditional type of music from your hometown? And is this your favorite?

If not, what do you like to listen to?



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Technique 1 Prepare for the class!

Radio, ECO Web, WhatsApp



B. Have students listen to the episode before class

- Storytelling
- Connected
- Topic of the day
- Ana Blogger
- Let's Recap



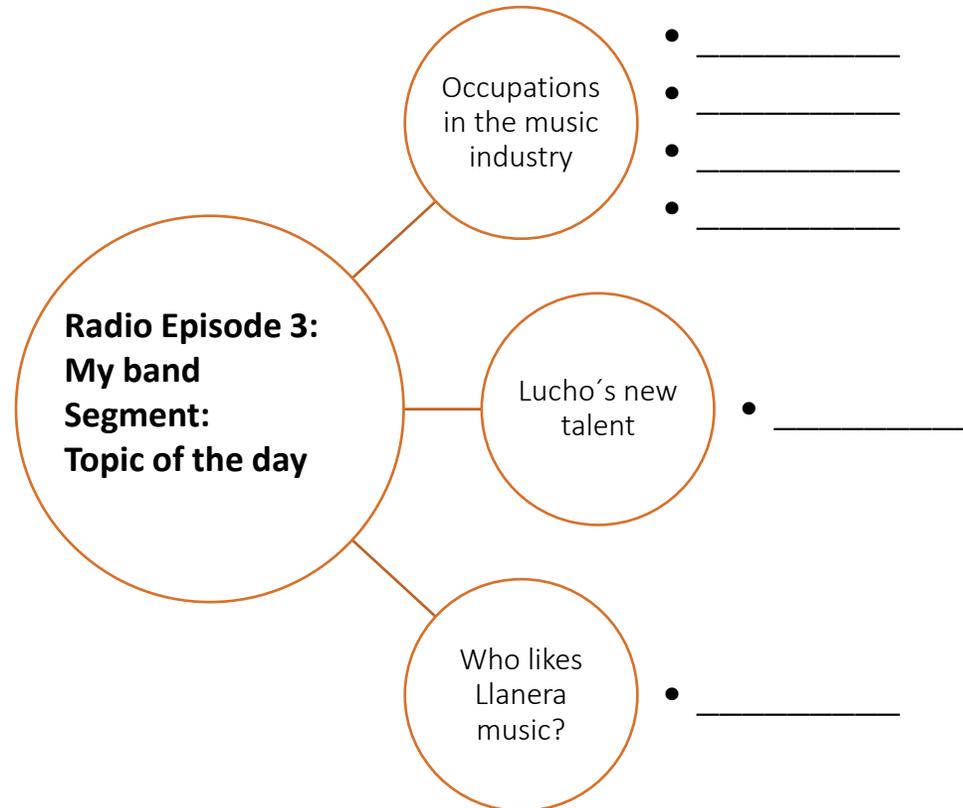
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Technique 1
Prepare for the class!

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C. Have students complete a *while-listening* exercise



Before listening
 While listening
 After listening





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Technique 1 Prepare for the class!

¡Hola! Bienvenidos a las guías de aprendizaje de ECO Teens 2.0



READY, STEADY, GO!

D. Have students do the READY and STEADY sections in the Learning Guide

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Student's name: _____
Grade: _____
School: _____

¡Hola! Bienvenidos a las guías de aprendizaje de ECO Teens 2.0

Antes de realizar esta guía de aprendizaje le invitamos a escuchar la cápsula radial #3 en el enlace eco.colombiaprende.edu.co

Esta guía ha sido diseñada para ayudarle a consolidar algunos conocimientos y habilidades propuestas en las cápsulas del programa radial.

Lee las Instrucciones cuidadosamente antes de desarrollar las actividades y divírtete mientras practicas Inglés.

Recuerda que si no tienes la guía impresa, la puedes desarrollar en un cuaderno también.

La guía ofrece ejercicios que le retan a tomar acción frente a diferentes áreas de tu vida, así que le invitamos a desarrollar los pasos **Ready, Steady and Go**.

ECO 2.0 TEENS
ENGLISH FOR COLOMBIA

ECO Teens 2.0 es un programa transmedia para adolescentes de 12 a 18 años que puedes disfrutar en formato de Colombia Aprende o también a través de tu dispositivo móvil. Rosita, Aleja, Ana y Lusho junto con Julián, su perro, cuentan sus proyectos de vida y ayudan a otros a reconocer cómo el inglés impulsa las oportunidades en tecnología, artes, turismo y deportes en ECO Teens.

Para mayor información visita: eco.colombiaprende.edu.co

**GUÍA DE APRENDIZAJE DE INGLÉS
CÁPSULA RADIAL #3 ECO TEENS
Mi Banda**

Al finalizar esta guía podrás:

- Describir tus talentos y habilidades.
- Diseñar una lista de pros y contras para la toma de decisiones.

Instrucciones Ready, Steady and Go

- En Ready, lee la caricatura y clasifica las expresiones del recuadro de acuerdo a las categorías: decisiones o talentos.
- En Steady, lee la información que Ana le da a su amigo sobre las listas de pros y contras y clasifica las ideas del recuadro según consideres que son pros o contras.
- En Go, utiliza el gráfico para escribir sobre una decisión que debes tomar, incluye talentos y los pros y contras de las opciones que tienes.

READY, STEADY, GO!

ACTIVITY 1 Look at the cartoon strip.

ACTIVITY 2 Now, classify these expressions according to the topic.

EXPRESSIONS ABOUT TALENTS	EXPRESSIONS ABOUT DECISIONS
He's really talented.	He needs to make a big decision.
He needs to consider all the options.	It's such a big decision.
	He's good with math.

Las siguientes expresiones te ayudarán a describir tus talentos y habilidades.

- It's important.
- I can't.
- I'm really interested.
- I'm going to.

READY, STEADY, GO!

ACTIVITY 3 Read the dialogue and all the aspects to consider in the box. Classify the aspects as pros or cons for each career (musician and engineer) to help Andrés make a decision.

Aspects to consider

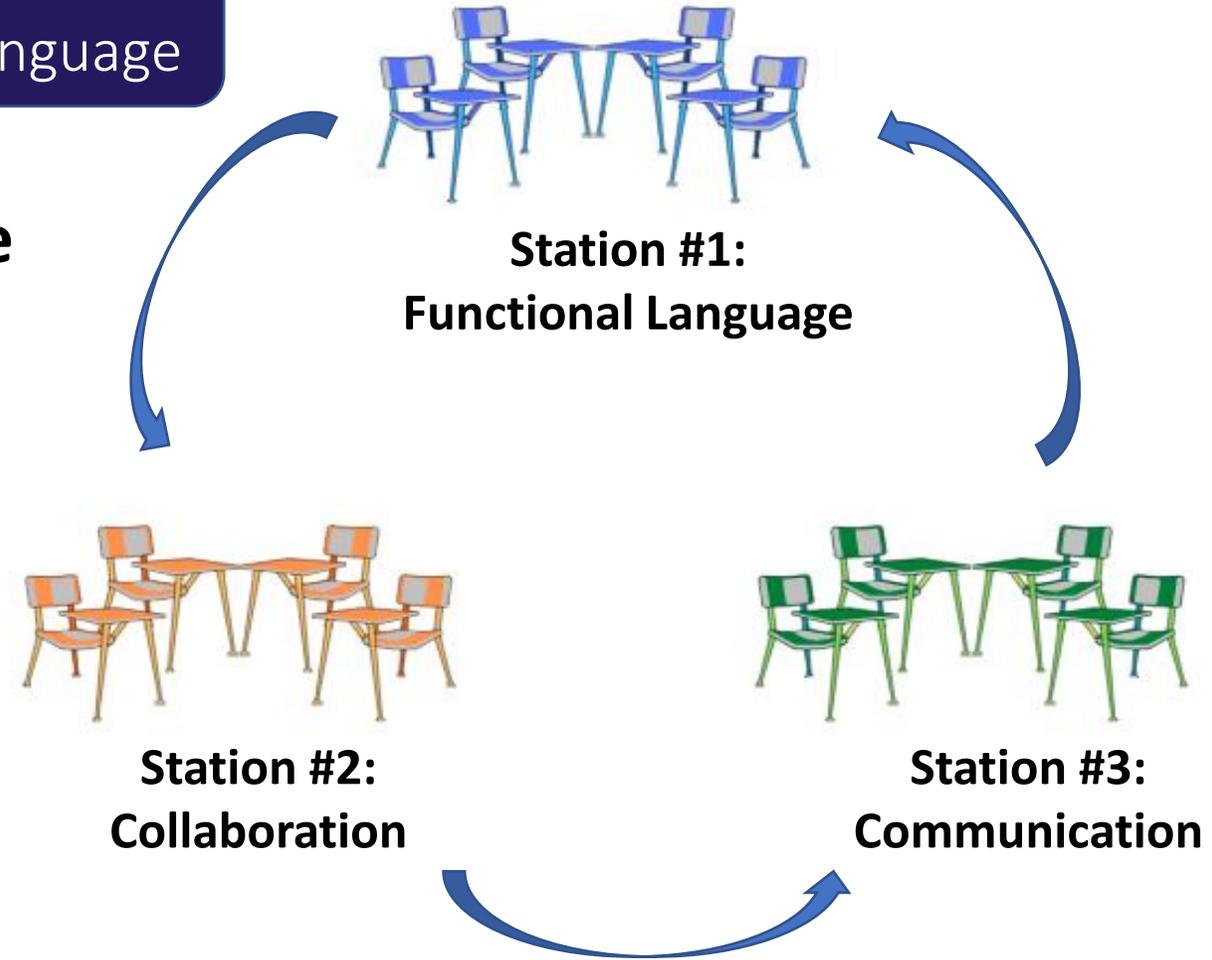
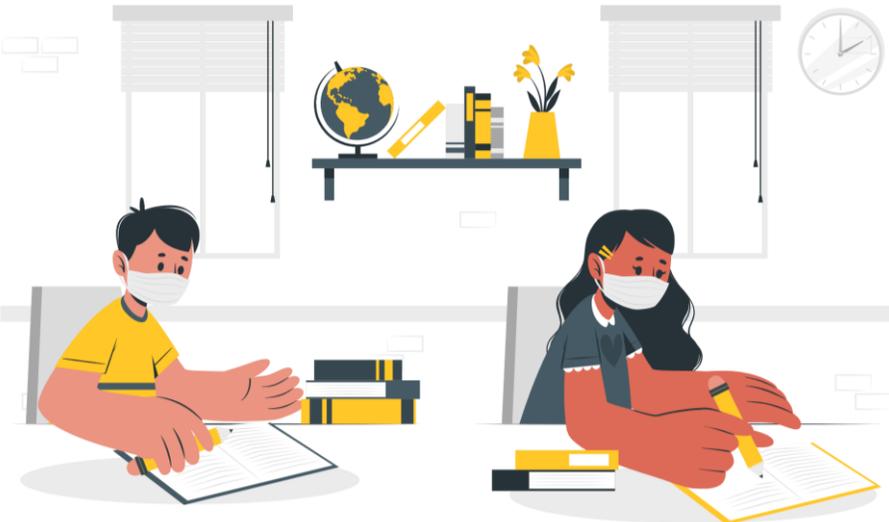
- More office work.
- More options to travel.
- I can use my talents.
- More options to meet people.
- Less free time.
- Less money.

To be a musician		To be an engineer	
PROS	CONS	PROS	CONS

Technique 2

Communicate and collaborate using functional language

Use learning stations to further improve your students' skills in the classroom.





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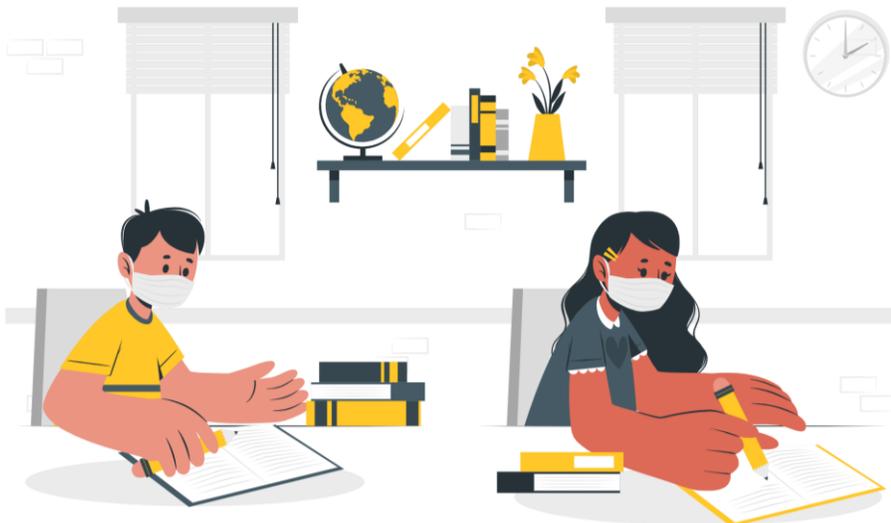
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Technique 2

Communicate and collaborate using Functional language

Use station rotations to further improve your students' skills in the classroom.



Do you use learning stations in your classroom?

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Station #1: Functional Language

TEACHER'S GUIDE RADIO EPISODE #3 ECO TEENS 2.0 MY BAND



STRUCTURE OF THE EPISODE

SECTION	DESCRIPTION	MAIN TOPICS	LANGUAGE FUNCTIONS	COMPETENCES AND SKILLS
Storytelling	Aleja tells the audience the story of how her band began.	<ul style="list-style-type: none"> Musical instruments Life experiences 	<ul style="list-style-type: none"> Talking about memories 	<ul style="list-style-type: none"> I can identify the importance of the arts as a cultural manifestation.
Connected	Three listeners call the show and talk about how they can handle multiple responsibilities at the same time.	<ul style="list-style-type: none"> Time management 	<ul style="list-style-type: none"> Explaining decisions 	<ul style="list-style-type: none"> I can recognize my passions and talents.
Topic of the day	The ECO Teens talk about their multiple opportunities in show business.	<ul style="list-style-type: none"> Music: identifying roles in the industry and favorite genres 	<ul style="list-style-type: none"> Expressing admiration for someone's talents Describing music and music preferences 	<ul style="list-style-type: none"> I can express admiration for someone's talent. I can identify roles and skills in the music industry.
Ana Blogger	Ana brings up the connection between Pacific music and food in Tumaco.	<ul style="list-style-type: none"> "Arrullos" in Tumaco 	<ul style="list-style-type: none"> Using figures of speech to generate connections: metaphors and similes 	<ul style="list-style-type: none"> I can understand the importance of time management in personal and professional projects.
Let's Recap	The teacher makes a summary of the key points learned in the episode.	<ul style="list-style-type: none"> Summary of key concepts and ideas 	<ul style="list-style-type: none"> Listing key points 	

What could we use in class from ECO Teens 2.0?

A. Have students USE the functional language from the episode's segment in class.





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Station #2: Collaboration

In this station, students work together to find and share information about Colombian traditional music.

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STATION OR GROUP ACTIVITIES

Have students create stations with different genres of Colombian traditional music. Have students talk about the region, the most popular songs of that genre and popular artists. If possible, ask them to bring some music samples to listen to. Students take turns moving around the stations and presenting using the expressions learnt in the class.

Step 1:

Assign a genre of Colombian traditional music to each group.

Step 2:

Students prepare a presentation: talk about the genre and popular artists and bring musical samples.

Step 3:

Students move around stations to see the presentations

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Station #3: Communication

In this station, students use the language they've learned to talk about their favorite kind of music while using some of the functional language.

Step 1:

Students write the title of their favorite song and its genre on piece of paper.

Step 2:

Students pick a paper and write who they think wrote that song.

Step 3:

Students share their answers and their favorite part of the song.

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SPEAKING ACTIVITIES

Ask students to write the title of their favorite song and its genre (vallenato, cumbia, reggae, etc.) on a piece of paper. In turns, ask students to pick a piece of paper and write who they think wrote that song. Finally, ask the owner what's their favorite part of the song (lyrics, rhythm, catchy chorus, etc.)



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Technique 2

Communicate and collaborate using Functional language

What kinds of
stations do
you use?



Some more ideas:

- Quick assessments
- Question generation
- Fishbowl practice
- Role Plays



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Technique 2

Communicate and collaborate using Functional language

Golden rules:

- Student-centered
- Keep students active
- Variety of purposes and outcomes
 - communication
 - collaboration
 - language review
 - specific skills
- Offer continuous feedback



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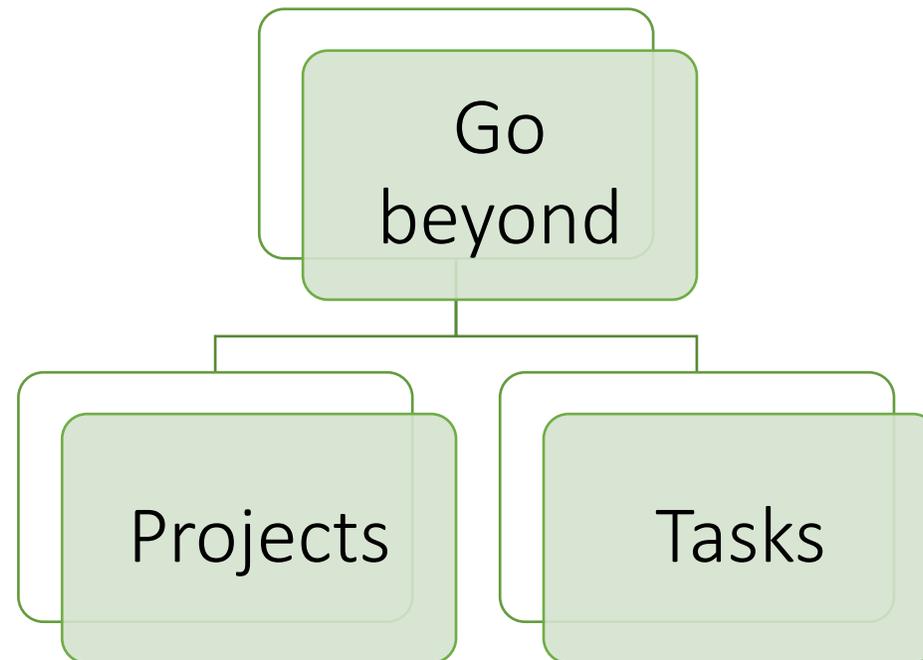
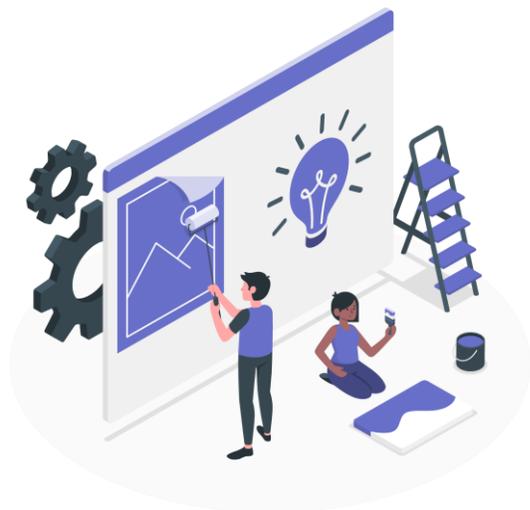


Technique 3

Go beyond the classroom and guide students to use the language



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Scope and sequence: emphasis on different skills

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EPISODIO	MICRO SINÓPSIS	HABILIDADES INTERCULTURALES Y SOCIO EMOCIONALES	HABILIDADES COMUNICATIVAS	HABILIDADES PARA LA EMPLEABILIDAD	FUNCIONES DEL LENGUAJE
My band	La música es el idioma mundial por excelencia, entre sonidos, culturas, y escenarios veamos la versatilidad de este oficio.	<ul style="list-style-type: none"> ● Entiendo la importancia de la música como manifestación cultural. ● Reconozco e identifico mis pasiones y talentos. ● Comprendo la importancia de la gestión del tiempo en proyectos personales y profesionales. 	<ul style="list-style-type: none"> ● Describo mis gustos, talentos y pasiones. ● Hablo sobre mis opciones y decisiones de vida. ● Reconozco y uso vocabulario relacionado con la música. 	<ul style="list-style-type: none"> ● Manejo del tiempo ● Liderazgo y emprendimiento ● Iniciativa y autonomía ● Planificación y organización ● Toma de decisiones 	<ul style="list-style-type: none"> ● Hablar sobre recuerdos. ● Explicar decisiones. ● Expresar admiración por el talento de alguien. ● Describir música y preferencias musicales.



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Technique 3

Go beyond the classroom and guide students to use the language

¡Hola! Bienvenidos a las guías de aprendizaje de ECO Teens 2.0

What are my talents/ skills?

TALENTS-SKILLS

- I love playing the harp.
- I am a good singer.
- I can read music.
- I like creating new things.

What shall I do when I finish school?

PROS

- I can do what I love
- Long vacation periods
- Job stability

CONS

- Large groups
- Lack of musical instruments in schools

Should I become a music teacher?



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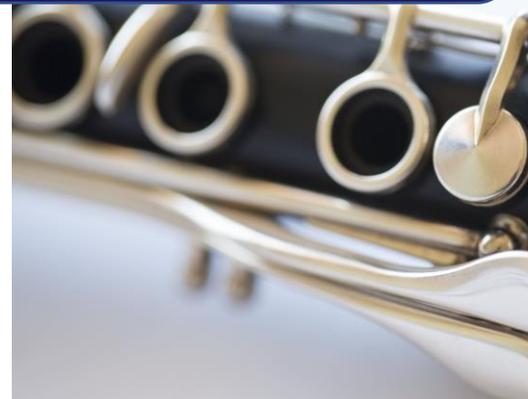
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Technique 3

Go beyond the classroom and guide students to use the language

What musical traditions are there in your family? Which ones would you like to continue with?



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Technique 3

Go beyond the classroom and guide students to use the language

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A music project



Example of a project

Organize a music project in your school or community. It could be a school event to raise funds for a good cause or to promote traditional rhythms.

- **Step 1:** Ss exchange ideas and design an event plan
- **Step 2:** SS assign roles and tasks and create a schedule
- **Step 3:** SS prepare for event through collaborative act.
- **Step 4:** Event takes place
- **Step 5:** The experience is assessed

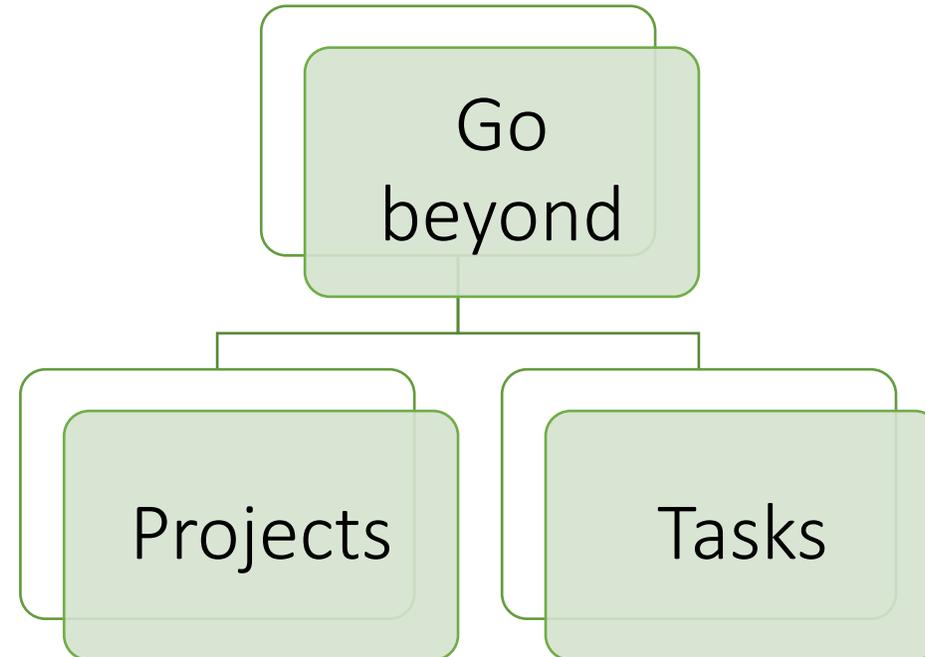




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Taking Action



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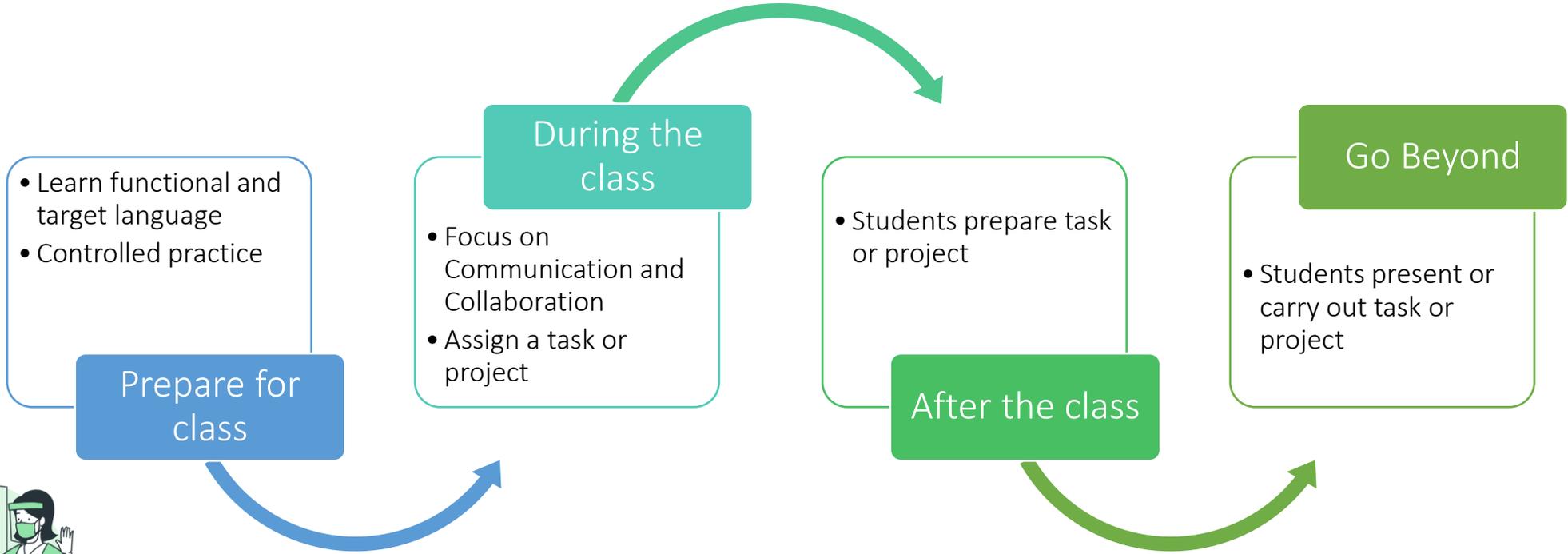
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Learn more about **Flipped Learning**



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Action Step 1: Share ECO Teens resources and make students accountable

CHECKLIST FOR STUDENTS AUTONOMOUS WORK	YES/NO
Listen to the episode	✓
- Tune in to the radio	
- Your teacher sends the episode via WA	
- Find the episode on ECO Web	
Complete the READY section of the Student's Learning Guide	✓
Complete the STEADY section of the Student's Learning Guide	✓





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Action Step 2:

Adapt your lesson plans with episode segments

Storytelling

Connected

Topic of the
day

Ana blogger

Influencer

Did you know?

English around
the world

Common
errors

Let's Recap



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Action Step 3:

Determine the best ways for students to present work and make it meaningful

CHECKLIST FOR TEACHERS TO MAKE PROJECTS AND TASKS MEANINGFUL	YES/NO
Choose or adapt a task or project and assign to students	✓
Create and share your rubric for the task and project	✓
Determine how students will present their tasks or projects	✓
<ul style="list-style-type: none"> -Online -In-class -Share via WhatsApp 	

Q&A



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Q&A



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Check the schedules at your local radio station at eco.colombiaaprende.edu.co/emisoras



Recap



Recap

TEACHING TECHNIQUES

- TT1: Prepare for _____!
- TT2: Communicate and collaborate using _____.
- TT3: Go beyond the classroom and _____.

Finish the sentence.

- functional language
- the class
- use the language





Recap

ACTION STEPS

1: Share ECO Teens resources and

_____.

2: Adapt your lesson plans with

_____.

3: Think about the best ways for
students to present work and

_____.

Finish the sentence.

- a. make it meaningful
- b. episode segments
- c. make students accountable





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Inspiring
Teachers²⁰

MasterClass



Contacto
Maestro

MASTERCLASS

LIVE



Julio 21

4:00 - 6:00 P.M.

¿Cómo usar ECO Kids para facilitar el aprendizaje del inglés de forma presencial y autónoma?

Expertas:

Marcela Forero Jiménez - British Council

Tatiana Gómez Ramírez - Programa Nacional de Bilingüismo MEN



<https://youtu.be/xW-HntynRsc>



Participa de las interacciones usando #ELTMasterclass #InspiringTeachers @mineducacion @cobritish