PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: Tecnólogo Organización de Eventos
- Código del Programa de Formación: 122811
- Nombre del Proyecto: Organización y Producción de Eventos según Tematica.
- Fase dle proyecto: EVALUATION
- Actividad del Proyecto: Project product support.
- Competencia: 240201502 Producir textos en inglés en forma escrita y oral
- Learning Results:

  1) Comprender una amplia variedad de frases y vocabulario en inglés sobre temas de interés personal y temas técnicos.

  2) Leer textos complejos y con un vocabulario más específico, en inglés general y técnico.

✓ Duration of the Guide: 90 hours

2. PRESENTACIÓN

In recent years SENA has been developing pedagogical and academic initiatives for apprentices to achieve a competitive level in English. The pedagogical initiatives comprise continuous changes in the way of transmitting the knowledge so that it is more effective, meaningful, and applicable in the different work and personal fields of the learner when it is required to communicate. The academic initiatives include for example the “Volunteachers”; a program where foreigners are brought in order to create an immersive environment where learners are more exposed to the language. These initiatives all have as their objective that the learners be able to communicate in another language and develop in the work fields that await them, where speaking another language will undoubtedly make them high competitive apprentices.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

- Descripción de la(s) Actividad(es)
- Ambiente Requerido
- Materiales

Initial Reflection Activity:

Express Yourself! This is an activity for small groups of 3 – 4 students.

Method: Copy and cut out the situations in the chart below, then divide the class into small groups, 3 - 4 students per group, then give a situation to each group. Tell them they now have 5 minutes to come up with a small role play that they have to show to the whole class. Taking it in turns the group presents their situation to the rest of the students, the rest of the class analyses each of the case and gives their opinion about it.

You were elected to participate in the World Skills Competitions this year, which is going to be held in an English speaking country. You need to ask for directions at the airport, What would you say?
You were selected to participate in a scholarship in an important university abroad.You need to present a B1 English certificate and an interview.How would you prepare yourself?
You are finishing your productive stage at a very important company of your city and you were called to be promoted, but you need to be qualified in communicative English so you need to present an interview. What kind of questions would you be asked?
You are doing your productive stage a foreign English speaker comes to your workplace. How would you help him/ her?
Your boss tells you to call to a hotel in an English speaking country in order to make a reservation for next month in a single room. What kind of information do you need to request?

Note: Add more situations according to the number of students that your class have after doing the presentations do a socialization based on the following questions:

1. What communicative abilities do you consider necessary in order to face any of the previous situations?

2. Do you feel qualified to deal with those situations? Why yes? Why not?

3. How would you do to improve your communicative skills in English?

Contextualization Activity and Identification of necessary knowledge for your learning process:

Have students find out the meaning and use in sentences of the following vocabulary:

Importance	Friends	Effective	Improve	Non-verbal	Assertions
Communication	Coworkers	Productive	Master	Speech acts	Assessments
Welcome	Colleagues	Promotion	Conversation	Any language	Declarations
Talk	People	Raise	Effective	Practiced	Over looked
Communication skills	Interact	Responsibilities	Individuals	Requests	Critical
Say	Satisfying	Skilled	Stronger	Offers	Body language

Human being	Breakdown	Future	Effort	Promises	Emotions
Family	Think	Relationships	Verbal	Commitments	Value
Brain	Success	Intelligence	Language	Confidence	Practice

After working the key vocabulary and checked understanding, show the following video “The importance of Communication Skills” https://www.youtube.com/watch?v=JYKzqbptOGQ , repeat if necessary, check understanding by asking questions to the whole class such as:

1. What is the name of the video?
2. Who do you communicate with?
3. What is effective communication necessary for?
4. What is the difference between Verbal and Non- verbal communication?
5. What are the six speech acts?
6. Are there other ways to communicate different from speaking? Which ones?

Note: the teacher may add more questions if necessary

Socialize the answers with the whole class, tell them to contrast the general idea of the video with their own life experience, even in their mother language.

Finally, students must do a workshop (Questions and answer / crossword puzzle / role play / essay /etc) where the student shows understanding of the previous activities

Knowledge Appropriation Activities (Conceptualization and Theory).

Activity 1: Future

1. Future going to and will.
2. Vocabulary related to means of transportation and travelling as an organization of an event.
3. Descriptions of situations in the workplace.

Activity 2: To express real and unreal situations related to work and personal information in an oral and written way.

Topics: Conditionals

1. Conditional type 0
2. Conditional type 1
3. Conditionals part 2

Activity 3: To interpret, infer and summarize information based on the lecture of technical and general readings.

Topics: Reading.

1. Readings related to the themes for your project and training area.

2. Reading comprehension exercises

Activity 4: Identify pronunciation patterns, main ideas and general and technical vocabulary.

Topics: Listening

4. Videos and audios with topics that allow to strengthen knowledge of general and technical English.
5. Listening exercises and dynamic activities.

Activity 5: Writing and speaking

Topics: My project

1. Vocabulary related to the training project.
2. Product project development in English according to its training program.

In order to carry out the previous activities the instructor is able to use active didactics such as brainstorming, role-plays, case studies, forums, presentations, games and questionnaires.

4. ACTIVIDADES DE EVALUACIÓN

To present the final Project based on what they learned during the learning process at Sena.

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencia de producto: Project presentation	The apprentice maintains a conversation with naturalness, fluidity and efficiency, even on specialized subjects of his profession. The apprentice can relate English texts with pictures or with titles. The apprentice can start a speech, take the risk to speak, and finish a technical conversation in his profession.	**Check List**

	The apprentice makes summaries of the relevant and detailed information of a technical text in English.	

5. GLOSARIO DE TÉRMINOS

Project: Something that is contemplated, devised or planned.

Presentation: A demonstration or welcoming speech, as one of introduction.

Tips: The act of presenting someone or something as favorable; suitable, quilified for a job.

Introduction: A preliminary part of a book or composition leading up to the main part.

Conclusions: The end or close, an opinion resulting from deduction or inference.

Reading: It is a complex "cognitive process" of decoding symbols in order to construct or derive meaning (reading comprehension).

Writing: It is a medium of human communication that represents language.

Listening: To overhear a conversation or communication.It is a natural way to learn a language; the ability to pay attention to and effectively interpret.

Speaking: The act or skill of giving a speech at a public event.

Draft : A drawing, sketch, or design.

Outline: A document, summary, in hierarchical list format.

6. REFERENTES BILBIOGRÁFICOS

Englishclub.com

Britishcouncil.org

Englishmed.com

Wordreference.com

Factsslides.com

Esldiscussions.com

Businessdictionaries.com

Examenglish.com

http://www.esl-lab.com/

http://elllo.org/

http://www.learningchocolate.com/

https://learningapps.org/

http://www.mansioningles.com/

https://www.superteachertools.us/

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)	Jenny Perdomo Ronald Valbuena Luisa Fernanda Giraldo Johanna Afanador Victor Hugo Medina Nini Lorena Vargas Montoya	Instructor	Centro Comercio y Turismo Regional Quindío	Julio, 2017

8. CONTROL DE CAMBIOS (diligenciar únicamente si realiza ajustes a la guía)

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)					