

COURSES FOR COMPANIES

TARGET AUDIENCE:

Professionals who need to develop their Spanish language competence in a business environment, improving their communication skills in professional contexts such as meetings, presentations, negotiations and customer service.

FORMAT Individual classes

at the centre, at the company or remotely, as well as group classes at the company or remotely, adapted to the professional needs and work environment of the participants.

LEVELS: A1 to C1

PROGRESSION:

The progression is the same as for the rest of the courses: extensive or intensive packs in individual or group format, taught at the centre, at the company or remotely, with a specific focus on business or general Spanish, depending on the students' needs.

DURATION and FREQUENCY: Classes range from 1.5 to 4 hours per week depending on the availability of the student and their company.

MATERIALS: Student's book

and exercise book, as well as complementary materials focused on Business Spanish or general Spanish as a foreign language.

1. Contents and Objectives:

LEVEL A1.1 (INITIAL PROFESSIONAL)

Content Organization

The contents of this sublevel are organized with reference to the inventories of the **Curricular Plan of the Instituto Cervantes (PCIC)**, in accordance with the **Common European Framework of Reference for Languages (CEFR)**.

Their distribution responds to the different components of communicative competence and promotes the balanced development of linguistic, pragmatic and intercultural competences, as well as the dimensions of the student as a **social agent** and as an **autonomous learner**.

The contents are developed progressively, integrating from the outset communicative situations specific to the professional and business environment that enable students to function in simple workplace contexts.

Grammatical Component (PCIC)

By the end of sublevel A1.1, the student will have worked on, among others, the following contents:

- The Spanish alphabet and pronunciation of the most frequent sounds.
- Pronunciation and intonation in greetings, introductions and brief conversations.
- Gender and number of nouns and adjectives.
- Definite and indefinite articles.
- Noun agreement.
- Subject personal pronouns.
- Present indicative of regular verbs.
- High-frequency irregular verbs:
 - **ser**
 - **estar**
 - **tener**
 - **trabajar**
 - **ir**
- Initial contrast between **ser** and **estar**.
- Difference between **hay** and **está / están**.
- Basic interrogatives.
- Cardinal numbers.
- Times, dates and working hours.
- Frequent prepositions (**en, de, a, con**).
- Basic connectors (**y, pero**).
- Periphrasis **ir a + infinitive** to express immediate plans.

Pragmatic-Discursive Component (PCIC)

Students will develop the communicative functions appropriate to sublevel A1.1 as applied to the professional environment.

They will be able to:

Informative Functions

- Introduce themselves personally and professionally.
- Introduce colleagues.
- State their job position and department.

- Explain very simple work-related duties.
- Provide basic personal and professional information.

Social Functions

- Greet and say goodbye in workplace contexts.
- Give thanks.
- Ask for permission.
- Ask for help.
- Introduce themselves in a simple meeting.
- Handle a very brief initial telephone conversation.
- Use basic professional courtesy formulas.

Expressive Functions

- Express preferences related to work.
- Express basic needs.
- Indicate availability.
- Confirm or reject in a simple manner.

Discourse Organization

- Use brief sentences in basic professional conversations.
- Ask simple questions related to work.
- Maintain short communicative exchanges.

Notional Contents (PCIC)

During this sublevel, the following concepts will be covered:

- Personal and professional identity.
- Company and basic organization.
- Job positions.
- Departments.
- Working hours.
- Present time.
- Location within the company.
- Quantity and number.
- Basic professional relationships.

- Workplace routines.

Intercultural Competence (PCIC)

Cultural References

- Basic professional courtesy rules in Spain.
- Working hours.
- Typical organization of the working day.
- Professional introductions.
- Relationships between colleagues.
- Initial work meetings.

Sociocultural Knowledge and Behaviours

Students will learn to:

- use courtesy formulas appropriate to the workplace;
- address colleagues and superiors correctly;
- respect speaking turns in simple meetings;
- recognize basic differences between business cultures.

Intercultural Skills and Attitudes

Students will progressively develop the ability to:

- show respect towards different professional communication styles;
- adapt to basic workplace interaction norms;
- value cultural diversity in the workplace;
- act with a collaborative and respectful attitude.

The Student as a Social Agent (PCIC)

By the end of sublevel A1.1, the student will be able to:

- introduce themselves in a professional environment;
- identify their job position and department;
- exchange basic information with colleagues;
- ask for help in simple workplace situations;
- understand and give very brief instructions;
- participate in basic conversations related to the company's daily activities;
- use common professional courtesy formulas.

The Student as an Autonomous Learner (PCIC)

During this sublevel, students will develop strategies to manage their learning in professional contexts.

Planning

- Identify language needs related to their job position.
- Establish basic learning objectives.

Learning Strategies

- Use vocabulary specific to their professional field.
- Consult glossaries and digital resources.
- Record new vocabulary related to the company.

Self-Regulation

- Detect frequent errors in workplace communicative situations.
- Ask for clarification when necessary.
- Participate in guided self-assessment activities.

Cooperative Learning

- Participate in simulations of professional situations.
- Collaborate with other colleagues on communicative tasks.
- Share strategies for resolving common situations in the workplace.

LEVEL A1.2

Grammatical Component (PCIC)

By the end of sublevel A1.2, the student will have worked on, among others, the following contents:

- Consolidation of the present indicative.
- High-frequency irregular verbs:
 - **hacer**
 - **querer**
 - **poder**
 - **venir**
 - **decir**
- Reflexive verbs related to workplace routines.
- Consolidation of the contrast between **ser** and **estar**.
- Consolidation of the contrast between **hay** and **está / están**.
- Demonstratives and possessives.

- Basic cardinal and ordinal numbers.
- Expressions of frequency.
- Frequently used prepositions.
- Periphrasis **ir a + infinitive**.
- Verbs **gustar, interesar, necesitar and preferir**.
- Basic connectors:
y, pero, porque, también, después.

Pragmatic-Discursive Component (PCIC)

Students will develop the communicative functions appropriate to sublevel A1.2 as applied to the professional environment.

They will be able to:

Informative Functions

- Describe their job position.
- Explain usual tasks.
- Talk about working hours and workplace routines.
- Present the company in a simple manner.
- Explain the basic organization of a department.

Social Functions

- Receive and attend to visitors.
- Request and provide simple workplace information.
- Arrange a basic meeting.
- Confirm appointments and schedules.
- Maintain brief conversations with clients and colleagues.
- Handle simple telephone calls.

Expressive Functions

- Express work-related preferences.
- Indicate availability.
- Express basic work-related needs.
- Ask for help.
- Confirm or reject simple proposals.

Discourse Organization

- Maintain brief conversations related to work activities.

- Ask simple questions.
- Organize brief messages using basic connectors.

Notional Contents (PCIC)

During this sublevel, the following concepts will be covered:

- Company organization.
- Departments.
- Job functions.
- Working hours and agenda.
- Meetings.
- Telephone.
- Email.
- Present time and near future.
- Professional routines.
- Relationships between colleagues and clients.
- Organization of the workspace.

Intercultural Competence (PCIC) Cultural References

- Typical organization of work in Spain.
- Working hours.
- Professional relationships.
- Customer service.
- Telephone communication.
- Work meetings.
- Basic professional correspondence.

Sociocultural Knowledge and Behaviours

Students will learn to:

- use appropriate courtesy formulas in the professional environment;
- address clients, colleagues and managers correctly;
- interpret basic business communication norms;
- recognize intercultural differences in the organization of work.

Intercultural Skills and Attitudes

Students will progressively develop the ability to:

- adapt to different professional communication styles;
- show respect towards other organizational cultures;
- act with courtesy and professionalism;
- positively value the cultural diversity present in the company.

The Student as a Social Agent (PCIC)

By the end of sublevel A1.2, the student will be able to:

- introduce themselves and other professionals;
- describe their job position and functions;
- organize simple meetings;
- request and provide work-related information;
- handle basic telephone calls;
- write very brief messages and emails;
- collaborate in common conversations with colleagues and clients.

The Student as an Autonomous Learner (PCIC)

During this sublevel, students will continue developing strategies to manage their learning in professional contexts.

Planning

- Establish objectives related to communication needs at work.
- Organize the study of professional vocabulary.

Learning Strategies

- Use specialized digital resources.
- Create personal glossaries.
- Record common expressions used in the company.
- Learn vocabulary through real communicative situations.

Self-Regulation

- Review oral and written productions related to the workplace.
- Identify frequent errors and correct them with help.
- Participate in self-assessment activities focused on professional situations.

Cooperative Learning

- Participate in simulations of meetings and professional conversations.
- Collaborate on communicative tasks related to the company.

- Share resources and strategies to improve workplace communication.

Professional Application Contexts

The contents of the sublevel will preferably be applied through tasks related to real situations in the workplace, such as:

- introducing oneself in a work meeting;
- describing the position and professional responsibilities;
- explaining the basic functioning of the company;
- organizing schedules and agendas;
- arranging and confirming meetings;
- handling and making simple telephone calls;
- receiving visitors and directing clients;
- writing brief emails (greetings, confirmations, thank-yous and requests for information);
- participating in informal conversations with colleagues during the working day;
- asking for and offering help with everyday company tasks.

LEVEL A2.1 – BASIC PROFESSIONAL

Grammatical Component (PCIC)

By the end of sublevel A2.1, the student will have worked on, among others, the following contents:

- Consolidation of the present indicative.
- Present perfect indicative.
- Introduction to the preterite to narrate completed actions.
- Initial contrast between present and past.
- Frequently used verbal periphrases:
 - **ir a + infinitive**
 - **tener que + infinitive**
 - **poder + infinitive**
 - **deber + infinitive**
- Frequently used direct and indirect object pronouns.
- Basic comparatives and superlatives.
- Common quantifiers.
- Adverbs of frequency and time.

- Sequence connectors:
primero, después, luego, finalmente.
- Consolidation of the most frequently used prepositions.

Pragmatic-Discursive Component (PCIC)

Students will develop the communicative functions appropriate to sublevel A2.1 as applied to the professional environment.

They will be able to:

Informative Functions

- Describe work-related tasks and responsibilities.
- Explain simple processes related to work.
- Talk about recent professional experiences.
- Report on common incidents.
- Explain changes in schedules, agendas or tasks.

Social Functions

- Participate in brief meetings.
- Request and provide clarification.
- Confirm information.
- Handle simple customer enquiries.
- Resolve minor communication issues.
- Give and receive basic instructions.

Expressive Functions

- Express agreement and disagreement in a simple manner.
- Express opinions related to work.
- Express professional preferences.
- Justify simple decisions.
- Propose basic solutions.

Discourse Organization

- Narrate recent events related to professional activities.
- Organize simple explanations using connectors.
- Maintain somewhat longer workplace conversations.
- Understand common instructions in the workplace.

Notional Contents (PCIC)

During this sublevel, the following concepts will be covered:

- Internal organization of the company.
- Work processes.
- Customer service.
- Meetings.
- Professional agenda.
- Time management.
- Professional experience.
- Training.
- Incidents.
- Changes and planning.
- Face-to-face, telephone and written communication.

Intercultural Competence (PCIC)

Cultural References

- Business organization in Spain.
- Labour relations and teamwork.
- Customer service.
- Face-to-face and telephone professional communication.
- Basic meeting rules.
- Common professional correspondence.

Sociocultural Knowledge and Behaviours

Students will learn to:

- participate appropriately in simple meetings;
- use courtesy formulas adapted to the professional context;
- interpret common operating norms in Spanish companies;
- recognize cultural differences in business communication.

Intercultural Skills and Attitudes

Students will progressively develop the ability to:

- adapt their communication to interlocutors from different cultures;
- act respectfully and flexibly in multicultural teams;
- understand different working styles;

- value cultural diversity as a professional resource.

The Student as a Social Agent (PCIC)

By the end of sublevel A2.1, the student will be able to:

- actively participate in conversations related to their work;
- describe common processes and tasks;
- resolve simple issues with clients or colleagues;
- organize brief meetings;
- independently request and provide information;
- explain recent professional experiences;
- collaborate with other professionals using clear and appropriate language.

The Student as an Autonomous Learner (PCIC)

During this sublevel, students will develop strategies that promote greater autonomy in language learning for professional purposes.

Planning

- Identify new communication needs arising from their professional activity.
- Establish specific objectives related to real workplace situations.

Learning Strategies

- Use authentic company documents to support learning.
- Expand professional vocabulary through reading, meetings and common documents.
- Consult dictionaries, glossaries and specialized digital resources.

Self-Regulation

- Review oral and written productions related to the workplace.
- Identify frequent errors and apply correction strategies.
- Participate in self-assessment activities and reflect on the progress achieved.

Cooperative Learning

- Participate in simulations of meetings, telephone calls and customer service situations.
- Complete collaborative tasks related to real company situations.
- Share resources and strategies with other colleagues to improve professional communication.

Professional Application Contexts

The contents of the sublevel will preferably be applied through tasks related to real situations in the workplace, such as:

- participating in brief coordination meetings;

- explaining common tasks and procedures;
- reporting on the status of a project or activity;
- handling customer enquiries of basic difficulty;
- resolving minor service issues;
- describing professional experiences and training;
- writing simple emails to request or provide information;
- organizing agendas, appointments and meetings;
- making telephone calls to confirm orders, schedules or visits;
- collaborating in teamwork activities through simple communicative exchanges.

LEVEL A2.2

Grammatical Component (PCIC)

By the end of sublevel A2.2, the student will have worked on, among others, the following contents:

- Consolidation of the present indicative.
- Consolidation of the present perfect.
- Consolidation of the preterite.
- Introduction to the contrast between **present perfect** and **preterite**.
- Introduction to the imperfect to describe situations and contexts.
- Frequently used verbal periphrases:
 - **tener que + infinitive**
 - **deber + infinitive**
 - **seguir + gerund**
 - **volver a + infinitive**
 - **empezar a + infinitive**
- Direct and indirect object pronouns.
- Comparatives and superlatives.
- Time expressions related to work planning.
- Sequence and cause connectors:
primero, después, mientras, porque, por eso, entonces, finalmente.
- Consolidation of interrogative and courtesy structures.

Pragmatic-Discursive Component (PCIC)

Students will develop the communicative functions appropriate to sublevel A2.2 as applied to the professional environment.

They will be able to:

Informative Functions

- Describe work processes with greater precision.
- Explain completed tasks and finished projects.
- Narrate professional experiences.
- Report on incidents and solutions adopted.
- Explain changes in work organization.

Social Functions

- Actively participate in brief meetings.
- Request and provide clarification.
- Handle common customer enquiries.
- Organize appointments, agendas and visits.
- Resolve simple issues independently.
- Give and understand work-related instructions.

Expressive Functions

- Express opinions on professional topics.
- Justify simple decisions.
- Express agreement, disagreement and preferences.
- Make basic suggestions.
- Express obligation, necessity and possibility.

Discourse Organization

- Relate past events connected to work.
- Organize explanations using simple connectors.
- Maintain longer workplace conversations.
- Understand and produce oral and written messages related to professional activities.

Notional Contents (PCIC)

During this sublevel, the following concepts will be covered:

- Organization and functioning of the company.
- Work processes.
- Customer service and follow-up.
- Meetings and planning.

- Professional agenda.
- Work experience.
- Training and professional development.
- Incident resolution.
- Organizational changes.
- Objectives and task planning.
- Face-to-face, telephone and written communication.

Intercultural Competence (PCIC)

Cultural References

- Business organization in Spain.
- Corporate culture.
- Professional relationships.
- Customer service.
- Teamwork.
- Written and telephone communication.
- Basic meeting and presentation protocols.

Sociocultural Knowledge and Behaviours

Students will learn to:

- use courtesy formulas adapted to different workplace contexts;
- interpret common operating norms in Spanish companies;
- recognize cultural differences in the management of meetings, schedules and professional relationships;
- act naturally in common workplace situations.

Intercultural Skills and Attitudes

Students will progressively develop the ability to:

- adapt to different professional communication styles;
- work effectively with people from different cultures;
- show flexibility towards different forms of business organization;
- value cultural diversity as an enriching element of the workplace.

The Student as a Social Agent (PCIC)

By the end of sublevel A2.2, the student will be able to:

- function independently in most common communicative situations in the workplace;
- actively participate in simple meetings;
- explain tasks, procedures and professional experiences;
- resolve common issues with clients and colleagues;
- collaborate in work teams using appropriate language;
- organize activities and manage information related to their job position.

The Student as an Autonomous Learner (PCIC)

During this sublevel, students will consolidate strategies to continue developing their communicative competence in the professional environment.

Planning

- Identify new language needs related to the development of their job position.
- Establish personal communication improvement objectives.

Learning Strategies

- Use authentic company documentation as a learning resource.
- Expand specific vocabulary through observation and use in real situations.
- Consult specialized resources and digital tools to resolve language queries.

Self-Regulation

- Review and improve oral and written productions related to work.
- Identify frequent errors and apply self-correction strategies.
- Use self-assessment to plan new learning goals.

Cooperative Learning

- Participate in simulations of meetings, simple negotiations and customer service situations.
- Complete collaborative tasks related to professional projects.
- Share resources and strategies to improve communication within the company.

Professional Application Contexts

The contents of the sublevel will preferably be applied through tasks related to real situations in the workplace, such as:

- participating in follow-up and coordination meetings;
- explaining common company procedures and processes;
- reporting on the status of projects and assigned tasks;
- handling enquiries and resolving common issues with clients and suppliers;
- organizing agendas, visits and business trips;

- writing emails to inform, request, confirm or respond to requests;
- making telephone calls to coordinate activities and resolve common situations;
- collaborating in work teams by sharing information and proposing simple solutions;
- briefly presenting a product, service or internal company project.

LEVEL B1.1 – INTERMEDIATE PROFESSIONAL

Grammatical Component (PCIC)

By the end of sublevel B1.1, the student will have worked on, among others, the following contents:

- Consolidation of the present, present perfect, preterite and imperfect.
- Contrast between the main past tenses.
- Introduction to the pluperfect indicative.
- Simple future to express predictions and professional planning.
- Simple conditional to express courtesy, hypotheses and proposals.
- Introduction to the present subjunctive in expressions of necessity, evaluation, wishes and recommendations.
- Basic subordinate clauses:
 - temporal;
 - causal;
 - final;
 - conditional;
 - simple relative clauses.
- Basic indirect speech.
- Direct and indirect object pronouns.
- Consolidation of frequently used verbal periphrases.
- Connectors for organization and argumentation:
además, sin embargo, por eso, por tanto, primero, después, finalmente.

Pragmatic-Discursive Component (PCIC)

Students will develop the communicative functions appropriate to sublevel B1.1 as applied to the professional environment.

They will be able to:

Informative Functions

- Present simple projects.
- Explain work procedures.
- Describe internal company processes.
- Report on results and objectives.
- Narrate professional experiences.

Social Functions

- Participate in work meetings.
- Request and provide clarification.
- Negotiate simple aspects.
- Resolve common incidents.
- Coordinate tasks with other departments.
- Handle customer enquiries independently.

Expressive Functions

- Express reasoned opinions.
- Justify decisions.
- Formulate proposals.
- Express agreement and disagreement in an argued manner.
- Recommend solutions.
- Express possibility, obligation and advisability.

Discourse Organization

- Organize brief presentations.
- Relate ideas through connectors.
- Maintain workplace conversations of some duration.
- Adapt the register to common professional situations.

Notional Contents (PCIC)

During this sublevel, the following concepts will be covered:

- Business organization.
- Project management.
- Teamwork.
- Customer service.
- Internal processes.

- Quality.
- Professional objectives.
- Continuing training.
- Time management.
- Problem-solving.
- Internal and external communication.
- Innovation and improvement.

Intercultural Competence (PCIC)

Cultural References

- Spanish business culture.
- Leadership styles.
- Professional relationships.
- Meetings and negotiation.
- Customer service.
- Digital communication in the company.
- Cultural diversity in international organizations.

Sociocultural Knowledge and Behaviours

Students will learn to:

- participate appropriately in work meetings;
- adapt their communication to the degree of formality required;
- interpret implicit norms of professional interaction;
- recognize cultural differences in negotiation and decision-making.

Intercultural Skills and Attitudes

Students will progressively develop the ability to:

- collaborate effectively in multicultural teams;
- adapt their communication to different interlocutors;
- manage common intercultural situations;
- value diversity as an enriching element of the professional environment.

The Student as a Social Agent (PCIC)

By the end of sublevel B1.1, the student will be able to:

- actively participate in work meetings;

- explain professional procedures, projects and objectives;
- collaborate with teams from different departments;
- negotiate simple aspects related to work activities;
- resolve common incidents with clients and colleagues;
- communicate information clearly and systematically through different channels.

The Student as an Autonomous Learner (PCIC)

During this sublevel, students will consolidate strategies to continue developing their communicative competence in the professional environment.

Planning

- Identify language needs arising from new professional responsibilities.
- Establish specific communication improvement objectives.

Learning Strategies

- Use real company documents to expand specialized vocabulary.
- Consult authentic sources related to their professional sector.
- Incorporate common expressions from the business environment into their linguistic repertoire.

Self-Regulation

- Review oral and written productions according to criteria of accuracy, clarity and appropriateness.
- Identify strengths and areas for improvement.
- Use self-assessment to plan continuous learning.

Cooperative Learning

- Participate in collaborative projects.
- Share resources and strategies with other colleagues.
- Complete communicative tasks related to real professional situations.
- Reflect jointly on the communication strategies used.

Professional Application Contexts

The contents of the sublevel will preferably be applied through tasks related to real situations in the workplace, such as:

- participating in project coordination and follow-up meetings;
- presenting proposals or reporting on the status of a task;
- explaining work procedures and internal protocols;

- negotiating simple aspects with clients, suppliers or colleagues;
- writing emails to inform, request, justify or respond to incidents;
- making professional telephone calls and videoconferences;
- handling complaints and resolving common problems with clients;
- collaborating in work teams by sharing information and making simple decisions;
- preparing brief reports, meeting minutes and presentations related to the company's activity.

LEVEL B2.2

1. Grammatical Component (PCIC)

By the end of sublevel B2.2, the student will have worked on, among others, the following contents:

- Consolidation of the indicative and subjunctive verbal systems.
- Consolidation of the contrast between **indicative** and **subjunctive** in noun, relative, temporal, concessive and conditional clauses.
- Present perfect subjunctive.
- Introduction to the imperfect subjunctive in the most frequently used contexts.
- Future and conditional with values of probability, hypothesis and courtesy.
- Indirect speech with changes in tense and deictic references.
- Complex subordinate clauses:
 - noun clauses;
 - relative clauses;
 - temporal clauses;
 - causal clauses;
 - consecutive clauses;
 - concessive clauses;
 - conditional clauses;
 - final clauses.
- Nominalization and reformulation resources.
- Textual cohesion procedures.
- Discourse markers for structuring, argumentation and nuance: nevertheless, however, consequently, in fact, on the other hand, by contrast, likewise, ultimately, on the contrary.

Pragmatic-Discursive Component (PCIC)

Students will develop the communicative functions appropriate to sublevel B2.2 as applied to the professional environment.

They will be able to:

Informative Functions

- Present complex projects clearly and systematically.
- Synthesize information from various sources.
- Explain specialized processes and procedures.
- Analyse results and draw conclusions.
- Communicate organizational and strategic changes.

Social Functions

- Lead and moderate work meetings.
- Negotiate agreements with clients, suppliers and collaborators.
- Manage conflicts through effective communication strategies.
- Coordinate teams and projects.
- Participate in interviews, evaluations and professional presentations.
- Act confidently in face-to-face and virtual meetings.

Expressive Functions

- Defend opinions with solid and well-organized arguments.
- Evaluate alternatives and make well-founded decisions.
- Formulate recommendations and proposals for improvement.
- Express hypotheses, probability and nuances precisely.
- Persuade and negotiate using argumentative strategies.

Discourse Organization

- Deliver complex professional presentations.
- Write well-structured reports and business documents.
- Adapt the register to the interlocutor and context.
- Use mechanisms of cohesion, reformulation and synthesis flexibly.

Notional Contents (PCIC)

During this sublevel, the following concepts will be covered:

- Business strategy.
- Leadership and team management.

- Project management.
- Innovation and business transformation.
- Change management.
- Corporate communication.
- Advanced negotiation.
- Quality and continuous improvement.
- Internationalization.
- Corporate social responsibility.
- Decision-making.
- Complex conflict resolution.

Intercultural Competence (PCIC)

Cultural References

- Business culture in Spain and the Spanish-speaking world.
- Intercultural communication in international organizations.
- Business protocols.
- Leadership and negotiation across different cultures.
- Corporate social responsibility and business ethics.
- Diversity and inclusion in the workplace.

Sociocultural Knowledge and Behaviours

Students will learn to:

- adapt their communication to different business cultures;
- interpret implicit norms of professional interaction;
- manage meetings and negotiations in multicultural contexts;
- recognize differences in leadership styles, organization and decision-making.

Intercultural Skills and Attitudes

Students will progressively develop the ability to:

- act effectively in international teams;
- adapt communication strategies to interlocutors from different cultures;
- prevent and resolve intercultural misunderstandings;
- promote respectful, inclusive and effective communication in the professional environment.

The Student as a Social Agent (PCIC)

By the end of sublevel B2.2, the student will be able to:

- lead meetings and coordinate work teams;
- present projects and results to different audiences;
- negotiate agreements and resolve conflicts effectively;
- represent the company in national and international professional contexts;
- collaborate on multidisciplinary and multicultural projects;
- make appropriate communication decisions depending on the context and interlocutor.

The Student as an Autonomous Learner (PCIC)

During this sublevel, students will consolidate strategies that promote autonomous, critical learning oriented towards continuous professional development.

Planning

- Define language objectives related to professional development.
- Identify specific communication needs in their work environment.

Learning Strategies

- Use specialized authentic documentation (reports, contracts, presentations, technical documentation, economic press and digital resources).
- Expand the lexical, phraseological and discursive repertoire specific to the business environment.
- Analyse real models of corporate communication to improve oral and written production.

Self-Regulation

- Review productions according to criteria of accuracy, appropriateness, cohesion and communicative effectiveness.
- Apply self-correction and continuous improvement strategies.
- Use self-assessment and peer-assessment to plan new learning goals.

Cooperative Learning

- Participate in highly complex collaborative projects.
- Share communication strategies and good practices.
- Reflect on the effectiveness of communication in different professional contexts.
- Collaborate in problem-solving through teamwork.

Professional Application Contexts

The contents of the sublevel will preferably be applied through tasks related to real situations in the workplace, such as:

- leading planning, coordination and project evaluation meetings;

- presenting strategies, results and reports to management teams, clients or collaborators;
- negotiating contracts, deadlines, budgets and collaboration conditions;
- writing executive reports, commercial proposals, action plans and corporate documentation;
- participating in international meetings and videoconferences with interlocutors from different cultures;
- managing complaints, conflicts and mediation processes in the professional environment;
- coordinating multidisciplinary and multicultural teams;
- preparing persuasive presentations to defend projects, products or services;
- analysing information from different sources and formulating recommendations for decision-making.

LEVEL C1.1

Grammatical Component (PCIC)

By the end of sublevel C1.1, the student will have worked on, among others, the following contents:

- Consolidation of the indicative and subjunctive verbal systems.
- In-depth work on the contrast between **indicative**, **subjunctive** and **conditional** according to communicative intention.
- Consolidation of the **imperfect subjunctive**.
- Introduction to the **pluperfect subjunctive** in the most frequently used contexts.
- Complex indirect speech with transformation of tenses and temporal references.
- Complex subordinate clauses:
 - noun clauses;
 - relative clauses;
 - temporal clauses;
 - causal clauses;
 - consecutive clauses;
 - concessive clauses;
 - conditional clauses;
 - comparative clauses;
 - final clauses.
- Nominalization and impersonal structures characteristic of professional discourse.
- Advanced resources for cohesion, reformulation and synthesis.

- Discourse markers for organizing, adding nuance, arguing, reformulating and concluding:
en consecuencia, en definitiva, dicho de otro modo, por consiguiente, no obstante, a pesar de ello, por el contrario, de igual modo, en cualquier caso.

Pragmatic-Discursive Component (PCIC)

Students will develop the communicative functions appropriate to sublevel C1.1 as applied to the professional environment.

They will be able to:

Informative Functions

- Present strategic projects with precision and clarity.
- Synthesize information from multiple sources.
- Analyse data and draw well-founded conclusions.
- Explain complex processes while adapting the discourse to the recipient.
- Prepare executive reports and professional presentations.

Social Functions

- Lead meetings and work teams.
- Moderate professional debates.
- Negotiate complex agreements.
- Manage conflicts through effective communication strategies.
- Participate in selection, evaluation and professional development processes.
- Represent the company in institutional or international meetings.

Expressive Functions

- Defend proposals through complex argumentation.
- Persuade using appropriate rhetorical strategies.
- Express nuances, hypotheses and evaluations precisely.
- Justify strategic decisions.
- Formulate recommendations and proposals for improvement.

Discourse Organization

- Construct extended and cohesive professional discourse.
- Adapt the register to the interlocutor, channel and context.
- Use advanced mechanisms of cohesion and reformulation.
- Handle spontaneous contributions naturally in meetings, presentations and negotiations.

Notional Contents (PCIC)

During this sublevel, the following concepts will be covered:

- Management and leadership.
- Strategic management.
- Innovation and digital transformation.
- Corporate communication.
- Project management.
- Advanced negotiation.
- Change management.
- Quality and business excellence.
- Corporate social responsibility.
- Professional ethics.
- Internationalization.
- Talent management.

Intercultural Competence (PCIC)

Cultural References

- Business culture in Spain and the Spanish-speaking world.
- Leadership and management models.
- International negotiation.
- Institutional and corporate communication.
- Diversity, inclusion and sustainability.
- International professional relationships.

Sociocultural Knowledge and Behaviours

Students will learn to:

- adapt their communication to different international business contexts;
- interpret implicit norms of professional interaction;
- manage intercultural meetings and negotiations;
- recognize cultural differences in leadership, communication and decision-making styles.

Intercultural Skills and Attitudes

Students will progressively develop the ability to:

- lead multicultural teams with intercultural sensitivity;
- adapt communication strategies to different organizational cultures;

- prevent and resolve intercultural misunderstandings;
- act with flexibility, respect and effectiveness in international professional environments.

The Student as a Social Agent (PCIC)

By the end of sublevel C1.1, the student will be able to:

- lead meetings and coordinate work teams;
- present and defend strategic projects to different audiences;
- negotiate complex agreements with clients, suppliers and institutions;
- represent the company in national and international contexts;
- manage conflicts through effective communication strategies;
- make appropriate communication decisions in highly complex professional situations.

The Student as an Autonomous Learner (PCIC)

During this sublevel, students will consolidate strategies to continue developing their professional communicative competence autonomously.

Planning

- Design a personal language improvement plan linked to their professional development.
- Identify communication needs arising from new responsibilities or management functions.

Learning Strategies

- Use specialized documentation (reports, studies, regulations, sector publications, economic press and digital resources).
- Analyse real models of corporate communication and leadership.
- Expand the lexical, phraseological and discursive repertoire specific to their professional field.

Self-Regulation

- Review oral and written productions according to criteria of accuracy, cohesion, appropriateness and communicative effectiveness.
- Apply advanced self-correction and continuous improvement strategies.
- Use self-assessment and peer-assessment to guide lifelong learning.

Cooperative Learning

- Lead collaborative projects.
- Share good communication practices with other professionals.
- Participate in mentoring and peer-learning processes.
- Reflect critically on the effectiveness of the communication strategies used in different professional contexts.

Professional Application Contexts

The contents of the sublevel will preferably be applied through tasks related to real situations in the professional environment, such as:

- leading strategic meetings and decision-making processes;
- presenting business plans, innovation projects or corporate results to different audiences;
- negotiating commercial agreements, partnerships and contracts with national and international interlocutors;
- preparing executive reports, strategic proposals, summaries and corporate documentation;
- moderating debates and working groups in business environments;
- managing mediation and conflict resolution processes, both internal and external;
- participating in management committees, institutional meetings and professional events;
- coordinating multicultural teams and international projects;
- analysing complex information to formulate strategic recommendations and support decision-making.

LEVEL C1.2

Grammatical Component (PCIC)

By the end of sublevel C1.2, the student will have worked on, among others, the following contents:

- Consolidation and flexible use of the indicative and subjunctive verbal systems.
- Mastery of the contrast between **indicative**, **subjunctive** and **conditional** according to communicative intention and professional context.
- Consolidation of the **imperfect** and **pluperfect subjunctive**.
- Advanced use of structures to express hypothesis, concession, condition, purpose, cause, consequence and contrast.
- Modalization resources to express certainty, probability, doubt, evaluation and distance from the discourse.
- Complex indirect speech and advanced reformulation procedures.
- Nominalization, impersonal structures and passivization characteristic of corporate and administrative discourse.
- Advanced resources for textual cohesion: anaphoric and cataphoric references, ellipsis, lexical substitution and thematic organization.
- Discourse markers for structuring, adding nuance, reformulating, arguing and concluding: **en consecuencia, en definitiva, por ende, dicho de otro modo, a pesar de ello, por consiguiente, en cualquier caso, desde esta perspectiva, por el contrario, de igual modo.**

Pragmatic-Discursive Component (PCIC)

Students will develop the communicative functions appropriate to sublevel C1.2 as applied to the professional environment.

They will be able to:

Informative Functions

- Present strategic plans, projects and executive reports with precision and clarity.
- Synthesize complex information from various sources.
- Explain technical, organizational or strategic processes while adapting the discourse to the recipient.
- Prepare well-founded recommendations for decision-making.
- Communicate organizational changes and justify business strategies.

Social Functions

- Lead meetings, committees and work teams.
- Moderate debates and negotiation processes.
- Manage internal and external conflicts through effective communication strategies.
- Represent the company in institutional, commercial or international meetings.
- Participate in selection, performance evaluation and talent development processes.
- Facilitate communication between teams, departments or interlocutors with different cultural and professional profiles.

Expressive Functions

- Defend complex proposals through solid and well-structured arguments.
- Persuade using appropriate rhetorical strategies.
- Express nuances, reservations, hypotheses and evaluations precisely.
- Justify strategic and organizational decisions.
- Formulate innovation and improvement proposals using convincing discourse.

Discourse Organization

- Produce extended, cohesive and well-structured oral and written discourse.
- Adapt the register to the interlocutor, channel and communicative context.
- Reformulate, synthesize and add nuance to information naturally.
- Intervene spontaneously in highly complex meetings, presentations and negotiations.

Notional Contents (PCIC)

During this sublevel, the following concepts will be covered:

- Strategic management.

- Leadership and change management.
- Innovation and organizational transformation.
- Corporate and institutional communication.
- International negotiation.
- Crisis management.
- Social responsibility and sustainability.
- Business ethics.
- Governance and decision-making.
- Talent management.
- Internationalization of the company.
- Strategic analysis and planning.

Intercultural Competence (PCIC)

Cultural References

- Business culture in Spain and the Spanish-speaking world.
- Institutional communication and international relations.
- Business protocols and corporate diplomacy.
- Cultural diversity in global organizations.
- Intercultural leadership.
- Current trends in business management and social responsibility.

Sociocultural Knowledge and Behaviours

Students will learn to:

- adapt their communication to different professional and cultural environments;
- interpret implicit sociocultural references in business communication;
- function effectively in international negotiations;
- recognize cultural differences in the management of people, projects and organizations.

Intercultural Skills and Attitudes

Students will progressively develop the ability to:

- lead multicultural teams with intercultural sensitivity;
- mediate between interlocutors from different organizational cultures;
- prevent and manage conflicts arising from cultural differences;
- promote inclusive, ethical and respectful communication in international contexts.

The Student as a Social Agent (PCIC)

By the end of sublevel C1.2, the student will be able to:

- lead meetings, projects and multidisciplinary teams;
- represent the organization in national and international professional contexts;
- negotiate complex agreements with clients, suppliers and institutions;
- manage change processes and resolve conflicts through effective communication strategies;
- make communication decisions adapted to different interlocutors and contexts;
- act as a mediator between people, departments or organizations when the situation requires it.

The Student as an Autonomous Learner (PCIC)

During this sublevel, students will consolidate strategies to maintain continuous learning oriented towards professional development.

Planning

- Design a personal language improvement plan linked to their professional career.
- Identify communication needs arising from new management, coordination or institutional representation responsibilities.

Learning Strategies

- Use specialized documentation (strategic reports, regulations, sector publications, market studies and corporate documentation).
- Analyse real models of leadership, negotiation and business communication.
- Refine the lexical, phraseological and discursive repertoire specific to the professional environment.

Self-Regulation

- Critically evaluate their own oral and written productions according to criteria of precision, appropriateness, cohesion and communicative effectiveness.
- Apply advanced review and continuous improvement strategies.
- Use self-assessment, peer-assessment and metacognitive reflection to guide lifelong learning.

Cooperative Learning

- Lead highly complex collaborative projects.
- Share good communication practices with other professionals.
- Participate in mentoring and peer-learning processes.
- Reflect critically on the effectiveness of the communication strategies used in different professional contexts.

Professional Application Contexts

The contents of the sublevel will preferably be applied through tasks related to real situations in the professional environment, such as:

- leading senior management meetings, strategic committees and decision-making processes;
- presenting strategic plans, innovation projects, financial results or corporate proposals to different audiences;
- negotiating commercial agreements, international partnerships, contracts and institutional agreements;
- drafting executive reports, summaries, strategic proposals, corporate documentation and institutional communications;
- representing the organization at conferences, trade fairs, meetings with public authorities or international forums;
- managing mediation and conflict resolution processes between departments, companies or multicultural teams;
- coordinating international projects with interlocutors from different professional and cultural profiles;
- analysing complex information from various sources to formulate strategic recommendations and support decision-making;
- leading internal training sessions, corporate presentations and organizational change communication processes.

1. Specific Objectives:

LEVEL A1

Student Performance and Level of Achievement

By the end of this level, the student will be able to function in very basic professional situations.

Objectives

- Introduce themselves professionally.
- Talk about their company and functions.
- Exchange basic professional information.
- Arrange simple appointments.
- Understand simple workplace instructions.

Conditions and Restrictions

- Depends on memorized formulas.
- Requires contextual support.
- Uses limited linguistic resources.

LEVEL A2

Student Performance and Level of Achievement

By the end of this level, the student will be able to function in common workplace situations.

Objectives

- Handle simple telephone calls.
- Organize basic meetings.
- Manage bookings and business trips.
- Draft simple communications.
- Describe simple processes.

Conditions and Restrictions

- Uses frequently occurring structures.
- Can maintain brief exchanges.
- Requires occasional support.

LEVEL B1

Student Performance and Level of Achievement

By the end of this level, the student will be able to participate autonomously in common professional situations.

Objectives

- Participate in work meetings.
- Present products or projects.
- Write brief emails and reports.
- Resolve professional incidents.
- Participate in job interviews.

Conditions and Restrictions

- Can maintain extended conversations.
- Expresses opinions and justifies decisions.
- Has limitations when dealing with specialized topics.

2. Teaching Materials and Learning Resources

Materials and Resources for Companies

The courses in the **Spanish for Companies Programme** use materials specifically selected to develop communicative competence in professional and business contexts, in accordance with the programme

objectives, the descriptors of the **Common European Framework of Reference for Languages (CEFR)** and the inventories of the **Curricular Plan of the Instituto Cervantes (PCIC)**.

The reference materials are complemented by authentic resources and materials developed by teachers, in order to adapt the teaching-learning process to the communicative needs and professional profile of the participants.

Reference Manuals

Level

Main Material

A1

Talentos A1

A2

Talentos A2

B1

Talentos B1

B2

Entorno Empresarial B2

C1

Entorno Empresarial C1

Complementary Resources

In addition to the reference manuals, teachers use a wide variety of teaching resources that allow the teaching-learning process to be adapted to the communicative needs of each company, professional sector and student profile.

The resources used include:

Institutional Resources

- Materials and activities from the **Centro Virtual Cervantes** (grammar, vocabulary, culture and communicative activities).
- Teaching resources from the **Instituto Cervantes**.
- Activities and materials from **Academia de Español Online**.
- Resources from **ProfeDeELE** for the development of communicative competences in professional contexts.
- Materials from **TodoELE** adapted to different levels and areas of specialization.

Digital Resources

- Videos and lectures from **TED en Español** to work on listening comprehension, professional presentations and debate.
- News and videos from **RTVE Noticias**, **Euronews en Español** and **DW Español** to develop an understanding of current economic and business affairs.
- Spanish podcasts such as **Notes in Spanish**, **Podcast para aprender español** or **Español con Juan**, selected according to the group's level.
- Interactive activities created using platforms such as **Quizlet**, **Kahoot!**, **Wordwall**, **Genially** and **Educaplay** to reinforce professional vocabulary and gamify learning.
- Audiovisual resources available on **YouTube** from channels specializing in Spanish for business and professional communication.

Authentic Documentation

- Professional emails.
- Internal reports.
- Corporate presentations.
- Organizational charts.
- Forms.
- Job offers.
- CVs.
- Cover letters.
- Induction manuals.
- Internal protocols.
- Adapted commercial and administrative documentation.

Resources for the Development of Professional Competences

- Meeting simulations.
- Negotiations.
- Job interviews.
- Telephone customer service.
- Sales presentations.
- Incident resolution.
- Case studies.
- Role plays.
- Project-based learning.

- Collaborative tasks.
- Analysis of real situations in the business environment.

Materials Developed by Teachers

Teachers at the centre design and adapt their own materials to respond to the specific needs of each company and each group, including:

- contextualized teaching sequences;
- communicative activities adapted to the professional sector;
- materials for meetings and presentations;
- simulations of real workplace situations;
- language mediation activities;
- written and oral production tasks;
- collaborative projects;
- self-assessment and peer-assessment instruments.

Criteria for the Selection of Materials

Resources and materials are selected based on:

- their suitability for the programme objectives and the students' level of linguistic competence;
- their consistency with the **Common European Framework of Reference for Languages (CEFR)** and the **Curricular Plan of the Instituto Cervantes (PCIC)**;
- the communicative needs of the professional sector and the company;
- the communicative, action-oriented approach and the development of meaningful tasks;
- the balanced integration of linguistic, pragmatic, sociocultural and intercultural competences;
- the incorporation of authentic documents and digital tools that promote autonomous learning and the transfer of learning to the workplace.