LANGUAGE IMMERSION / STAY COURSES

TARGET AUDIENCE: Teenage students who wish to improve their level of Spanish through intensive linguistic immersion and learn about Hispanic culture while developing their communicative skills in real-life situations.

LEVELS: From A1 to C1.

FORMAT / MODALITY: Groups of 4 to 12 students.

DURATION AND FREQUENCY: 1 to 2 weeks. Classes of 3 to 4 hours, Monday to Friday. Sociocultural and sports activities.

MATERIALS: Personalized folder according to the level and guidelines from the teacher at the home institution.

PROGRESSION: Intensive and structured progress that allows for rapid improvement in listening and speaking through daily language practice in real communicative contexts. Gradual improvement in reading comprehension and progressive development of written expression. Socio-sports and cultural activities aimed at practicing Spanish in real contexts, fostering interaction, linguistic immersion, and knowledge of the local culture.

ASSESSMENT AND CERTIFICATION: Continuous assessment, final exam in presentation format. Certificate of attendance or completion.

1. Contents and Objectives:

A1.1 Level

Organization of the Contents

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

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

The contents are developed progressively and form the basis for achieving the communicative objectives established for the A1.1 sublevel.

Grammatical Component (PCIC)

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

- The Spanish alphabet and the relationship between spelling and the most common sounds.
- Basic pronunciation of frequently used vowels and consonants.
- Intonation of simple affirmative and interrogative sentences.

- Gender and number of nouns and adjectives.
- Basic agreement.
- Definite and indefinite articles.
- Subject personal pronouns.
- Present indicative of regular verbs.
- Very frequently used irregular verbs: ser, estar, tener, ir.
- Common reflexive verbs related to personal identification.
- Initial contrast between ser and estar.
- Differentiation between hay and está / están.
- Basic interrogative words.
- Simple negation.
- Proximal demonstratives.
- Unstressed possessives.
- Basic cardinal numbers.
- Most frequently used prepositions (a, de, en, con).
- Basic connectors (y, pero).
- The ir a + infinitive construction to express immediate plans.

Pragmatic-Discursive Component (PCIC)

Students will progressively develop the communicative functions appropriate to the A1.1 sublevel.

They will be able to:

Informative Functions

- Introduce themselves.
- Introduce other people.
- Provide basic personal information.
- Identify people, objects and places.
- Ask and answer questions about personal information.

Social Functions

- Greet and say goodbye.
- Thank others.
- Ask for permission.
- Ask for help.

- Request clarification or repetition.
- Use basic courtesy expressions.

Expressive Functions

- Express very simple likes and preferences.
- Express basic needs.
- Express simple agreement.

Discourse Organization

- Produce short utterances.
- Use basic connectors to link information.

Notional Contents (PCIC)

During this sublevel, the following notional concepts will be covered:

- Identity.
- Existence.
- Immediate spatial location.
- Present time.
- Basic quantity.
- Number.
- Possession.
- Simple description.
- Family relationships.
- Basic needs.
- Habitual frequency.

Intercultural Competence (PCIC)

Cultural References

- Common forms of greeting and farewell.
- Daily schedules.
- Daily routines.
- Introductions in formal and informal contexts.
- Basic aspects of everyday life in Spain and other Spanish-speaking countries.

Sociocultural Knowledge and Behaviours

Students will begin to:

- use appropriate courtesy expressions;
- recognize different forms of polite address;
- respect turn-taking;
- interpret common behaviours in everyday situations.

Intercultural Skills and Attitudes

Students will progressively develop the ability to:

- show curiosity about other cultures;
- compare cultural aspects with those of their own cultural background;
- respect different forms of social interaction;
- participate with an open and respectful attitude in multicultural contexts.

The Student as a Social Agent (PCIC)

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

- establish initial contact with other people;
- introduce themselves in everyday situations;
- exchange basic personal information;
- ask for and offer simple help;
- make very simple purchases;
- ask for basic information in shops and establishments;
- participate in brief interactions using basic social expressions.

The Student as an Autonomous Learner (PCIC)

During this sublevel, students will progressively develop strategies to manage their own learning.

Planning

- Identify simple personal objectives.
- Organize class materials.

Learning Strategies

- Use the coursebook and workbook.
- Consult dictionaries and basic digital resources.
- Memorize vocabulary through images, lists and repetition.

Self-Regulation

- Ask for help when necessary.
- Identify common mistakes.

- Participate in guided self-assessment activities.

Cooperative Learning

- Actively participate in activities in pairs and small groups.
- Share simple strategies with other classmates.
- Begin using a portfolio or other basic tools for monitoring their learning.

A1.2 Level

Grammatical Component (PCIC)

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

- Consolidation of the present indicative of regular verbs.
- Expansion of frequently used irregular verbs: **ser, estar, tener, ir, hacer, querer, poder, venir and decir**.
- Reflexive verbs used in everyday situations.
- Consolidation of the contrast between **ser** and **estar**.
- Consolidation of the contrast between **hay** and **está / están**.
- Use of demonstratives: **este, ese, aquel**.
- Unstressed possessives: **mi, tu, su, nuestro**.
- Basic cardinal and ordinal numbers.
- Adverbs and expressions of frequency: **siempre, normalmente, a veces, nunca**.
- Frequently used prepositions: **a, de, en, con, para and por**.
- The **ir a + infinitive** construction to express plans and intentions.
- Use of **gustar** and similar verbs (**encantar, interesar**) in simple structures.
- Basic connectors: **y, pero, también, porque**.

Pragmatic-Discursive Component (PCIC)

Students will develop the communicative functions appropriate to the A1.2 sublevel.

They will be able to:

Informative Functions

- Introduce themselves in greater detail.
- Introduce other people.
- Describe people, objects and places in a simple way.
- Talk about family, housing and work.
- Explain routines and everyday activities.

- Express immediate plans.

Social Functions

- Initiate, maintain and close brief conversations.
- Ask for and offer help.
- Ask for information in shops, establishments and services.
- Use appropriate courtesy expressions in different everyday situations.
- Ask for repetition and clarification.

Expressive Functions

- Express likes, preferences and interests.
- Express basic needs.
- Express agreement or disagreement in a simple way.
- Express satisfaction or dissatisfaction.

Discourse Organization

- Construct brief contributions using basic connectors.
- Link ideas through simple sequences.
- Formulate more elaborate questions and answers.

Notional Contents (PCIC)

During this sublevel, the following concepts will be covered:

- Identity and identification.
- Existence and non-existence.
- Spatial location.
- Present time and near future.
- Quantity and number.
- Frequency.
- Quality and description.
- Possession.
- Personal relationships.
- Need.
- Preference.
- Routines and habitual activities.

Intercultural Competence (PCIC)

Cultural References

- Schedules and organization of everyday life.
- Social and family relationships.
- Gastronomy and eating habits.
- Shopping and consumption.
- Public and private services.
- Geographical and cultural diversity of the Spanish-speaking world.

Sociocultural Knowledge and Behaviours

Students will learn to:

- adapt their behaviour to different social contexts;
- recognize cultural differences in personal relationships;
- use appropriate courtesy expressions according to the situation;
- behave appropriately in establishments and services.

Intercultural Skills and Attitudes

Students will progressively develop the ability to:

- interpret common cultural behaviours;
- compare different forms of social organization;
- act respectfully towards different customs;
- interact confidently in multicultural contexts.

The Student as a Social Agent (PCIC)

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

- participate in everyday conversations about familiar topics;
- organize activities with other people;
- request and provide information in different services;
- resolve simple issues during a trip;
- make purchases and carry out everyday transactions;
- ask for and give directions;
- explain recent personal experiences.

The Student as an Autonomous Learner (PCIC)

During this sublevel, students will continue developing strategies to manage their learning in an increasingly autonomous manner.

Planning

- Set short-term learning objectives.
- Organize their study on a regular basis.

Learning Strategies

- Use a variety of printed and digital resources.
- Expand vocabulary through classification and association strategies.
- Apply listening and reading comprehension strategies.

Self-Regulation

- Review and correct their own work.
- Identify learning difficulties and seek solutions.
- Participate in self-assessment and peer-assessment activities.

Cooperative Learning

- Collaborate on projects and group tasks.
- Share resources and strategies with other students.
- Use the portfolio or other tools to reflect on their own progress.

A2.2 Level

Grammatical Component (PCIC)

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

- Consolidation of the present indicative.
- Consolidation of the pretérito perfecto.
- Consolidation of the pretérito indefinido.
- Introduction to the pretérito imperfecto to describe situations and habits in the past.
- Contrast between pretérito perfecto, pretérito indefinido and imperfecto in simple contexts.
- Affirmative and negative imperative forms commonly used.
- Verb periphrases:
    - tener que + infinitive
    - deber + infinitive
    - hay que + infinitive
    - seguir + gerund

    - volver a + infinitive
    - acabar de + infinitive
- Frequently used direct and indirect object pronouns.
- Comparatives and superlatives.
- Coordinated sentences using common connectors.
- Temporal and causal connectors:
  cuando, mientras, antes de, después de, porque, como, por eso, entonces.
- Adverbs and expressions of frequency, quantity and manner.

Pragmatic-Discursive Component (PCIC)

The students will develop the communicative functions
specific to the A2.2 sublevel.

They will be able to:

Informative Functions

- Narrate past events with greater precision.
- Describe personal experiences.
- Talk about future projects and plans.
- Compare people, objects and situations.
- Explain simple processes.

Social Functions

- Manage themselves in travel and transportation situations.
- Handle reservations, complaints and simple incidents.
- Request information in common administrative contexts.
- Participate in social conversations on familiar topics.
- Maintain communicative exchanges in different everyday contexts.

Expressive Functions

- Express opinions, briefly justifying them.
- Express preferences and evaluations.
- Express simple emotions and states of mind.
- Give advice and recommendations.
- Make invitations, proposals and suggestions.

Discourse Organization

- Narrate events following a logical sequence.

- Relate ideas using a variety of connectors.
- Maintain longer conversations on familiar topics.
- Produce short texts with a clear organization.

Notional Contents (PCIC)

During this sublevel, the following concepts will be covered:

- Past, present and future time.
- Duration and frequency.
- Simultaneity and succession.
- Quantity and intensity.
- Comparison.
- Obligation and necessity.
- Possibility and probability.
- Cause and consequence.
- Preferences and evaluations.
- Basic social and professional relationships.
- Organization of activities and projects.

Intercultural Competence (PCIC)

Cultural References

- Cultural and linguistic diversity of the Spanish-speaking world.
- Traditions and celebrations.
- Organization of working and educational life.
- Contemporary cultural expressions.
- Customs related to leisure, food and social relationships.

Sociocultural Knowledge and Behaviours

The students will learn to:

- adapt their communicative behaviour to different contexts;
- recognize cultural differences in rules of politeness and coexistence;
- interpret common behaviours in different social contexts;
- participate appropriately in frequent intercultural situations.

Intercultural Skills and Attitudes

The students will progressively develop the ability to:

- interpret cultural differences from an open and respectful attitude;
- avoid cultural stereotypes;
- compare social and cultural practices of different communities;
- act flexibly in intercultural interaction situations.

The Student as a Social Agent (PCIC)

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

- participate confidently in conversations about everyday topics;
- organize activities and make proposals;
- resolve common situations related to travel, accommodation and transportation;
- carry out simple procedures with organizations and services;
- explain personal experiences and projects;
- express opinions and justify decisions in a simple manner;
- collaborate with other people on everyday tasks and projects.

The Student as an Autonomous Learner (PCIC)

During this sublevel, the students will continue developing strategies that promote increasingly independent and reflective learning.

Planning

- Set personal improvement goals.
- Organize study time independently.
- Select resources appropriate to their needs.

Learning Strategies

- Use different sources of information and authentic materials.
- Apply strategies for oral and written comprehension and production.
- Incorporate new strategies to expand vocabulary and improve grammatical accuracy.

Self-Regulation

- Review and correct their productions using increasingly independent criteria.
- Identify strengths and areas for improvement.
- Use self-assessment and peer-assessment tools to evaluate the progress achieved.

Cooperative Learning

- Actively participate in collaborative projects.
- Share learning resources and strategies.
- Reflect on their own learning process and that of their classmates.
- Use the portfolio or other tracking tools to plan new goals.

Level B1.1

Grammatical Component (PCIC)

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

- Consolidation of the indicative verbal system.
- Contrast between pretérito perfecto, pretérito indefinido e imperfecto.
- Introduction to the pretérito pluscuamperfecto.
- Simple future to express predictions, simple hypotheses and plans.
- Simple conditional to express wishes, recommendations and politeness.
- Introduction to the present subjunctive in frequent contexts:
    - evaluation;
    - desire;
    - advice;
    - obligation;
    - purpose.
- Affirmative and negative imperative.
- Frequent verbal periphrases:
    - seguir + gerundio;
    - llevar + gerundio;
    - volver a + infinitivo;
    - dejar de + infinitivo;
    - acabar de + infinitivo.
- Personal direct and indirect object pronouns and their combination in frequent structures.
- Simple subordinate causal, temporal, final and conditional clauses.
- Frequently used discourse connectors:
  además, sin embargo, por eso, por lo tanto, mientras, aunque, cuando.

Pragmatic-Discursive Component (PCIC)

The students will develop the communicative functions specific to the B1.1 sublevel.

They will be able to:

Informative Functions

- Narrate experiences and events in an organized manner.
- Describe situations, people and places with sufficient detail.
- Explain simple processes and procedures.
- Relate events using different verb tenses.

Social Functions

- Manage themselves independently in common situations.
- Request and provide simple specialized information.
- Resolve incidents and complaints.
- Participate in conversations related to work, studies or leisure.
- Collaborate on shared tasks.

Expressive Functions

- Express opinions and justify them.
- Express agreement and disagreement with simple arguments.
- Express wishes, feelings and concerns.
- Formulate recommendations and advice.
- Express probability and simple hypotheses.

Discourse Organization

- Organize oral and written texts with an introduction, development and conclusion.
- Use connectors to structure information.
- Maintain relatively fluent conversations on familiar topics.
- Adapt their discourse to the interlocutor in common situations.

Notional Contents (PCIC)

During this sublevel, the following concepts will be covered:

- Complex temporal relationships.
- Simultaneity and anteriority.
- Cause, consequence and purpose.
- Simple hypothesis.

- Probability.
- Obligation and possibility.
- Comparison and evaluation.
- Opinion and basic argumentation.
- Social and professional relationships.
- Organization of events and projects.

Intercultural Competence (PCIC)

Cultural References

- Social and cultural diversity of the Spanish-speaking world.
- Basic institutions.
- Contemporary cultural expressions.
- Traditions and celebrations.
- Working and educational life.
- Media and society.

Sociocultural Knowledge and Behaviours

The students will learn to:

- adapt their communicative behaviour according to the context;
- recognize social norms specific to different Spanish-speaking communities;
- interpret cultural differences in everyday interaction;
- use appropriate registers in formal and informal contexts.

Intercultural Skills and Attitudes

The students will progressively develop the ability
to:

- interpret cultural behaviours from a critical and respectful perspective;
- compare different forms of social organization;
- act with intercultural sensitivity;
- avoid stereotypes and generalizations.

The Student as a Social Agent (PCIC)

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

- actively participate in conversations about personal, academic and professional topics;
- collaborate in activities and projects with other people;

- resolve common situations related to studies, work and travel;
- express opinions and justify decisions;
- negotiate simple solutions in everyday situations;
- function independently in most common interactions.

The Student as an Autonomous Learner (PCIC)

During this sublevel, the students will consolidate
strategies that promote autonomous and reflective learning.

Planning

- Define medium-term personal learning goals.
- Select appropriate strategies according to communicative needs.
- Organize independent work effectively.

Learning Strategies

- Use authentic materials to expand communicative competence.
- Apply global and detailed comprehension strategies.
- Develop techniques to expand vocabulary and improve linguistic accuracy.

Self-Regulation

- Independently review oral and written productions.
- Identify recurring errors and apply improvement strategies.
- Use self-assessment and peer-assessment tools to evaluate progress.

Cooperative Learning

- Actively participate in collaborative projects.
- Share strategies and resources with other students.
- Reflect on their own learning and that of their classmates.
- Use the portfolio as a tool for monitoring and planning learning.

Level B1.2

Grammatical Component (PCIC)

By the end of the B1.2 sublevel, the student will have
worked on, among others, the following contents:

- Consolidation of the indicative verbal system.
- Consolidation of the contrast between pretérito perfecto, indefinido, imperfecto y pluscuamperfecto.
- Simple future and simple conditional in their main communicative uses.

- Consolidation of the present subjunctive in frequent structures:
    - expression of opinions and evaluations;
    - desire, influence and necessity;
    - purpose;
    - emotion;
    - doubt and uncertainty.
- Introduction to the contrast between indicative and subjunctive in common contexts.
- Affirmative and negative imperative with pronouns.
- Frequently used verbal periphrases:
    - seguir + gerundio;
    - llevar + gerundio;
    - acabar de + infinitivo;
    - dejar de + infinitivo;
    - volver a + infinitivo;
    - estar a punto de + infinitivo.
- Frequently used relative pronouns (que, quien, donde).
- Indirect speech in simple statements.
- Frequently used causal, consecutive, temporal, final, concessive and conditional subordinate clauses.
- Discourse connectors to organize and relate ideas:
  además, sin embargo, por otra parte, en cambio, por tanto, aunque, así que, mientras tanto, finalmente.

Pragmatic-Discursive Component (PCIC)

The students will develop the communicative functions
specific to the B1.2 sublevel.

They will be able to:

Informative Functions

- Narrate events and experiences in detail.
- Describe people, places and situations using a variety of resources.
- Explain processes and procedures clearly.
- Summarize and convey information from different sources.

Social Functions

- Function independently in common personal, academic and professional contexts.
- Participate in meetings, interviews and conversations of some duration.
- Resolve incidents and negotiate simple solutions.
- Request, provide and compare information.

Expressive Functions

- Express opinions and justify them using simple arguments.
- Express agreement, disagreement and qualify statements.
- Express emotions, wishes, preferences and evaluations.
- Formulate simple hypotheses and express probability.
- Recommend, advise and persuade at a basic level.

Discourse Organization

- Produce well-structured oral and written texts.
- Organize information using a variety of connectors.
- Maintain conversations with sufficient fluency to interact without excessive effort.
- Partially adapt the register and discourse to the context and interlocutor.

Notional Contents (PCIC)

During this sublevel, the following concepts will be covered:

- Complex temporal relationships.
- Anteriority, simultaneity and posteriority.
- Cause, consequence and purpose.
- Condition and hypothesis.
- Probability and certainty.
- Evaluation and opinion.
- Comparison and contrast.
- Intensity and degree.
- Personal, social and professional relationships.
- Organization of projects, activities and experiences.

Intercultural Competence (PCIC)

Cultural References

- Linguistic and cultural diversity of the Spanish-speaking world.

- Contemporary artistic and literary expressions.
- Academic and professional life.
- Civic participation.
- Media and social networks.
- Customs and lifestyles in different Spanish-speaking communities.

Sociocultural Knowledge and Behaviours

The students will learn to:

- adapt their communicative behaviour to different social contexts;
- recognize differences in rules of politeness, interaction and social organization;
- interpret frequent cultural references;
- use appropriate registers according to the communicative situation.

Intercultural Skills and Attitudes

The students will progressively develop the ability
to:

- interpret cultural behaviours from an open and critical perspective;
- compare cultural values, beliefs and practices;
- act with intercultural sensitivity in different situations;
- manage possible misunderstandings arising from cultural differences.

The Student as a Social Agent (PCIC)

By the end of the B1.2 sublevel, the student will be able to:

- actively participate in conversations and debates on familiar topics;
- collaborate on shared projects and tasks;
- resolve common situations related to studies, work, travel and everyday life;
- express and defend opinions using simple arguments;
- negotiate agreements and seek shared solutions;
- function independently in most common social contexts.

The Student as an Autonomous Learner (PCIC)

During this sublevel, the students will consolidate
strategies that promote autonomous, reflective and effective learning.

Planning

- Set medium- and long-term learning goals.

- Select appropriate strategies to improve communicative competence.
- Organize personal work independently.

Learning Strategies

- Use authentic materials to expand linguistic and cultural knowledge.
- Apply advanced strategies for oral and written comprehension and production.
- Develop techniques to expand the lexical repertoire and improve grammatical and discourse accuracy.

Self-Regulation

- Independently review and correct oral and written productions.
- Identify strengths and areas requiring improvement.
- Use self-assessment and peer-assessment tools to plan learning.

Cooperative Learning

- Actively participate in collaborative projects.
- Share learning resources, strategies and experiences.
- Reflect on their own progress and that of their classmates.
- Use the portfolio and other tracking tools to plan new learning objectives.

Level B2.1

Grammatical Component (PCIC)

By the end of the B2.1 sublevel, the student will have
worked on, among others, the following contents:

- Consolidation of the indicative verbal system.
- Consolidation of the past tenses and their contrasts.
- Consolidation of the future and conditional.
- Expansion of the uses of the present subjunctive.
- Introduction to the pretérito perfecto de subjuntivo.
- Contrast between indicative and subjunctive in frequently used noun, temporal, relative and adjective clauses.
- Subordinate clauses:
    - noun clauses;
    - relative clauses;
    - temporal clauses;
    - purpose clauses;

    - causal clauses;
    - consecutive clauses;
    - concessive clauses;
    - conditional clauses.
- Indirect speech in the present and past.
- Frequently used verbal periphrases with aspectual value.
- Relative pronouns (que, quien, el que, cuyo, donde).
- Discourse connectors for structuring texts:
  sin embargo, no obstante, por consiguiente, además, en cambio, por una parte..., por otra..., en primer lugar..., finalmente.

Pragmatic-Discursive Component (PCIC)

The students will develop the communicative functions
specific to the B2.1 sublevel.

They will be able to:

Informative Functions

- Present information clearly and precisely.
- Explain complex processes and procedures.
- Summarize information from various sources.
- Narrate events coherently and with expressive richness.

Social Functions

- Participate naturally in meetings and conversations.
- Handle common administrative and professional situations.
- Resolve everyday conflicts through negotiation.
- Collaborate on projects and group work.

Expressive Functions

- Express well-founded opinions.
- Argue and counterargue in a simple manner.
- Formulate hypotheses.
- Express doubt, probability and certainty.
- Evaluate events, behaviours and proposals.
- Convince and persuade using appropriate arguments.

Discourse Organization

- Organize oral and written discourse clearly and cohesively.
- Use a variety of discourse markers.
- Partially adapt the register according to the communicative situation.
- Maintain extended conversations with spontaneity.

Notional Contents (PCIC)

During this sublevel, the following concepts will be covered:

- Complex temporal relationships.
- Cause, consequence and purpose.
- Condition and hypothesis.
- Probability and certainty.
- Opinion, evaluation and argumentation.
- Intensity and degree.
- Social, academic and professional relationships.
- Organization of projects.
- Discourse organization.
- Perspective and point of view.

Intercultural Competence (PCIC)

Cultural References

- Social and cultural diversity of the Spanish-speaking world.
- Political, educational and social institutions.
- Contemporary cultural expressions.
- Literature, cinema and media.
- Working and professional life.
- Civic participation.

Sociocultural Knowledge and Behaviours

The students will learn to:

- adapt communicative behaviour to different registers and contexts;
- interpret implicit rules of social interaction;
- recognize cultural differences in professional and academic settings;
- behave appropriately in formal and informal situations.

Intercultural Skills and Attitudes

The students will progressively develop the ability to:

- critically interpret cultural expressions;
- manage cultural differences during interaction;
- negotiate meanings with respect and empathy;
- act with communicative flexibility in multicultural contexts.

The Student as a Social Agent (PCIC)

By the end of the B2.1 sublevel, the student will be able to:

- actively participate in meetings and debates;
- defend opinions using well-organized arguments;
- negotiate agreements and resolve disagreements;
- present projects and initiatives;
- collaborate effectively in work teams;
- function independently in common academic and professional contexts.

The Student as an Autonomous Learner (PCIC)

During this sublevel, the students will consolidate strategies that promote autonomous, critical and effective learning.

Planning

- Set specific language improvement goals.
- Design a personal learning plan.
- Select appropriate resources according to communicative needs.

Learning Strategies

- Use authentic materials of different types.
- Apply advanced strategies for comprehension, production and interaction.
- Expand the lexical repertoire through techniques of inference, analysis and contextualization.

Self-Regulation

- Independently review and improve oral and written productions.
- Identify aspects related to accuracy, appropriateness and fluency.
- Use self-assessment and peer-assessment to guide learning.

Cooperative Learning

- Participate in more complex collaborative projects.

- Share learning resources and strategies.
- Reflect on their own competency development.
- Use the portfolio and other tracking tools to plan new objectives.

Level B2.2

Grammatical Component (PCIC)

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

- Consolidation of the indicative and subjunctive verbal systems.
- Consolidation of the contrasts between indicative and subjunctive in noun, temporal, relative, concessive and conditional clauses.
- Pretérito perfecto de subjuntivo and introduction to the pretérito imperfecto de subjuntivo in the most frequently used contexts.
- Simple and compound conditional in their main communicative uses.
- Indirect speech with changes in tense and deictic elements.
- More complex subordinate clauses:
    - noun clauses;
    - relative clauses;
    - temporal clauses;
    - causal clauses;
    - consecutive clauses;
    - concessive clauses;
    - conditional clauses;
    - purpose clauses.
- Discourse connectors for structuring and qualifying discourse:
  no obstante, sin embargo, en cambio, por consiguiente, de hecho, por otra parte, por el contrario, además, asimismo, en definitiva.
- Textual cohesion resources: references, ellipsis, lexical substitution and reformulation mechanisms.
- Expansion of verbal periphrases with aspectual and modal values.

Pragmatic-Discursive Component (PCIC)

The students will develop the communicative functions
specific to the B2.2 sublevel.

They will be able to:

Informative Functions

- Present and synthesize information from various sources.
- Explain complex processes, phenomena and situations.
- Narrate and describe with precision and lexical richness.
- Reformulate information to adapt it to the interlocutor.

Social Functions

- Actively participate in meetings, interviews and debates.
- Negotiate agreements and resolve disagreements.
- Handle academic and professional situations independently.
- Adapt discourse to the degree of formality and the relationship between the interlocutors.

Expressive Functions

- Argue and counterargue clearly.
- Express well-founded and nuanced opinions.
- Formulate complex hypotheses and evaluations.
- Express doubt, certainty, possibility and probability precisely.
- Convince, persuade and defend points of view using appropriate discourse strategies.

Discourse Organization

- Produce well-structured and cohesive oral and written discourse.
- Use discourse markers and cohesion mechanisms effectively.
- Adapt the register, style and degree of formality according to the communicative context.
- Participate fluently and spontaneously in extended conversations.

Notional Contents (PCIC)

During this sublevel, the following concepts will be covered:

- Complex temporal relationships.
- Hypothesis and condition.
- Cause, consequence and purpose.
- Probability, possibility and certainty.
- Opinion, argumentation and evaluation.
- Intensity, degree and qualification.
- Logical organization of discourse.
- Social, academic and professional relationships.

- Perspective and point of view.
- Organization and management of projects.

Intercultural Competence (PCIC)

Cultural References

- Cultural diversity of the Spanish-speaking world.
- Contemporary cultural expressions.
- Social, political and educational institutions.
- Literature, cinema and media.
- Society, current affairs and civic participation.
- International professional and academic contexts.

Sociocultural Knowledge and Behaviours

The students will learn to:

- flexibly adapt their communicative behaviour to different contexts;
- interpret implicit rules of social interaction;
- recognize cultural variations in communicative registers and styles;
- behave appropriately in multicultural and professional contexts.

Intercultural Skills and Attitudes

The students will progressively develop the ability
to:

- interpret cultural phenomena from a critical perspective;
- compare different systems of values and social practices;
- effectively manage possible intercultural conflicts;
- act with empathy, flexibility and cultural sensitivity in different situations.

The Student as a Social Agent (PCIC)

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

- participate confidently and spontaneously in conversations, meetings and debates;
- defend positions using solid and well-organized arguments;
- negotiate agreements and manage disagreements;
- present projects and proposals clearly and convincingly;
- function effectively in common academic and professional contexts;
- collaborate in work teams while taking on different responsibilities.

The Student as an Autonomous Learner (PCIC)

During this sublevel, the students will consolidate
strategies that promote autonomous, critical and lifelong learning.

Planning

- Set medium- and long-term improvement goals.
- Design personal learning strategies.
- Critically select appropriate resources and materials.

Learning Strategies

- Use authentic materials of different types and levels of complexity.
- Apply advanced strategies for comprehension, interaction and mediation.
- Expand and consolidate the lexical and discourse repertoire through analysis of actual language use.

Self-Regulation

- Review and improve oral and written productions according to criteria of accuracy, cohesion, appropriateness and communicative effectiveness.
- Identify areas requiring improvement and plan concrete actions to address them.
- Use self-assessment and peer-assessment tools to evaluate the development of communicative competence.

Cooperative Learning

- Actively participate in collaborative projects of some complexity.
- Share learning resources, strategies and experiences.
- Critically reflect on their own learning process and that of their classmates.
- Use the portfolio and other tracking tools to establish new language development objectives.

Level C1

Grammatical Component (PCIC)

By the end of the C1.1 sublevel, 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 and subjunctive in all commonly used contexts.
- Consolidation of the pretérito imperfecto de subjuntivo.
- Introduction to the pluscuamperfecto de subjuntivo in frequent contexts.
- Simple and compound conditional with hypothetical and counterfactual values.

- Complex subordinate clauses:
    - noun clauses;
    - relative clauses;
    - concessive clauses;
    - consecutive clauses;
    - causal clauses;
    - purpose clauses;
    - conditional clauses;
    - comparative clauses.
- Indirect speech with complete transformation of verb tenses and temporal references.
- Modalization resources.
- Impersonal constructions and passive se constructions.
- Nominalization.
- Textual cohesion procedures.
- Discourse markers for organization, reformulation, exemplification, conclusion, contrast and qualification.

Pragmatic-Discursive Component (PCIC)

The students will develop the communicative functions
specific to the C1.1 sublevel.

They will be able to:

Informative Functions

- Present complex information with precision.
- Synthesize information from various sources.
- Reformulate content, adapting it to the interlocutor.
- Explain abstract concepts.

Social Functions

- Participate effectively in meetings, seminars and debates.
- Negotiate complex agreements.
- Manage communicative conflicts.
- Function naturally in academic and professional settings.

Expressive Functions

- Defend opinions using solid arguments.

- Qualify statements.
- Express different degrees of certainty, doubt or probability.
- Persuade using a variety of discourse strategies.
- Critically evaluate facts, opinions and proposals.

Discourse Organization

- Construct complex and well-structured discourse.
- Adapt the register to different interlocutors and situations.
- Use cohesion and coherence resources flexibly.
- Participate spontaneously in extended and specialized conversations.

Notional Contents (PCIC)

During this sublevel, the following concepts will be developed, among others:

- Complex temporality.
- Hypothesis and counterfactuality.
- Complex logical relationships.
- Cause, consequence and purpose.
- Condition.
- Probability and certainty.
- Critical evaluation.
- Argumentation.
- Perspective.
- Organization and hierarchization of information.
- Complex social, academic and professional relationships.

Intercultural Competence (PCIC)

Cultural References

- Cultural diversity of the Spanish-speaking world.
- Artistic, literary and audiovisual expressions.
- Contemporary society and current affairs.
- Political, social and educational institutions.
- International professional contexts.
- Social and cultural debates in the Hispanic world.

Sociocultural Knowledge and Behaviours

The students will learn to:

- adapt their communicative behaviour to different registers and contexts;
- interpret implicit rules of social interaction;
- recognize frequent cultural, historical and social references;
- behave appropriately in complex intercultural situations.

Intercultural Skills and Attitudes

The students will progressively develop the ability
to:

- critically interpret cultural phenomena;
- compare systems of values and cultural perspectives;
- manage cultural differences flexibly;
- act with intercultural sensitivity in international contexts;
- reflect on their own cultural identity and its influence on communication.

The Student as a Social Agent (PCIC)

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

- participate effectively in meetings, seminars and specialized debates;
- present projects, proposals and reports in a structured and convincing manner;
- negotiate agreements and resolve conflicts through appropriate communicative strategies;
- collaborate in multicultural teams;
- adapt discourse to different interlocutors and professional contexts;
- function independently and effectively in complex academic, professional and social situations.

The Student as an Autonomous Learner (PCIC)

During this sublevel, the students will consolidate
strategies that promote autonomous, critical and lifelong learning.

Planning

- Design a personal language development plan.
- Set specific improvement goals.
- Critically select specialized resources and materials.

Learning Strategies

- Use complex authentic sources (specialized articles, essays, lectures, audiovisual media and digital resources).
- Apply advanced strategies for comprehension, production, interaction and mediation.
- Expand the lexical, phraseological and discourse repertoire through analysis of actual language use.

Self-Regulation

- Review and refine oral and written productions according to criteria of precision, appropriateness, cohesion and communicative effectiveness.
- Critically reflect on their own learning process.
- Use self-assessment and peer-assessment as tools for planning new learning goals.

Cooperative Learning

- Actively participate in highly complex collaborative projects.
- Share strategies, resources and experiences with other learners.
- Assume different responsibilities within work teams.
- Use the portfolio and other tracking tools to document and evaluate the development of communicative competence.

Level C1.2

Grammatical Component (PCIC)

By the end of the C1.2 sublevel, 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 contrasts between indicative, subjunctive and conditional according to communicative intention.
- Consolidation of compound tenses and verb forms expressing anteriority.
- Advanced use of the pretérito imperfecto and the pluscuamperfecto de subjuntivo.
- Use of complex syntactic structures to express hypothesis, concession, condition, purpose, cause, consequence and contrast.
- Advanced modalization resources to express certainty, probability, doubt, evaluation and distance from the discourse.
- Complex indirect speech and reformulation procedures.
- Nominalization, impersonalization and passivization procedures.
- Textual cohesion resources: ellipsis, substitution, anaphoric and cataphoric references, controlled repetition and thematic organization.
- Precise use of discourse markers to structure, qualify, reformulate, conclude and argue.

Pragmatic-Discursive Component (PCIC)

The students will develop the communicative functions specific to the C1.2 sublevel.

They will be able to:

Informative Functions

- Present specialized information clearly, precisely and in a well-structured manner.
- Synthesize and reformulate information from various sources.
- Explain abstract concepts and complex processes, adapting discourse to the recipient.
- Integrate information from different texts and media.

Social Functions

- Participate effectively and naturally in meetings, negotiations, interviews and debates.
- Manage complex communicative situations in academic and professional contexts.
- Mediate between interlocutors or texts, facilitating mutual understanding.
- Adapt communicative behaviour to different cultures, registers and contexts.

Expressive Functions

- Argue and counterargue with precision and coherence.
- Defend positions through complex reasoning.
- Express evaluations, nuances, emotions and attitudes using a rich range of linguistic resources.
- Persuade using appropriate rhetorical strategies.
- Manage disagreements and communicative conflicts effectively.

Discourse Organization

- Construct extended discourse with a high degree of cohesion and coherence.
- Adapt the register, style and degree of formality to different interlocutors and situations.
- Use mechanisms for organizing, reformulating and qualifying discourse flexibly.
- Participate spontaneously in specialized conversations and debates.

Notional Contents (PCIC)

During this sublevel, the following concepts will be covered, among others:

- Complex temporal relationships.
- Hypothesis and counterfactuality.
- Cause, consequence, purpose and condition.
- Probability, certainty and uncertainty.

- Critical evaluation and argumentation.
- Qualification and intensity.
- Perspective and point of view.
- Logical organization of discourse.
- Academic, professional and institutional relationships.
- Project management and decision-making.

Intercultural Competence (PCIC)

Cultural References

- Cultural and linguistic diversity of the Spanish-speaking world.
- Contemporary artistic, literary and scientific expressions.
- Social, educational, political and economic institutions.
- Social reality and current debates in Spanish-speaking communities.
- International contexts of communication and cooperation.

Sociocultural Knowledge and Behaviours

The students will learn to:

- adapt their communicative behaviour to different social and cultural norms;
- interpret implicit cultural, historical and social references;
- recognize pragmatic and sociolinguistic variations in different contexts;
- behave appropriately and flexibly in intercultural communication situations.

Intercultural Skills and Attitudes

The students will progressively develop the ability
to:

- critically interpret cultural and social expressions;
- compare cultural perspectives from a reflective standpoint;
- effectively manage complex intercultural interaction situations;
- act with empathy, respect and sensitivity towards linguistic and cultural diversity;
- reflect on the influence of their own cultural identity on communication.

The Student as a Social Agent (PCIC)

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

- participate effectively in highly complex academic, professional and institutional contexts;
- lead and coordinate collaborative projects;

- negotiate agreements and manage disagreements through effective communicative strategies;
- present reports, proposals and projects using clear, structured and persuasive discourse;
- mediate between interlocutors and facilitate understanding in complex communicative situations;
- adapt their communicative performance to different cultural, professional and social contexts.

The Student as an Autonomous Learner (PCIC)

During this sublevel, the students will consolidate
strategies characteristic of autonomous, lifelong and critical learning.

Planning

- Design and review a personal language development plan.
- Set specific improvement goals.
- Critically select specialized resources to continue learning independently.

Learning Strategies

- Routinely use authentic and specialized information sources.
- Apply advanced strategies for comprehension, production, interaction and mediation.
- Refine the lexical, phraseological and discourse repertoire through critical analysis of language use.

Self-Regulation

- Critically evaluate their own oral and written productions according to criteria of precision, appropriateness, cohesion and communicative effectiveness.
- Identify areas for improvement and establish new learning goals.
- Use self-assessment, peer-assessment and metacognitive reflection to guide continuous learning.

Cooperative Learning

- Participate in and coordinate highly complex collaborative projects.
- Share knowledge, resources and strategies with other learners.
- Take on responsibilities in cooperative learning processes.
- Use the portfolio and other tracking tools to document and evaluate the development of communicative competence over the long term.

Level C2

Grammatical Component Contents

- Flexible and precise mastery of Spanish grammatical structures.
- Stylistic use of tenses, moods and verbal aspects.

- Alternation between indicative/subjunctive with subtle semantic and pragmatic values.
- Complex syntactic structures, ellipsis and discourse condensation.
- Highly formal constructions and specialized registers.
- Resources for emphasis, topicalization, thematization and focalization.
- Advanced mechanisms of cohesion and coherence in extended discourse.
- Phraseology, collocations, idioms, proverbs and idiomatic expressions.
- Dialectal, social, situational and stylistic variation.
- Nuances of politeness, irony, humour, double meaning and intentional ambiguity.
- Precision in prepositional and verbal government.
- Nominalizations, passive and impersonal constructions, and structures of conceptual density.
- Rhetorical punctuation and stylistic organization of the text.
- Recognition and use of features specific to specialized genres.
- Critical review of residual errors, interference and uses inappropriate to the register.

Pragmatic-Discursive Content

- Understand virtually any oral or written discourse, including abstract, literary or specialized texts.
- Express oneself with spontaneity, precision, fluency and flexibility.
- Produce complex texts with appropriate style and effective structure.
- Mediate between interlocutors, texts, registers and cultures.
- Reformulate complex information with different degrees of formality.
- Argue, persuade, qualify and negotiate in highly demanding contexts.
- Interpret cultural references, implicit meanings, irony and pragmatic nuances.
- Adapt to specialized discourse genres.
- Critically evaluate discourses, sources and positions.
- Use Spanish for highly complex academic, professional and social purposes.

Notional Contents

- Complex conceptual relationships.
- Semantic and pragmatic nuances.
- Multiple perspectives and changes of focus.
- Abstraction, metaphor and advanced conceptualization.
- Implication, inference and complex presupposition.
- Fine gradation of certainty, doubt, commitment and distance.
- Critical evaluation and ideological positioning.
- Ambiguity, irony, humour and double meaning.
- Discourse relationships specific to specialized texts.
- Contents of the cultural component
- Specialized cultural references from the Hispanic world.
- Contemporary and classical cultural production.
- Historical, social, linguistic and cultural diversity of Spanish.
- Public, academic, literary and professional discourse.
- Advanced intercultural communication.
- Cultural mediation in highly complex contexts.

Contents of the learning component

- Lifelong learning and autonomous updating.
- Autonomous research using reliable and specialized sources.
- Expert management of linguistic, cultural and professional resources.
- Critical self-assessment and refinement of nuances.
- Continuous professional development in Spanish.
- Transfer of competencies to specialized and multicultural fields

2. Specific objectives:

A1: Basic

Student performance

Can introduce themselves, provide basic personal information, understand simple instructions, and participate in very brief exchanges.

Conditions

- Familiar and predictable situations
- Contextual or visual support
- Cooperative interlocutors

Restrictions

- Needs repetitions
- Limited expression capacity
- Does not manage complex situations

Level of achievement

- Performs basic communicative tasks related to immediate needs.

A2: Elementary

Student performance

Can interact in everyday situations, describe basic aspects of their environment, and speak about simple experiences.

Conditions

- Familiar topics
- Standard language
- Everyday contexts

Restrictions

- Difficulties with abstract topics
- Lexical limitations

Level of achievement

- Participates with a degree of autonomy in routine exchanges.

B1: Intermediate

Student performance

Can manage travel, work, or study situations and express opinions on familiar topics.

Conditions

- Clear texts
- Familiar topics

Restrictions

- Difficulty with complex nuances
- Limitations in specialized registers

Level of achievement

- Maintains conversations and produces coherent texts on routine topics.

B2: Advanced

Student performance

- Can argue, negotiate meanings, and actively participate in debates.

Conditions

- Wide variety of contexts

- Complex texts

Restrictions

- Occasional difficulties with implicit references

Level of achievement

- Interacts with fluency and spontaneity with native speakers.

C1: Superior

Student performance Can use Spanish with flexibility in academic and professional settings.

Conditions

- Complex contexts
- Diversity of registers

Restrictions

- Occasional errors in highly specialized fields

3. Assessment and grading criteria and procedures:

Purpose of the assessment

Assessment in the Intensive Spanish Courses aims to verify the degree of development of the students' communicative competence throughout their training pathway, as well as to guide and encourage their progress toward achieving the objectives established for each sublevel of the program.

Assessment constitutes a continuous, formative, criterial, and integrative process, aimed at evaluating the student's progress throughout the entire learning process, providing information to both teaching staff and students to facilitate continuous improvement and decision-making regarding their learning.

The assessment criteria are formulated as observable and verifiable indicators that allow assessing the degree of achievement of the learning outcomes provided in the Teaching Plan and ensuring coherence between the course objectives, the methodology applied, and the assessment procedures.

Principles of assessment

The assessment of extensive courses is carried out according to the following principles:

- Continuous, through the systematic monitoring of students' progress throughout the course.
- Formative, providing periodic feedback that encourages learning improvement.
- Criterial, based on assessment criteria previously established and known by students.
- Comprehensive, evaluating in a balanced way the development of all language communicative activities, as well as strategic and intercultural competencies.
- Participatory, incorporating self-assessment and peer-assessment processes that promote reflection and learner autonomy.

Competencies subject to assessment

In each of the sublevels (A1.1, A1.2, A2.1, A2.2, B1.1, B1.2, B2.1, B2.2, C1.1, and C1.2), the progressive development of the following competencies will be assessed:

- Listening comprehension.
- Reading comprehension.
- Oral expression and interaction.
- Written expression and interaction.
- Strategic competence and autonomous learning.
- Intercultural competence.

The complexity and degree of autonomy required in each of these competencies will progressively increase as students advance in their training pathway.

Benchmarks of the assessment process

The assessment criteria for extensive courses are based on:

- The **Common European Framework of Reference for Languages (CEFR)**.
- The **Instituto Cervantes Curriculum Plan (PCIC)**.
- The Idealog **Teaching Plan**.
- The training programs corresponding to each sublevel.
- The methodological principles of action-oriented communicative language teaching.

General assessment instruments

The assessment of students' progress will be carried out through a combination of instruments that allow obtaining varied and reliable evidence of their learning, including:

- Systematic observation of classroom performance.
- Individual, pair, and group communicative activities.
- Contextualized tasks and projects.
- Oral and written comprehension tests.
- Oral and written expression and interaction tests.
- Mediation and cooperative learning activities, where appropriate.
- Learning portfolio.
- Self-assessment and peer-assessment.
- Progress tests and final assessment.

Methodological observation

The assessment of the **Intensive Spanish Courses** is conceived as a continuous process oriented towards the development of students' communicative competence. Assessment criteria are applied consistently with the objectives of each sublevel and with the center's communicative methodology, based on the action-oriented approach and meaningful task-based learning. Information obtained through the different assessment instruments allows adapting teaching to student needs, guiding their progress, and ensuring an objective, transparent assessment aligned with the standards of the **CEFR**, the **PCIC**, and the Idealog **Teaching Plan**.

1. Assessment criteria – Level A2.1

Assessment criteria

Upon completing sublevel **A2.1**, the student will be able to understand and use routine expressions and structures related to immediate areas of experience, function with increasing autonomy in everyday situations, and participate in simple communicative exchanges on familiar topics. Assessment aims to verify the progressive development of communicative competence and students' ability to use Spanish effectively in personal, social, and academic contexts appropriate to the level.

Listening comprehension

The student:

- Understands conversations and spoken messages related to everyday life when expressed clearly and at a moderate speed.
- Identifies main ideas and specific information in conversations about work, studies, travel, health, shopping, leisure, and personal relationships.
- Understands explanations and instructions needed to carry out routine tasks.
- Follows the general content of brief conversations between native speakers when the topic is familiar.
- Uses context to interpret information that is not explicitly understood.

Reading comprehension

The student:

- Understands short, simple texts related to personal experiences, everyday events, and topics of general interest.
- Locates relevant information in advertisements, websites, brief news, emails, brochures, and routine documents.
- Understands instructions and rules related to daily life activities.
- Identifies the communicative intention and main information of level-adapted texts.
- Deduces the meaning of unknown words using context.

Oral expression and interaction

The student:

- Participates confidently in conversations about everyday topics and personal interests.
- Describes experiences, routines, projects, and events using simple yet organized speech.
- Expresses opinions, preferences, agreements, and disagreements using linguistic resources appropriate to the level.
- Requests, provides, and exchanges information in various routine communicative contexts.
- Maintains brief conversations using strategies to initiate, maintain, and end the interaction.

Written expression and interaction

The student:

- Writes short, coherent texts about personal experiences, routine activities, and future plans.
- Writes emails, messages, descriptions, and simple narratives adapted to the recipient.
- Organizes information using basic connectors that provide cohesion to the text.
- Reviews their work to improve clarity, correctness, and communicative appropriateness.

Strategic competence and autonomous learning

The student:

- Uses communication strategies to overcome difficulties during interaction.
- Asks for clarification, reformulates messages, and checks comprehension when necessary.
- Actively participates in individual and cooperative tasks, showing initiative and responsibility.
- Uses printed and digital resources to expand and consolidate their learning.
- Reflects on their progress through self-assessment processes and sets improvement goals.

2. Assessment criteria – Level A2.2

Assessment criteria

Upon completing sublevel A2.2, the student will be able to understand and use Spanish in most routine situations of personal, social, and academic life, communicating with sufficient autonomy on familiar topics and expressing simple experiences, needs, plans, and opinions. Assessment aims to verify the consolidation of communicative competencies specific to level A2 and prepare students to successfully meet the objectives of level B1.

Listening comprehension

The student:

- Understands conversations and spoken messages related to routine situations of everyday, academic, and social life when expressed clearly and at a moderate speed.
- Identifies main ideas and relevant details in conversations about personal experiences, travel, work, studies, health, leisure, and current events of immediate interest.
- Understands explanations, instructions, and guidance needed to function with autonomy in different contexts.
- Follows the general content of level-adapted interviews, advertisements, presentations, and brief conversations.
- Uses context and prior knowledge to interpret simple implicit information.

Reading comprehension

The student:

- Understands simple texts related to everyday topics and personal interests.
- Locates and interprets relevant information in short news stories, informative articles, websites, brochures, instructions, and everyday documents.

- Understands simple descriptions, narratives, and opinions about events and experiences.
- Identifies the communicative intention and basic organization of texts.
- Deduces the meaning of unknown vocabulary using context and other comprehension resources.

Oral expression and interaction

The student:

- Participates autonomously in conversations related to personal experiences, daily activities, travel, studies, work, and free time.
- Narrates past events, describes present situations, and expresses future plans and intentions using simple, coherent discourse.
- Expresses opinions, preferences, agreements, and disagreements, justifying them in a basic manner.
- Requests, offers, and exchanges information, adapting communication to the context and interlocutor.
- Maintains conversations showing initiative and using strategies to resolve communicative difficulties.

Written expression and interaction

The student:

- Writes clear, organized texts about experiences, events, projects, and topics of personal interest.
- Writes emails, messages, informal letters, and descriptions using an appropriate register.
- Organizes information using basic connectors that enhance cohesion and text clarity.
- Reviews their work to improve linguistic correctness, organization, and appropriateness to the communicative purpose.

Strategic competence and autonomous learning

The student:

- Uses communication strategies to compensate for linguistic limitations and maintain interaction.
- Reformulates messages, requests clarification, and checks comprehension when necessary.
- Actively participates in collaborative tasks and projects, taking on responsibilities within the group.
- Uses printed and digital resources to expand vocabulary and improve communicative competence.

- Evaluates their own progress and identifies learning objectives to continue developing autonomy.

Intercultural competence

The student:

- Understands social norms, habits, and common communicative conventions in different Spanish-speaking communities.
- Adapts the use of politeness formulas and basic registers to different communicative situations.
- Recognizes cultural aspects present in texts, materials, and course activities.
- Participates respectfully in intercultural communication situations, showing interest in linguistic and cultural diversity.
- Values cultural differences as an opportunity to enrich their communicative competence.

Methodological observation

The assessment of sublevel A2.2 is continuous, formative, and oriented towards the development of communicative competence. It is based on the systematic observation of students' performance, the execution of contextualized communicative tasks, individual and cooperative projects, oral and written productions, comprehension activities, progress tests, self-assessment, and continuous feedback. The assessment criteria are applied consistently with the Teaching Plan, the Common European Framework of Reference for Languages (CEFR), and the Instituto Cervantes Curriculum Plan (PCIC), favoring the consolidation of level A2 and preparation to confidently meet the communicative objectives of level B1.

3. Assessment criteria – Level B1.1

Assessment criteria

Upon completing sublevel B1.1, the student will be able to function autonomously in most routine situations that may arise in personal, social, academic, and simple professional contexts. They will be able to understand the main information from oral and written texts, participate in conversations on familiar topics, and produce clear, organized texts related to personal experiences, interests, and projects. Assessment aims to verify the development of communicative competencies specific to the first B1 sublevel and promote the progressive consolidation of student autonomy.

Listening comprehension

The student:

- Understands the main ideas of conversations, interviews, explanations, and presentations related to everyday topics and general interest.
- Identifies specific information in audio documents delivered at a moderate speed when pronunciation is clear.
- Understands instructions, directions, and explanations necessary to function in routine contexts.
- Follows the general content of conversations between native speakers on familiar topics.

- Interprets the basic communicative intention of speakers using context and discourse elements.

Reading comprehension

The student:

- Understands texts related to personal experiences, current events, travel, studies, and work.
- Locates and interprets relevant information in short articles, news, websites, blogs, emails, and routine documents.
- Understands narratives, descriptions, and simple expository texts.
- Identifies the main ideas and overall organization of texts.
- Deduces the meaning of unknown vocabulary using context and other comprehension strategies.

Oral expression and interaction

The student:

- Participates confidently in conversations about everyday topics and personal interests.
- Narrates experiences, events, and projects using organized and understandable speech.
- Describes people, places, situations, and feelings with sufficient detail.
- Expresses opinions, preferences, and assessments, justifying them with simple arguments.
- Maintains interaction using strategies to initiate, develop, and end the conversation, showing growing communicative autonomy.

Written expression and interaction

The student:

- Writes clear, organized texts about personal experiences, events, opinions, and projects.
- Writes emails, letters, narratives, and descriptions, adapting the register to the recipient.
- Organizes information using common connectors that enhance text cohesion.
- Reviews their written work to improve linguistic correctness, coherence, and communicative appropriateness.

Strategic competence and autonomous learning

The student:

- Uses strategies to maintain communication when linguistic difficulties arise.
- Reformulates messages, requests clarification, and checks comprehension during interaction.
- Actively participates in communicative tasks and collaborative projects, taking on responsibilities.
- Uses printed and digital resources to expand their linguistic competence autonomously.

- Reflects on their learning process and sets personal improvement goals.

Intercultural competence

The student:

- Understands common behaviors, social norms, and communicative conventions in different contexts of the Spanish-speaking world.
- Adapts the use of register and politeness formulas to different communicative situations.
- Interprets cultural references present in level-appropriate texts and activities.
- Participates actively and respectfully in intercultural communication situations.
- Values linguistic and cultural diversity as an essential element for effective communication.

Methodological observation

The assessment of sublevel B1.1 is continuous, formative, and oriented towards the development of communicative competence. It is carried out through systematic observation of student performance, contextualized communicative tasks, individual and cooperative projects, comprehension and oral/written production activities, presentations, guided debates, progress tests, self-assessment, and peer-assessment. The assessment criteria are applied consistently with the Teaching Plan, the Common European Framework of Reference for Languages (CEFR), and the Instituto Cervantes Curriculum Plan (PCIC), favoring the consolidation of communicative autonomy and preparation for sublevel B1.2.

1. Assessment criteria – Level B1.2

Assessment criteria

Upon completing sublevel B1.2, the student will be able to understand and produce oral and written texts related to everyday, social, academic, and professional topics of moderate difficulty, interact with sufficient fluency in routine situations, and express opinions, experiences, and projects through organized and coherent discourse. Assessment aims to verify the consolidation of communicative competencies specific to level B1 and prepare students to successfully meet the objectives of level B2.

Listening comprehension

The student:

- Understands main ideas and relevant information from conversations, interviews, presentations, and programs on everyday topics and general interest.
- Identifies opinions, experiences, and communicative intentions when speech is delivered clearly and at normal speed.
- Understands explanations, instructions, and guidance related to routine personal, academic, and professional situations.
- Follows the general content of conversations between native speakers on familiar topics, even when different viewpoints are expressed.

- Uses listening strategies to infer the meaning of information that is not explicitly understood.

Reading comprehension

The student:

- Understands simple authentic texts related to social, cultural, academic, and work-related topics.
- Identifies main ideas, text organization, and relevant specific information.
- Understands informative articles, news, stories, blogs, instructions, and routine documents.
- Interprets simple opinions and evaluations expressed in texts.
- Deduces the meaning of unknown vocabulary using context and other comprehension strategies.

Oral expression and interaction

The student:

- Participates spontaneously in conversations on familiar topics, maintaining effective interaction.
- Narrates experiences, events, and projects using organized and coherent discourse.
- Describes situations, feelings, and opinions with sufficient detail.
- Expresses and justifies agreements, disagreements, and preferences using simple arguments.
- Uses communication strategies to reformulate ideas, resolve difficulties, and maintain conversation naturally.

Written expression and interaction

The student:

- Writes clear, well-organized texts about experiences, opinions, projects, and events.
- Produces emails, letters, narratives, descriptions, and opinion pieces suitable for the communicative purpose.
- Uses connectors and cohesion mechanisms to structure their productions appropriately.
- Reviews and improves their texts, paying attention to grammatical correctness, cohesion, and appropriateness to the recipient.

Strategic competence and autonomous learning

The student:

- Uses communication strategies to maintain interaction and overcome linguistic limitations.
- Reformulates messages, clarifies meanings, and adapts their speech to the interlocutor and the communicative situation.
- Actively participates in projects and collaborative tasks, showing initiative and responsibility.

- Autonomously uses printed and digital resources to expand their linguistic and cultural competence.
- Reflects on their learning process, identifies strengths and areas for improvement, and sets personal progress goals.

Intercultural competence

The student:

- Understands behaviors, social norms, and communicative conventions specific to different Spanish-speaking communities.
- Adapts register and politeness formulas to various personal, social, and professional contexts.
- Interprets cultural references present in level-appropriate texts, materials, and communicative situations.
- Participates respectfully and effectively in intercultural communication situations.
- Values linguistic and cultural diversity as an essential element for competent communication in Spanish.

Methodological observation

The assessment of sublevel **B1.2** is **continuous, formative, and oriented towards the development of communicative competence**. It is based on the systematic observation of student performance, the execution of contextualized communicative tasks, projects, oral presentations, debates, cooperative activities, written productions, progress tests, self-assessment, and peer-assessment. The assessment criteria are applied consistently with the **Teaching Plan**, the **Common European Framework of Reference for Languages (CEFR)**, and the **Instituto Cervantes Curriculum Plan (PCIC)**, favoring the consolidation of level **B1** and the development of the necessary competencies to successfully access **level B2**.

4. Assessment criteria – Level B2.2

Assessment criteria

Upon completing sublevel **B2.2**, the student will be able to understand and produce complex oral and written texts on a wide variety of topics, participate fluently and spontaneously in diverse communicative situations, and express ideas, opinions, and arguments in a clear, precise, and well-structured manner. Assessment aims to verify the consolidation of communicative competencies specific to level **B2** and promote the transition toward a competent and flexible use of Spanish corresponding to level **C1**.

Listening comprehension

The student:

- Easily understands the main ideas and specific information of conversations, debates, lectures, interviews, and presentations on general and specialized topics.
- Identifies opinions, nuances, attitudes, and communicative intentions expressed explicitly or implicitly.
- Understands different varieties of standard registers when the context is accessible.

- Follows conversations between native speakers with little need for contextual support.
- Interprets implicit information, logical relationships, and pragmatic elements of discourse using advanced comprehension strategies.

Reading comprehension

The student:

- Understands authentic informative, argumentative, narrative, and expository texts related to personal, social, academic, and professional fields.
- Identifies the structure of the text, main and secondary ideas, and the relationships between them.
- Analyzes arguments, opinions, and different points of view present in the texts.
- Understands press articles, popular science essays, reports, professional documents, and level-adapted literary texts.
- Deduces the meaning of vocabulary, idiomatic expressions, and cultural references through inference strategies.

Oral expression and interaction

The student:

- Participates naturally and fluently in conversations, meetings, interviews, and debates on general and specialized topics.
- Presents and develops opinions, arguments, and projects using coherent, structured, and precise discourse.
- Defends their viewpoints by responding to questions, objections, and differing opinions with appropriate arguments.
- Adapts register, style, and communicative strategies to the interlocutor and the situation.
- Manages interaction using resources for negotiation, reformulation, exemplification, and qualification.

Written expression and interaction

The student:

- Writes well-organized and cohesive texts on personal, social, academic, and professional topics.
- Produces articles, reports, argumentative texts, formal and informal emails, reviews, and other level-appropriate genres.
- Organizes information using a wide variety of cohesion mechanisms and discourse connectors.
- Integrates and synthesizes information from different sources in a clear and coherent manner.

- Critically reviews their work to improve linguistic precision, textual cohesion, and communicative appropriateness.

Strategic competence and autonomous learning

The student:

- Uses effective communication strategies to maintain interaction with fluency and precision.
- Reformulates, qualifies, and adapts their productions according to the context and communicative needs.
- Consciously selects linguistic resources appropriate to the communicative purpose and the interlocutor.
- Autonomously uses tools and resources to expand their linguistic, strategic, and intercultural competence.
- Critically reflects on their learning and sets goals that foster their development towards advanced levels of competence.

Intercultural competence

The student:

- Understands sociocultural and pragmatic differences present in various Spanish-speaking communities.
- Adapts their communicative behavior to different social, academic, and professional contexts.
- Interprets cultural references, values, and communicative conventions present in real texts and situations.
- Participates effectively, sensitively, and respectfully in intercultural interactions.
- Values linguistic and cultural diversity as an essential element for competent and effective communication.

Methodological observation

The assessment of sublevel B2.2 is continuous, formative, and oriented towards the development of communicative competence. It is based on the systematic observation of student performance, the execution of contextualized communicative tasks, individual and collaborative projects, presentations, debates, analysis of authentic documents, oral and written productions, progress tests, self-assessment, and peer-assessment. The assessment criteria are applied consistently with the Teaching Plan, the Common European Framework of Reference for Languages (CEFR), and the Instituto Cervantes Curriculum Plan (PCIC), favoring the consolidation of a flexible, precise, and effective use of Spanish and preparing students to confidently meet the communicative objectives of level C1.

5. Assessment criteria – Level C1.1

Assessment criteria

Upon completing sublevel C1.1, the student will be able to understand and produce complex oral and written texts on a wide variety of topics, function effectively in demanding communicative situations, and adapt their discourse to different personal, academic, and professional contexts. Assessment aims to verify the development of communicative competencies specific to the first C1 sublevel, favoring a precise, flexible, and effective use of Spanish in situations of increasing complexity.

Listening comprehension

The student:

- Understands extended and complex discourse, even when ideas are not expressed explicitly or follow a non-linear organization.
- Identifies nuances, attitudes, intentions, and different viewpoints expressed by speakers.
- Understands lectures, debates, interviews, presentations, and audiovisual programs on general and specialized topics.
- Follows conversations between native speakers with a high degree of naturalness, even when cultural references or changes in register appear.
- Interprets implicit information, irony, presuppositions, and other pragmatic elements of discourse.

Reading comprehension

The student:

- Understands complex informative, argumentative, academic, journalistic, and literary texts.
- Identifies the organization of discourse, relationships between ideas, and the author's communicative intention.
- Analyzes arguments, inferences, assumptions, and different perspectives present in texts.
- Understands specialized articles, essays, reports, professional documents, and level-appropriate literary texts.
- Interprets the meaning of idiomatic expressions, cultural references, and discursive resources from context.

Oral expression and interaction

The student:

- Participates fluently and spontaneously in conversations, meetings, interviews, and debates on a wide variety of topics.
- Presents and develops complex ideas through clear, precise, and well-structured discourse.
- Argues, qualifies, and defends their opinions using varied linguistic resources appropriate to the context.
- Naturally adapts register, style, and communicative strategies to the interlocutor and the situation.

- Effectively manages interaction using resources for negotiation, reformulation, exemplification, and synthesis.

Written expression and interaction

The student:

- Writes complex, cohesive, and well-structured texts on personal, academic, and professional topics.
- Produces reports, essays, articles, reviews, proposals, argumentative texts, and other level-appropriate genres.
- Organizes information using a wide variety of cohesion mechanisms and discursive resources.
- Integrates, synthesizes, and evaluates information from different sources while maintaining coherence and precision.
- Critically reviews their work to improve appropriateness, lexical richness, grammatical accuracy, and communicative effectiveness.

Strategic competence and autonomous learning

The student:

- Uses advanced communication strategies to maintain fluency and precision in complex communicative situations.
- Reformulates, qualifies, and adapts their discourse flexibly according to the communicative purpose and the interlocutor's characteristics.
- Consciously selects linguistic and discursive resources appropriate for each context.
- Autonomously uses academic, technological, and documentary resources to expand and refine their communicative competence.
- Critically reflects on their learning and plans strategies that promote their development toward higher mastery levels.

Intercultural competence

The student:

- Understands the cultural, social, and pragmatic values that condition communication in different Spanish-speaking communities.
- Interprets cultural references, implicit meanings, social conventions, and discursive uses specific to different contexts.
- Adapts their communicative behavior with sensitivity and effectiveness to multicultural situations.
- Participates naturally in intercultural interactions, showing respect, empathy, and mediation ability.
- Values linguistic and cultural diversity as an essential element for competent and effective communication.

Methodological observation

The assessment of sublevel **C1.1** is **continuous, formative, and oriented towards the development of communicative competence**. It is based on the systematic observation of student performance, the execution of authentic communicative tasks, individual and collaborative projects, academic presentations, debates, case studies, critical analysis of documents, oral and written productions, mediation activities, self-assessment, and peer-assessment. The assessment criteria are applied consistently with the **Teaching Plan**, the **Common European Framework of Reference for Languages (CEFR)**, and the **Instituto Cervantes Curriculum Plan (PCIC)**, favoring the development of precise, flexible, and effective communicative competence and preparing students for the consolidation of level **C1.2**.

6. Assessment criteria – Level C1.2

Assessment criteria

Upon completing sublevel **C1.2**, the student will be able to understand and produce complex oral and written texts with a high degree of precision, coherence, and appropriateness, function fluently and naturally in a wide variety of communicative situations, and adapt their discourse to different personal, academic, professional, and intercultural contexts. Assessment aims to verify the consolidation of communicative competencies specific to level **C1** and promote the development of a competent, flexible, and effective use of Spanish, preparing students to meet the objectives of level **C2**.

Listening comprehension

The student:

- Understands extended and complex discourse on a wide variety of topics, even when it presents a non-explicit organization or contains implicit references.
- Precisely identifies nuances of meaning, attitudes, communicative intentions, irony, humor, and pragmatic elements of discourse.
- Understands lectures, debates, interviews, audiovisual programs, and spontaneous conversations between native speakers, even when they use different registers or varieties of Spanish.
- Integrates information from various oral interventions and establishes connections between them.
- Uses advanced comprehension strategies to interpret implicit information and meanings not directly expressed.

Reading comprehension

The student:

- Understands complex academic, professional, journalistic, popular science, and literary texts.
- Analyzes the organization of discourse, argumentative structure, and relationships between ideas.
- Identifies nuances, presuppositions, cultural references, and implications present in texts.

- Understands specialized articles, essays, reports, regulations, technical documents, and level-appropriate literary texts.
- Interprets the meaning of idiomatic expressions, rhetorical resources, and figurative uses of language using context.

Oral expression and interaction

The student:

- Participates fluently, spontaneously, and precisely in conversations, meetings, interviews, debates, and presentations.
- Presents complex ideas in a clear, structured manner adapted to the communicative context.
- Argues, counterargues, qualifies, and defends their opinions using varied and precise linguistic resources.
- Manages interaction naturally, negotiating meanings, reformulating contributions, and resolving potential misunderstandings.
- Effectively adapts register, style, and communicative strategies to the interlocutor, context, and purpose of communication.

Written expression and interaction

The student:

- Writes complex, cohesive, and well-structured texts with a high degree of linguistic precision.
- Produces reports, essays, articles, proposals, reviews, and academic and professional texts suited to different recipients and purposes.
- Organizes information using a wide variety of discursive resources and cohesion mechanisms.
- Integrates, synthesizes, interprets, and critically evaluates information from diverse sources.
- Reviews and refines their work, paying attention to grammatical accuracy, lexical richness, stylistic appropriateness, and communicative effectiveness.

Strategic competence and autonomous learning

The student:

- Uses advanced communicative strategies to function effectively in complex and unpredictable communicative situations.
- Consciously and flexibly adjusts their linguistic and discursive resources according to the context and communicative purpose.
- Autonomously manages their learning using specialized, technological, and documentary resources.
- Critically reflects on their communicative competence and identifies strategies to continue perfecting their mastery of Spanish.
- Actively participates in self-assessment and peer-assessment processes as tools for lifelong learning.

Intercultural competence

The student:

- Precisely understands and interprets the sociocultural and pragmatic aspects involved in communication among different Spanish-speaking communities.
- Adapts their communicative behavior with sensitivity and effectiveness to various cultural, academic, and professional contexts.
- Interprets historical, social, cultural, and discursive references present in complex texts and communicative situations.
- Acts as an intercultural mediator, fostering mutual understanding and respect for diversity.
- Values the linguistic and cultural plurality of the Spanish-speaking world as an essential element of communicative competence.

Methodological observation

The assessment of sublevel C1.2 is continuous, formative, and oriented towards the development of communicative competence. It is based on the systematic observation of student performance, the execution of authentic communicative tasks, research projects, debates, academic and professional presentations, mediation activities, critical document analysis, highly complex oral and written productions, progress tests, self-assessment, and peer-assessment. The assessment criteria are applied consistently with the Teaching Plan, the Common European Framework of Reference for Languages (CEFR), and the Instituto Cervantes Curriculum Plan (PCIC), favoring the consolidation of a competent, precise, and flexible use of Spanish and preparing students to tackle, if they so wish, the communicative objectives of level C2.

4. Teaching materials and learning resources:

Material and resources for general courses

The courses of the General Spanish Program use the Vitamina collection, published by SGEL, as reference material. It was selected for its suitability for an action-oriented communicative approach, its consistency with the Common European Framework of Reference for Languages (CEFR), and its alignment with the inventories of the Instituto Cervantes Curriculum Plan (PCIC).

The collection is supplemented with in-house materials, digital resources, authentic documents, and cultural activities that allow the teaching-learning process to be adapted to the needs, interests, and goals of the students.

Reference textbooks

Level	Main material
A1	Vitamina A1 (SGEL)

Level	Main material
A2	Vitamina A2 (SGEL)
B1	Vitamina B1 (SGEL)
B2	Vitamina B2 (SGEL)
C1	Vitamina C1 (SGEL)

Complementary resources

In addition to the reference textbooks, teaching staff use a wide variety of resources that foster the integrated development of communicative competence and the execution of meaningful tasks.

Institutional resources

- Materials and activities from Centro Virtual Cervantes.
- Didactic resources from Instituto Cervantes.
- Activities from Academia de Español Online.
- Resources from ProfeDeELE.
- Materials from TodoELE.
- Activity bank from MarcoELE.
- Resources from AVE Global (where applicable).

Digital resources

- **Quizlet** for vocabulary learning and review.
- **Wordwall** for consolidation activities and gamification.
- **Kahoot!** for formative assessment and review.
- **Genially** for presentations and interactive activities.
- **Educaplay** for self-correcting activities.
- **LearningApps** for language practice activities.
- **Canva** for collaborative projects and presentations.
- **Padlet** for written and collaborative projects.

Audiovisual resources

- Videos from **Instituto Cervantes**.

- Videos from **RTVE Play**.
- **Euronews en Español**.
- **DW Español**.
- **BBC Mundo**.
- YouTube channels specialized in ELE, such as:
    - Español con Juan.
    - Tu Escuela de Español.
    - Why Not Spanish.
    - Easy Spanish.
    - Dreaming Spanish (beginner and intermediate levels).

Podcasts

- Notes in Spanish.
- Podcast para aprender español.
- Hoy Hablamos.
- Español Automático.
- Easy Spanish Podcast.
- Charlas Hispanas.

Authentic documents

Whenever appropriate for the level, authentic documents are incorporated, such as:

- press articles;
- tourist brochures;
- websites;
- schedules;
- advertisements;
- menus;
- forms;
- posters;
- blogs;
- social networks;
- interviews;
- news;
- educational/informative videos;
- radio and television programs.

Literature and graded reading

Teaching staff progressively incorporate:

- level-adapted graded readers;
- short stories;
- tales / stories;
- popular science articles;
- literary excerpts;
- adapted novels;
- current events texts.

Cultural resources

In accordance with the Teaching Plan, materials are complemented with:

- cultural visits;
- workshops;
- lectures;
- traditional celebrations;
- gastronomic activities;
- film clubs (*cinefórum*);
- cultural routes;
- language immersion activities;
- language exchanges and social activities organized by the center.

Teacher-developed resources

Idealog teaching staff design and adapt in-house materials to meet the needs of each group, including:

- instructional sequences;
- communicative activities;
- cooperative projects;
- mediation tasks;
- grammar and vocabulary materials;
- listening and reading comprehension activities;
- simulations;
- preparation materials for daily life;

- intercultural activities;
- self-assessment and peer-assessment instruments.

Criteria for material selection

Materials and resources are selected according to:

- suitability for the program's objectives and the students' level of communicative competence;
- consistency with the CEFR and the PCIC;
- an action-oriented communicative approach and task-based learning;
- a balanced integration of linguistic, pragmatic, sociolinguistic, and intercultural competencies;
- the incorporation of authentic materials that promote contact with the language in real-world contexts;
- a diversity of formats and resources to cater to different learning styles and paces;
- the periodic updating of teaching resources, incorporating new digital tools and materials of interest to students.