

Face to face Spanish course

BEGINNER LEVEL
COURSE PROGRAM



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1.INTRODUCTION

We welcome you to the Spanish extensive course, beginner level. In this document you will find detailed information about the educational approach and the benefits you will gain as you embark on this exciting journey of learning Spanish.

Spanish is a globally relevant language and mastering it will open up numerous opportunities. Our program focuses on fundamental skills, from grammar to oral fluency, to give you a solid foundation in the language.

We have a team of experienced teachers and a variety of interactive resources to help you having a stimulating learning experience. Throughout the course, you will acquire the ability to communicate effectively, interact socially and understand simple texts in Spanish.

Our goal is your success, so we offer personalized follow-up to help you reaching your language goals. We want to provide you with an enriching educational experience tailored to your individual needs.

We hope you will be motivated and excited to embark on this exciting journey of Spanish language discovery.



2. OBJECTIVES

The objectives are organized according to the following four competencies:

- **Listening:**
 - Listen to recordings and identify concrete details, such as dates, numbers, names and places.
 - Understand and follow informal conversations between native speakers in everyday situations.
 - Understand and carry out instructions given orally, such as cooking recipes or travel directions.
 - Identify different accents and dialectal variations of Spanish.
 - Follow formal speeches, such as conferences or public speeches, and extract relevant information.
 - Recognize opinions, arguments and points of view expressed in recordings.
 - Understand authentic material such as excerpts from radio programs, podcasts or online interviews.
 - Understand Spanish spoken at different speeds and paces.

- **Reading:**
 - Locate and extract concrete information from written texts, such as dates, facts, and key details.
 - Identify the general structure of a text, including introduction, development, and conclusion.
 - Develop skills to infer the meaning of new words through context.
 - Summarize and paraphrase paragraphs or entire sections of texts, demonstrating a thorough understanding.
 - Identify main and secondary arguments in argumentative texts and evaluate their logic.
 - Connect ideas and details presented in different parts of the text to gain an overall understanding.
 - Develop skills to analyze and interpret literary texts, such as short stories or novel excerpts.
 - Recognize points of view expressed in text and pick up subtle nuances and tones.

- **Speaking:**
 - Participate in simple conversations on everyday topics.
 - Use basic vocabulary and expressions to communicate in practical situations.
 - Express opinions, tastes, wants and needs in a clear and coherent manner.
 - Use basic grammatical structures and appropriate verb tenses.
 - Develop pronunciation, intonation and fluency in speech.

- **Writing:**
 - Write simple and understandable words, phrases and sentences.
 - Develop the ability to write short messages and e-mails.
 - Use vocabulary and basic grammatical structures correctly.
 - Organize ideas coherently and use appropriate connectors.
 - Improve writing through regular practice and error correction.

3. CONTENTS

- Read and analyze newspaper articles.
- Write descriptive paragraphs about places or people.
- Discuss current topics.
- Understand conversations in different accents and speeds.
- Write reasoned answers to controversial questions.
- Narrate personal anecdotes.
- Use appropriate verb tenses for narration.
- Read, analyze and create short stories.
- Understand formal speeches.
- Write formal letters.
- Use appropriate vocabulary and structures for interviews.



4. PLANNING

Extensive Course

Duration:

60 school hours

Dates:

11 September to 20 December 2023.

Schedule:

Monday and Wednesday from 13:30 to 15:30.



Deadline to take the level test for the extensive course online: 6 September.

Official start date of the extensive course (classes): 11 September.

Deadline to take the test for classroom-based level and last day to access the classes: 27 September.

Deadline for requesting level changes: 6 October.



CLASS TIME PLANNING

The following is an approximate division of a two-hour class:

- Introduction and review of the previous class: 10 minutes (10%)
- Presentation of new content and explanation: 20 minutes (15%)
- oral and written practice in pairs or small groups: 20 minutes (15%)
- Reading comprehension activities: 20 minutes (15%)
- Vocabulary expansion and practical exercises: 20 minutes (15%)
- Questions and answers, feedback and class closure: 30 minutes (30%)

It is important to note that these percentages are only a suggestion and may vary according to the needs of the students and the learning pace of the class.



5. METHODOLOGY

The methodology of the course is based on a communicative and participative approach, focused on the students as active protagonists of their learning. It seeks to develop the four language skills (listening comprehension, reading comprehension, writing and speaking) in a balanced way and applied to real communication situations through:

- Task-based learning: learning is promoted through the performance of meaningful and contextualized tasks that reflect real-life situations.
- Pair and group work: Collaborative work and interaction among students is encouraged.
- Use of practical materials: Practical materials such as texts, audios, videos and real communication situations are used to develop students' communicative competence.



- Use of ICT (Information and Communication Technologies): Technological tools, such as Google Classroom, are used to enrich the teaching-learning process.
- Formative assessment and feedback: Continuous and formative assessment is carried out to monitor student progress. Regular feedback is provided on their performance and opportunities for improvement are offered.
- Activities outside the classroom: Formative activities are proposed to practice what has been learnt in class outside the academic environment, such as interviews, language exchanges, cultural visits or participation in events related to the language and culture of the target language.



6.ACTIVITIES OUTSIDE THE CLASSROOM

Activity 1	An activity will be organised in which students will carry out a language survey in the local community. Divided into groups, each group will ask questions related to topics covered in class, such as greetings, everyday expressions or food preferences. Students should interview local people and collect information about language use in the community.
Activity 2	Organise a visit to a local restaurant. Students will have the opportunity to practise the target language by interacting with restaurant staff and placing their orders in the target language. Vocabulary guides and useful phrases will be provided before the activity. After the meal, a short discussion about the dining experience can take place and opinions can be shared.

Activity 3	Organise a visit to a local museum. Students will explore exhibitions related to the culture, history or art of the region. They will be encouraged to look closely at the exhibits and take notes on the most interesting aspects. After the visit, a discussion activity will take place to share impressions and reflections on what they have learned during the museum visit.
Activity 4	Organise a visit to a local market. Students will explore and get to know the products, be encouraged to interact with vendors and practice the target language by asking questions or negotiating prices. by asking questions or negotiating prices. At the end of the at the end of the visit, students will be able to share their impressions and experiences in a group conversation activity.

*These activities may vary depending on the campus.

7. TUTORING

If necessary, students may contact us at escuela@always-idiomas.com and request a tutoring session with their teacher on the following dates and times:

Tutoring	Date	Time
Tutoring 1st week	Monday 25 September	13:30 to 14:00
Tutoring 2nd week	Monday 23 October	13:30 to 14:00
Tutoring 3rd week	Monday 20 November	13:30 to 14:00
Tutoring 4th week	Monday 11 December	13:30 to 14:00

8. EVALUATION

a. Continuous

- Class participation: 20% of the grade

Assessment of the level of active participation in class activities, such as questions and answers, interaction with the rest of the students in the group and contributions to discussions.

- Assignments and exercises: 30% of the grade.

Assessment of the completion and quality of the tasks and exercises assigned during the course, such as listening comprehension, reading comprehension, speaking and writing activities.

- Vocabulary and grammar tests: 25% of the grade.

Assessment of the knowledge and application of vocabulary and grammatical structures learnt through grammatical structures learned through specific tests.

- Final project: 25% of the grade. Date: 13 December

Evaluation of a presentation on a topic chosen by the students in which the linguistic skills acquired are The final project: 25% of the final grade.

b. Final

Final Exam: 100% of the grade. Date: 18 December

Comprehensive assessment of the four language skills (listening comprehension, reading comprehension, speaking and writing) and knowledge of vocabulary and grammar acquired during the course.

c. Attendance

- Students who meet 85% of attendance:

Will perform the continuous and summative evaluation that we have detailed in section "a" and in which all the sections specified in the programs will be assessed. It will be necessary to pass all the aspects and tasks, as well as all the parts and competences evaluated in the exams in order to pass the course.

- Students who do not reach 85% attendance:

The grade will be obtained by taking the final exam of the contents taught during the course, specified in section "b". In order to pass the course, it will be necessary to take all parts of the exam and pass each of the competencies evaluated in the exam.



9. BIBLIOGRAPHY

- **Reference Manuals:**

- "Aula Internacional" by Jaime Corpas, Eva García, Agustín Garmendia, Carmen Soriano, Emma López and Alicia Verdú. Dissemination, 2014
- "Nuevo Prisma" by Equipo Prisma, 2013.
- "Passport: Spanish for Young People" by Neus Sans. Edelsa, 2008
- "Gente Joven" by Neus Sans and María José Martínez. Diffusion, 2013

- **Skills:**

- "Teaching Spanish as a second language" in "The Routledge Handbook of Spanish Language Teaching: methodologies, contexts and resources for teaching Spanish as a second language", Oxon, New York, Routledge, 2019, 702 pp. ISBN 978-1-138- 18290-5. 18290-5. by Javier Muñoz-Basols, Elisa Gironzetti and Manel Lacorte
- "Methodology of the Teaching of Spanish as a Foreign Language" by Isabel Santos Gargallo and Susana Pastor Cesteros. Cesteros. Arco Libros, 2022

- **Vocabulary:**

- "Vocabulary in context: Ejercicios y explicaciones léxicas" by Natalia Fernández López-Rey and María Ruiz de Gauna. Moreno. Edinumen, 2007

- **Phonetics and Pronunciation:**

- "Manual of Spanish phonetics and phonology" by Clegg and Fails. Routledge, 2017

- **Online resources:**

- Online platforms such as Duolingo (<https://es.duolingo.com/>), Memrise (<https://www.memrise.com/es/>), Quizlet (<https://quizlet.com/es>), and BBC Languages (<https://www.bbc.co.uk/languages/index.shtml>).
- Educational websites such as Instituto Cervantes (<https://cervantes.org/>) and Español Extra (<https://www.espanolextra.com/>)