

Face to face Spanish course

INTERMEDIATE LEVEL
COURSE PROGRAMME



TABLE OF CONTENTS

1.INTRODUCTION.....	1
2.OBJECTIVES.....	2
3.CONTENTS	3
4.PLANNING.....	4
5.METHODOLOGY.....	8
6.ACTIVITIES OUTSIDE THE CLASSROOM	9
7.TUTORING.....	11
8.EVALUATION	12
a.Continuous	
b.Final	
c.Attendance	
9.BIBLIOGRAPHY	14

1.INTRODUCTION

We welcome you to the Spanish extensive course, intermediate 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 organised according to the following four competences:

- **Listening:**
 - **Main Objective:** At the end of the course, students will be able to understand a variety of aural materials in Spanish and follow conversations in academic and social contexts.
 - **Specific Objectives:**
 - Identify key information in presentations and dialogues.
 - Understand the purpose and tone of authentic recordings, such as interviews and talks.
- **Speaking:**
 - **Main Objective:** At the end of the course, students will be able to communicate effectively in Spanish in academic and social situations.
 - **Specific Objectives:**
 - Participate in debates and discussions expressing opinions and arguments.
 - Present information coherently in short presentations on academic and personal topics.
- **Reading :**
 - **Main Objective:** At the end of the course, students will be able to understand written texts in Spanish, including academic and cultural texts.
 - **Specific Aims:**
 - Identify the main idea and key details in informative and narrative texts.
 - Understand instructions and academic texts in university contexts.
- **Writing:**
 - **Main Objective:** At the end of the course, students will be able to write coherent texts in Spanish on a variety of topics.
 - **Specific Objectives:**
 - Write formal and informal e-mails effectively.
 - Compose short essays presenting arguments and opinions in an organised manner.

3. CONTENTS

- Participate in formal and informal conversations.
- Make short presentations on personal topics and topics of interest.
- Develop summarising and commentary skills.
- Write formal and informal emails and messages.
- Write descriptive and narrative paragraphs.
- Participate in debates on cultural and academic topics.
- Develop skills of argumentation and expression of opinion.
- Write argumentative essays on relevant topics.
- Read and discuss cultural texts.
- Expand vocabulary on specific topics.
- Use language accurately and coherently in a variety of contexts.
- Reinforce advanced grammatical structures.
- Conduct simulated conversations in academic and social contexts. Develop strategies for note-taking and information retention.



4. PLANNING

Extensive Course

Duration:

60 school hours

Dates:

11 September to 20 December.

Schedule:

Monday and Wednesday 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.
Activity4	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. At the end of the visit, students will be able to share their impressions and experiences in a group conversation activity.

*Estas actividades podrían variar dependiendo del campus.

7. TUTORING

If necessary, students may contact us at escuela@always-idiom.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 11December	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.
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.
oral expression and written expression.

- 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: 13th 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

- **Text books:**

- "Aula Internacional 2" by Jaime Corpas, Agustín Garmendia, Carmen Soriano and Neus Sans. Diffusion, 2013.
- "Prisma B1" by Equipo Prisma. Editorial Edinumen, 2018.
- "Vente" by Neus Sans and María José Martínez. Diffusion, 2013.

- **Skills:**

- "Enseñar español como segunda lengua" in "The Routledge Handbook of Spanish Language Teaching: Methodologies, Contexts and Resources for Teaching Spanish L2". Muñoz-Basols, Javier, Elisa Gironzetti and Manel Lacorte. Oxon, New York, Routledge. ISBN 978-1-138-18290-5, 2019.
- "Metodología de la Enseñanza del Español como Lengua Extranjera" by Santos Gargallo, Isabel and Susana Pastor. Cesteros. Arco Libros, 2022.

- **Vocabulary:**

- "Vocabulary in Use. Intermediate level" by McCarthy, Michael and Felicity O'Dell. Cambridge University Press, 2009.

- **Grammar:**

- "Grammar of Spanish usage: theory and practice" by Aragones, Luis and Ramón Palencia. Editorial Edelsa, 2019.

- **Phonetics and Pronunciation:**

- "Manual de pronunciación española" by Mota, Cristina and Pilar Prieto. Editorial Ariel, 2019

- **Internet resources:**

- Online Platforms:
 - Duolingo (<https://es.duolingo.com/>).
 - Memrise (<https://www.memrise.com/es/>).
 - Anki (<https://apps.ankiweb.net/>).
 - Babbel (<https://www.babbel.com/>).
- Educational websites:
 - Instituto Cervantes (<https://cervantes.org/>).
 - Español para extranjeros (<https://www.espanolparaextranjeros.com/>)