

BCNLIP



TEACHING PLAN

Year: 2025

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BCNLIP

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INDEX

1. Introduction	2
1.1 Center data	2
1.2 Mission and vision	3
1.3 General description of the facilities	4
1.4 Teaching plan objectives	4
2. Context	6
2.1 Presentation of the ELE department	6
2.1.1 ELE coordination tasks	6
2.1.2 Requirements to become part of the ELE teaching team	8
2.2 Student profile	8
3. Methodology	10
3.1 General Spanish courses	11
3.2 Cultural Immersion Program “Barcelona Immersion”	13
3.3 Integration of the immersion program with the general courses	16
3.4 Educational pathways tailored to the student's needs	16
4. Materials and resources	20
4.1 Materials and resources for students	20
4.2 Materials and resources for teachers	23
4.3 Hybrid classes and educational digitization	24
4.4 Methodological guidelines for the use of resources	25
4.5 Weekly Friday Activities	29
4.6 Integration and participation activities	30
4.7 Pedagogical integration and educational value	31
5. Evaluation system	32
5.1 Initial assessment for course assignment	32
5.2 Assessment for learning and formative monitoring	33
5.3 Assessment instruments and their relationship to curricular components (PCIC–ALCE)	33
5.4 Weighting according to program or itinerary	35
5.5 Evaluation criteria	37
5.6 Internal assessment, promotion, and final certification	61
5.7 Official Certification Assessment	63
5.8 Conclusion of the evaluation system	64
6. Monitoring and guidance of learning	65
7. Reference bibliographic corpus	71

BCNLIP TEACHING PLAN

1. Introduction

1.1 Center data

Trade name of the center:	BCNLIP, Language School
Address:	C/Avinyo, 50. Bajos. 08002 (Classroom 1: Countess of Sobradriel, no4/ Classroom 2: Plaça Duc de Medinaceli, no6)
Landline/Fax:	+34 933 186 591
Email:	info@bcnlip.com
Web:	www.bcnlip.com
Opening hours:	Monday to Friday from 9:00 to 21:30

Start of activity: June 2006

Type of activity: language teaching

Main activity: teaching Spanish

1.2 Mission and vision

Mission

At BCNLIP, we are dedicated to teaching Spanish through linguistic and cultural immersion programs that allow our students to experience the language in all its dimensions. Since 2006, we have supported both those who wish to fully integrate into Barcelona life and those who come for short stays to learn about its language and culture. As part of the MONLIP educational network, we promote a close-knit, intercultural, and inclusive educational

approach, where language is a tool for connection, understanding, and personal growth.

Vision

We aspire for BCNLIP to be a leading center for language education within the MONLIP network, consolidating our role as a space for intercultural connection in Barcelona. We believe that learning a language is the first step towards understanding a culture and achieving genuine integration. Our goal is to continue building more conscious, equitable, and connected communities, where cultural and linguistic immersion drives personal and social transformation, both for those who come to stay and for those who visit us temporarily.

1.3 General description of the facilities

The BCNLIP school has a main center and two classroom buildings, located in historic buildings in the center of Barcelona, carefully renovated and adapted to language teaching.

The main center, located at 50 Avinyò Street, has four spacious classrooms, a study room and library, a meeting room, and an administrative area with computers for teaching staff. The spaces retain their original character and have been renovated to ensure comfort, accessibility, and sustainability.

Building 1, at Comtessa de Sobradí, 4, has six classrooms, a mezzanine intended as a teachers' room (with computers, photocopier and rest area) and the academic director's office.

Building 2, located at 6 Medinaceli Street, has seven classrooms and a staff area with computers, lockers and a rest area.

All spaces are equipped with hybrid technology (cameras, screens, microphones, and Wi-Fi) that allows simultaneous interaction between in-person and online students. The centers also have rest areas with a cafeteria, microwave, and refrigerator, and restrooms adapted to current regulations.

The aesthetic of the space combines historical elements with a warm and natural design: eco-friendly wood, soft lighting, plants, artwork, and corporate colors. This harmony between tradition and modernity creates a welcoming, functional learning environment that aligns with BCNLIP's educational ethos.

1.4 Teaching plan objectives

This BCNLIP Teaching Plan is the reference document that organizes, underpins, and guides all teaching activities at the center. It outlines the structure, methodology, assessment, and resources necessary to ensure Spanish language instruction that is consistent with the principles of the Common European Framework of Reference for Languages (CEFR) and the Instituto Cervantes Curriculum Plan (PCIC), guaranteeing continuity of learning from level A1 to C2.

The plan reflects BCNLIP's own pedagogical model, centered on communicative action, mediation and cultural immersion, with a clear orientation towards real communicative competence, student autonomy and the intercultural dimension of learning.

Through a coherent program, the plan articulates the general courses, the cultural immersion programs and the academic itineraries, guaranteeing progression and coherence between levels, as well as personalized attention to the diversity of the students.

The main purpose of the Teaching Plan is to establish a common framework for pedagogical action that ensures the quality, coherence and effectiveness of the teaching provided at BCNLIP.

Its fundamental objectives are:

To offer Spanish language instruction adapted to international standards and the PCIC of linguistic and cultural competence.

To promote the integral development of the student through active, meaningful and reflective learning.

Ensure vertical (between levels and programs) and horizontal (between areas, components and competencies) coherence in all courses.

To serve as an instrument for teacher coordination and institutional evaluation, facilitating the planning, monitoring, and continuous improvement of teaching. In this way, the Teaching Plan not only defines the content and methods, but also constitutes a living, revisable, and constantly updated tool that guides the work of the teaching staff and ensures the academic

and human excellence of the educational project.

2. Context

BCNLIP is located in the heart of Barcelona's Gothic Quarter, an area of great historical, artistic, and social value that reflects the city's cultural diversity. This location is especially significant for the type of students who come to the center, as many of them choose to study Spanish precisely to integrate into a vibrant, international, and multicultural urban environment. Furthermore, a large number of them live in the neighborhood itself or nearby, which fosters constant linguistic and cultural immersion.

The Gothic Quarter is a meeting place for local residents, visitors, and international communities. In this environment, BCNLIP not only draws on the neighborhood's rich cultural heritage but also actively contributes to its social and cultural dynamism. Through the BCNLIP Foundation, the center participates in popular events and community projects, organizes cultural tours, and hosts public activities that connect language learning with the neighborhood's daily life and history. This interaction reinforces the center's identity as an educational space committed to its surroundings and to the values of diversity, inclusion, and participation.

2.1 Presentation of the ELE department

The BCNLIP team is made up of professionals from various nationalities, with extensive experience in teaching Spanish as a foreign language and a solid background in pedagogy and intercultural mediation. This diversity of the teaching staff reflects the spirit of the center: open, collaborative, and focused on intercultural communication.

2.1.1 ELE coordination tasks

The growth of the school has led to the need for a distribution of tasks in three large areas of the school, as well as the appointment of new people responsible for specific issues.

On the one hand, the three areas that need a coordinator for the proper functioning of the school are the following:

- Academic and teaching coordination
- Administrative and management coordination
- Student support coordination and outreach

The following outlines the areas of responsibility related to the management and academic team.

General Manager	Sofia Pariente
Academic Director	Alejandro Sáenz
Coordination of student level and progress tests. Evaluation	Irada Gardashova
Extracurricular/cultural activities	Sofia Pariente/Serge Korolev
Coordinator of the DELE calls for applications	Elisenda Torrell
SIELE exam coordinator	Nenad Paunovic

Communication between academic coordination and the faculty is carried out through corporate applications shared by the entire team and electronic communication channels, such as Google chat, which allows for fluid and real-time communication of all aspects inherent to the academic functioning and the center in general.

To foster face-to-face communication and interaction among all faculty members, BCNLIP has implemented Internal Training Days since 2020. Three sessions are held annually, following the end-of-year breaks, Easter, and summer vacation. These sessions consist of group training for all faculty members on academic, administrative, technological, and other topics.

2.1.2 Requirements to become part of the ELE teaching team

In the selection process for Spanish as a Foreign Language (ELE) teachers, the school considers certain academic and personal requirements, which are detailed below. Furthermore, teachers are evaluated by the academic management and students during the first few weeks to assess their adaptation to the school.

Academics

- Bachelor's degree or equivalent, preferably in philology or humanities
- Training in teaching Spanish as a Foreign Language (ELE)
- Minimum of two years' experience as a Spanish as a Foreign Language (ELE) teacher
- Mastering a foreign language
- Publications related to teaching Spanish as a Foreign Language (ELE) will be considered.
- Interest in training and continuous professional development will be valued.

Personal

- Dedication and vocation to teaching
- Responsibility and punctuality
- Interest in other cultures
- Motivational ability

2.2 Student profile

Our center is a street-level premises located in Ciutat Vella-Gòtic, the most cosmopolitan and diverse area of Barcelona. The school receives daily visits from passersby and locals who need to learn other languages because they are in

We maintain constant contact with international students. We offer a necessary and essential service to the neighborhood, being the only language school located in the Gothic Quarter. Furthermore, we are situated next to the Catalan Language Normalization Center, making us a valuable resource for anyone wishing to learn additional languages in Barcelona. We also welcome international students who contact us from their home countries for long-term courses, including those from Russia, Ukraine, the United States, South Korea, and Brazil, along with numerous European students. For this reason, our school has students of diverse nationalities and backgrounds.

- Foreign students who want to live in Barcelona for a year to learn Spanish and need a student visa.
- Foreign students who live and work in Barcelona and need a Spanish course to improve their living conditions.
- Immigrants who need a Spanish course to pass the DELE exam and obtain citizenship.
- Students who live and study in Barcelona and need Spanish to expand or complement their studies.
- Students who are traveling around Spain and want to take a Spanish course as part of their experience.
- Students who contact us from abroad because they want to take an intensive Spanish course and who contact us on their own or through agents.
- Spanish students from the neighborhood who want to learn or improve a foreign language and are interested in practicing with other students.

Our courses are designed for adults, 18 and over, who are eager to learn a language. We have had students of all ages, and our groups reflect a variety of the backgrounds described above. The average age ranges from 20 to 35. We do not offer programs for minors, as we do not typically have students of that age, although we can provide classes specifically tailored to their needs.

For the past eight years, the BCNLIP group, and more recently the BCNLIP Foundation, has been providing classes for CEAR (Spanish Commission for Refugee Aid) and other NGOs and social organizations, such as CEPAIM and MLPD, offering exclusive Spanish and Catalan courses. The experience has been very enriching for the teachers, the school management, and especially for the students, as evidenced by the constant feedback on the quality of the teachers, the welcoming atmosphere of the school, and the overall feeling of well-being.

BCNLIP is a social space that also fosters integration into Barcelona. All of these courses will be transferred to the BCNLIP Foundation as soon as the current contract expires.

In short, we are a neighborhood school with an international outlook that reflects the open and plural spirit of the reality that surrounds it, with the ability to integrate different cultures and nationalities being its main characteristic.

3. Methodology

At BCNLIP, we see language learning as a vital and communicative experience. Learning Spanish means learning to interact with the world, and that's why our courses are designed to enable students to communicate from day one.

Our approach is based on communicative action, in which the student is the protagonist of their learning process and the teacher acts as a guide and facilitator. Classes are geared towards real-life situations, where the language is learned through the need to express oneself, understand, and cooperate with others.

We understand the classroom as a space for intercultural interaction, where people from diverse backgrounds learn to communicate and reflect on diversity. Therefore, we place special importance on linguistic and cultural mediation, and we encourage students to develop their autonomy, their ability to learn how to learn, and their role as social agents.

We believe that learning should be closely linked to daily life and the urban reality of Barcelona. Therefore, we conceive of teaching Spanish not only as an academic activity, but as an immersion in the culture and the community, fostering meaningful, dynamic, and participatory learning.

In short, our name —BCNLIP: Barcelona Language Immersion Programs— sums up our philosophy: learning a language by living it, integrating communication, culture and experience.

To make this philosophy a reality, BCNLIP has designed two complementary programs that share the same methodological basis and can be taken independently or in combination: the general Spanish courses and the cultural immersion program.

The General Courses are designed for the progressive development of communicative competence at all CEFR levels, from A1 to C2. They are organized into sub-levels of between 30 and 60 hours of instruction, with a communicative methodology focused on action and the real-world use of the language. Classroom work combines the use of reference textbooks with supplementary materials created by the teaching team, fostering interaction, mediation, and reflection on learning.

The Cultural Immersion Program expands upon and complements this approach with more autonomous and experiential learning, in which students use Spanish as a means to understand, act, and participate in their environment. Through thematic materials, personalized tutoring, and assessable cultural activities, students connect their language goals with life in Barcelona and with Hispanic culture.

Both programs share the principles of the communicative and competency-based approach defined in the Instituto Cervantes Curriculum Plan (PCIC), integrating linguistic, pragmatic, sociolinguistic, and intercultural components. Their combination allows for a comprehensive education that unites academic learning with real-world experience, adapting to the pace and needs of each student.

3.1 General Spanish courses

The general Spanish courses form the basis of the BCNLIP academic program and are organized according to the levels and sublevels established by the Common European Framework of Reference (CEFR) and the Curriculum Plan of the Cervantes Institute (PCIC).

Its objective is to guarantee a gradual and balanced progression in the development of linguistic, pragmatic and sociocultural skills, adapting to the pace and availability of each participant.

The primary reference manual at all levels is *Classroom* (Dissemination), due to its fidelity to the communicative approach and for integrating functional, grammatical and lexical content

proposed in the PCIC. At higher levels, it is complemented with materials from Prisma (Edinumen) and resources developed by the teaching team.

The use of *Classroom* It allows for curricular coherence between levels and modalities, enabling students to join a course at any point in their journey and progress to level C2.

The general courses follow a communicative and action-oriented approach, focused on real-world tasks and constant interaction. Each course combines:

- Classroom work: 1h50 per session (the teaching hour is 55 minutes), from Monday to Thursday, in the morning (9:00), midday (13:00) and afternoon (17:00).
- Guided independent practice, at the group's pace. Optional follow-up tutorials are held on Fridays.
- Continuous and formative assessment, with self-assessment activities and review of objectives.

The sequencing of content is aligned with the PCIC descriptors and the four communicative skills, also incorporating mediation and the transversal blocks: autonomy, interculturality and social participation.

In this way, the General Courses guarantee a solid, progressive and homogeneous training at all levels, constituting the backbone on which the other BCNLIP programs are articulated.

Structure by levels and sublevels:

CEFR level	Manual base	Sublevels	Approximate duration per sublevel in hours	Total duration of the level	General objectives
A1 – Initial Basic User	<i>Aula Plus 1</i>	A1.1 – A1.2	30 + 30	10–12 weeks	Acquire resources to cope in everyday situations, understand and produce simple messages.

A2 – Intermediate basic user	<i>Aula Plus 2</i>	A2.1 A2.2 A2.3	30 + 30 + 30	12–15 weeks	Understand and produce short texts on common topics; function in basic social and administrative contexts.
B1 – Independent user	<i>Aula Plus 3–4</i>	B1.1-B1.2 B1.3-B1.4	60 + 60	20–24 weeks	Narrating experiences, expressing opinions, understanding general information, and acting independently.
B2 – Advanced Independent User	<i>Aula Plus 5–6</i>	B2.1-B2.2 B2.3-B2.4 B2.5	60 + 60 + 30	25–30 weeks	Understand complex texts, interact fluently, and express oneself clearly in academic and work contexts.
C1 – Competent User	<i>Lesson C1</i>	C1.1-C1.2 C1.3-C1.4 C1.5-C1.6	60 + 60 + 60	30–36 weeks	Use language flexibly, coherently, and precisely; understand nuances and varied registers.
C2 – Expert Competent User	<i>Prism C2</i>	C2.1-C2.2 C2.3-C2.4 C2.5-C2.6	60 + 60 + 60	30–36 weeks	Achieve full mastery of the language, adaptability to any communicative context, and advanced intercultural mediation.

3.2 Cultural Immersion Program “Barcelona Immersion”

The cultural and linguistic immersion program accompanies the general courses and extends the learning of Spanish beyond the classroom, integrating the language with the daily life of the city.

Its aim is for students to learn Spanish by experiencing Barcelona firsthand, through real-world

activities, collaborative projects, and intercultural reflection. The program is organized into stages corresponding to the CEFR levels (A1–C2) and uses original materials developed by the teaching team: thematic dossiers focused on urban life, local culture, and the historical and social aspects of Spain and Catalonia.

The methodological approach combines communicative action, experiential learning, and project-based work, promoting mediation, student autonomy, and intercultural competence. In this way, learning develops from direct interaction with the environment and multicultural cooperative work, in which the student becomes an active protagonist of their experience.

The program maintains a close link with the city of Barcelona, which acts as an open classroom and space for linguistic and cultural experimentation.

At the initial levels, activities focus on the use of language for communicative survival: orienting oneself, interacting in shops or transport, solving basic needs.

As the level increases, the experiences expand towards active social and cultural participation, with projects involving interviewing residents, collaborating with local entities, or reflecting on the diversity of the city.

At advanced levels, students become guides, chroniclers, and cultural mediators, capable of presenting Barcelona from their own linguistic and intercultural perspective.

The sessions, which last 1 hour and 20 minutes, take place before or after the general course, depending on the group's schedule, and are complemented by group tutorials on Fridays, where students work on their notebook or learning journal, review their progress and advance in the program's projects.

This itinerary transforms immersion into a comprehensive educational experience, where the language is not only studied, but lived, shared, and transformed into a tool for integration, creativity, and active citizenship.

Each course combines:

- Linguistic work: vocabulary development, oral and written production, and mediation.
- Cultural exploration: field activities and direct observation of local reality.
- Reflection and self-assessment: through the learning notebook, with support from the tutor.

The evaluation is continuous and formative, based on participation, task development, and the presentation of final projects.

In this way, the Cultural and Linguistic Immersion Program offers autonomous, experiential and meaningful training, which integrates academic learning with real experience, reinforcing the methodological and communicative principles that define the BCNLIP educational model.

Staged structure

Stage	CEFR level	Approximate duration per level in hours	Title and focus	Core competencies
Stage 1. The arrival: <i>Living in Barcelona</i>	A1	60	Introduction to urban life and communicative survival.	Understand and use everyday expressions; find your way around the city; handle basic information.
Stage 2. The first steps: <i>Living in Spain</i>	A2	90	Basic autonomy in procedures and services.	Interact in institutions, write formal messages and emails; manage everyday situations.
Stage 3. In-depth exploration: <i>Spain in depth</i>	B1	120	Historical and cultural discovery.	To narrate historical processes, express opinions, and conduct critical analyses.
Stage 4. The discovery: <i>Barcelona in depth</i>	B1/ B2	150	Research on neighborhoods and urban life.	Mediating local information, conducting interviews, and preparing intercultural guides and reviews.
Stage 5. Integration: <i>Barcelona in the first person</i>	B2	180	Design and management of cultural activities.	Leading projects, organizing workshops, and mediating between cultural perspectives.
Stage 6. The narrative: <i>Chronicles of Barcelona</i>	C1/ C2	+180	Synthesis and creation of complex content.	Prepare multi-source chronicles and reports, moderate debates and practice intercultural mediation.

3.3 Integration of the immersion program with the general courses

The Barcelona Immersion Program is fully integrated with the general courses, reinforcing their linguistic content and adding a cultural and experiential dimension.

Both programs share the same structure of levels and sublevels, which allows the student to:

- Consolidate the manual's contents through real-world tasks.
- Participate in cultural projects that are appropriate to your level.
- To progress simultaneously in communicative, intercultural and mediation skills.

Thus, the BCNLIP training program combines the curricular solidity of general courses with the authenticity and dynamism of cultural immersion, offering comprehensive training in language, culture and communication.

Overall, BCNLIP's programs offer a flexible and coherent learning pathway aligned with the Instituto Cervantes Curriculum Plan (PCIC). General courses ensure the student's linguistic and skills development, while the cultural and linguistic immersion program broadens the cultural and social dimension of learning. Group tutorials and weekly cultural activities complete the offerings, guaranteeing the comprehensive development of language, mediation, and the intercultural values that characterize the center's educational project.

3.4 Educational pathways tailored to the student's needs

BCNLIP's training pathways are designed to adapt to each student's profile, availability, and objectives. All programs are developed in accordance with the CEFR levels and the Instituto Cervantes Curriculum Plan (PCIC), following a communicative, experiential, and action-oriented approach.

Each itinerary combines, to varying degrees, general courses, the cultural and linguistic immersion program, group tutorials, and cultural activities, allowing the student to progress according to their own pace, skills, and personal interests.

Itinerary 1 – At my own pace (basic)

Profile:

Students who already live or work in Barcelona and are in regular contact with Spanish. They are usually European or non-EU residents who wish to consolidate their language skills and obtain official accreditation (DELE A2 or B2).

This itinerary is designed for those seeking stable, practical and progressive training, focused on the use of Spanish in everyday and professional life.

Aim:

Improve communication accuracy and consolidate the general competence needed to function in daily and professional life in Spain.

Structure:

- General Spanish course: 4 h/week (levels A1–A2) or 8 h/week (levels A1–C2).
- Approximate duration: 3 to 6 months per level.
- Optional cultural activities: participation in center events and excursions.

Approximate duration: flexible; you can study for as long as you like, starting from one week, and complete levels as you go. Levels can last from 3 to 6 months, depending on the weekly hours.

Itinerary 2 – At my own pace (Intermediate)

Profile:

Aimed at the same type of students as the previous itinerary — residents who live, study or work in Barcelona — but who wish to be more actively involved in their learning process.

They are usually people with greater availability, cultural interest or personal motivation, or

good students who need closer support to adapt to the pace of the course.

This itinerary combines the general course structure with personalized follow-up, regular cultural activities and integrated tutoring, promoting a more experiential and autonomous learning experience.

Aim:

Consolidate linguistic knowledge and develop autonomy and mediation through tutoring and collaborative projects.

Structure:

- General Spanish course: 4 or 8 hours/week.
- Group tutorials: Fridays, 2 hours/week (can be combined with private classes)
- Active participation in cultural activities (cinema, tours, workshops).

Approximate duration: flexible, starting from one week; you can study for as long as you like and complete levels as you go. Levels can last from 3 to 6 months, depending on the weekly hours.

Itinerary 3 – Comprehensive cultural immersion program

Profile:

Students seeking complete immersion in the Spanish language and culture, combining general Spanish courses with a cultural and linguistic immersion program. These are typically international students arriving in Barcelona on a student visa or with a medium- to long-term academic or professional goal, such as gaining university admission, validating their qualifications, or preparing for an official exam.

This program offers intensive and comprehensive training, in which students use Spanish in all aspects of their daily lives, both inside and outside the classroom. It combines language classes, cultural immersion sessions, personalized tutoring, and learning projects, integrating communication, culture, and experience.

It is specially designed for those seeking solid progression, continuous guidance and active participation in the academic and cultural life of the school, promoting autonomous, intercultural and experiential learning.

Aim:

To achieve a full level of linguistic, sociocultural and intercultural competence, developing autonomy and mediation in real contexts.

Structure:

General Spanish course: 10 hours/week.

Cultural and linguistic immersion program: 8

hours/week. Group tutorials: Fridays, 2 hours/week.

Independent work: preparation of the personal learning notebook, where the student documents their progress and reflects on their learning.

Cultural activities: 2 to 6 hours/week (mandatory if studying through a student visa).

Approximate duration: 9 months (extendable to 12) if a student visa is required. If a visa is not required, it can be as short as one week or as long as desired. The course includes several levels.

Itinerary 4 – Partial immersion program

Profile:

Students who want to learn Spanish through experience, without the pressure of following a formal curriculum. They are usually people with time and cultural motivation, residents or long-term visitors to Barcelona who seek to integrate into local life, improve their communication skills, and enjoy learning from a practical, experiential, and creative approach. This program focuses exclusively on cultural and linguistic immersion, combining thematic sessions, field activities, tutoring, and cultural projects. Students learn through real-life interaction, mediation, and reflection, connecting the language to their daily lives and using the city as an open classroom.

It is specially designed for those who value self-directed learning, culture and active participation, fostering a natural relationship with the language through communicative practice and shared experience.

Aim:

Developing communicative competence and intercultural mediation through

participation in real contexts, promoting autonomy, creativity and meaningful learning.

Structure:

- Cultural and linguistic immersion program: 8 hours/week
- Group tutorials: Fridays, 2 hours/week (optional depending on the project).
- Independent work: preparation of a personal learning notebook, focused on experiences, reflection and living vocabulary.
- Cultural activities: 2 to 6 hours/week, integrated into formative assessment.

Approximate duration: flexible, starting from one week. Students can study for as long as they wish and complete levels as they progress. Levels can last from 3 to 6 months, depending on the weekly hours. It can be taken independently or as a subsequent extension of other programs.

4. Materials and resources

BCNLIP provides its educational community with a wide variety of materials and resources designed to support the teaching and learning process, both inside and outside the classroom. Its organization follows a model that combines the use of reference manuals, materials developed by the teaching team, and an infrastructure of physical and digital resources that promotes autonomy, reflection, and methodological coherence between levels.

4.1 Materials and resources for students

The student has access to various materials that support their progress in the general courses and in the cultural immersion program, facilitating autonomous learning connected to real life.

- **Reference manuals**

The General Spanish Courses are mainly developed using the manuals from the publisher Difusión (Aula Internacional Plus). *Classroom* and, at higher levels, with *Prisma* (Edinumen).

These materials have been selected for their suitability to the communicative and action-oriented approach, and for their coherence with the functional, grammatical and lexical content established in the Curriculum Plan of the Instituto Cervantes (PCIC).

- **Materials made by ourselves**

In addition to the reference manuals, BCNLIP has a set of its own materials created by the teaching team in order to adapt learning to the real context of Barcelona and to the linguistic, cultural and communicative needs of the students.

These materials are structured into four main lines:

a) Lipeando

Original material developed by BCNLIP based on teaching experience accumulated during the period of online teaching during the pandemic. It represents the synthesis of that collective work of pedagogical innovation and digitization of resources.

This is a language support workbook based on functional grammar, created to reinforce the comprehension and production of Spanish at the beginner level (A1). It is specifically designed to accompany the Cultural and Linguistic Immersion program, offering linguistic support consistent with the communicative tasks of the course.

The material includes:

- Physical book, with thematic units that integrate vocabulary, grammar and contextualized communicative practice.
- Downloadable digital version, accessible from the Student Area.
- Interactive platform, with additional resources, self-assessments and reinforcement exercises.
- A series of explanatory videos created by the BCNLIP teaching team, corresponding to levels A1 and A2, with visual examples and guided activities for each unit.

b) Language support materials by levels (A1–C2)

A set of resources created specifically to accompany the cultural and linguistic immersion program at each level of the CEFR.

They include vocabulary exercises, structures and mediation linked to the tasks and projects of the program, ensuring linguistic progression parallel to the cultural experience.

c) Thematic dossiers by stage of the immersion program

Produced in-house, they address topics related to life in Barcelona, Hispanic culture, history, coexistence, and interculturality.

Each dossier proposes communicative tasks and collaborative projects that promote autonomy, reflection, and active student participation.

d) Supplementary materials for general courses and cultural activities

They include classroom worksheets, route guides, graded readers, workshops, and audiovisual resources created by the teaching staff.

These materials accompany the assessable cultural activities, reinforce the content covered in class, and consolidate the experiential approach characteristic of the BCNLIP educational model.

- **Student Manual:**

At the beginning of the course, each student receives a student manual that includes practical information about how the center works, methodological guidelines, support resources, and learning strategies.

At the end of the course, this manual is expanded with personalized recommendations and guidelines for continuing to learn independently, both in the academic field and in everyday life.

- **Self-learning notebook:**

Each student creates their own personal learning notebook, with guidance from the teachers, as a tool for reflecting on their progress, strategies, and use of resources.

In weekly tutorials, teachers recommend materials, activities, and digital or cultural resources that students can incorporate into their notebooks, thus reinforcing autonomy and awareness of learning.

- **Avignon Library:**

BCNLIP has its own library at its headquarters on Avinyó Street, located in the

The space, formerly a bookstore, offers a wide catalog of graded readers, literary works, reference manuals, and cultural materials, and can also be used as a study room for students.

The library is an active part of the center's academic life through the reading club and visits to public libraries, where students learn how to obtain their library card and participate in guided tours and cultural activities in collaboration with the neighborhood library.

These resources, together with workshops, tutoring and immersion activities, promote autonomous, reflective and culturally integrated learning, in line with the principles of the PCIC and the cross-cutting blocks (autonomy, mediation and interculturality).

4.2 Materials and resources for teachers

The teaching staff at BCNLIP has a structured system of resources that facilitates teaching planning, collaborative work and continuous training, guaranteeing methodological consistency throughout the center:

- **Educational Resource Center for Learning (CREA):**

It is an internal digital space with common access for the entire teaching team, organized into two main sections:

- **For classroom use:** manuals for general courses, immersive workshop materials, cultural dossiers, resources for special classes (Christmas, San Juan, etc.), reflection activities, exams and teaching guides.
- **To prepare for classes:** Course and workshop programs, bibliographic and reference materials, institutional manuals, exam guides, protocols, agreements, work calendars, tutorials and teacher training materials.

- **Teaching background in Countess of Sobradiel:**

In the Comtessa de Sobradiel classroom building, the teaching staff has a work and consultation room with its own bibliographic collection: manuals, grammars, dictionaries, graded readers, cultural materials and teaching support resources.

This space also serves as a teacher meeting point for lesson preparation, the exchange of ideas, and pedagogical collaboration.

- **Access to the Avinyó library:**

Teachers can also use the Avinyó library to borrow or consult materials, as well as to coordinate activities with students (reading clubs, cultural workshops or collaborative projects).

4.3 Hybrid classes and educational digitization

Following the COVID-19 pandemic, BCNLIP consolidated a digital and flexible educational model that combines face-to-face teaching with the simultaneous participation of online students.

This hybrid system allows students from home and in the classroom to share the same class, interact with each other, and participate in the same communicative activities.

Currently, BCNLIP has integrated the benefits of both formats:

- From the digital environment: dynamism, accessibility, freedom of space and multimedia resources.

From the face-to-face environment: human interaction, experiential learning, and cultural immersion.

This methodological balance reflects the school's philosophy: learning a language by living it, also in virtual environments.

The hybrid model is based on the digitization of all educational processes, including:

- Digital registration and enrollment.
- Level tests, academic reports and certificates in digital format.
- Daily attendance record and weekly class monitoring.
- Teaching planning and classroom management.
- Use of the manual platforms (Campus Difusión, Edinumen Digital).
- Resource bank on the CREA platform.
- Fluid communication through WhatsApp groups and Google Chat.
- Using Zoom for hybrid classes and online tutoring.

Teachers receive initial and annual training in the use of these tools and in pedagogical strategies for hybrid teaching, online interaction, and personalized attention.

This innovation process is under constant review, within a system of continuous evaluation and improvement.

4.4 Methodological guidelines for the use of resources

The use of resources at BCNLIP is geared towards optimizing learning, promoting autonomy, and ensuring coherence with the PCIC. All resources (print, digital, and audiovisual) are integrated to support students inside and outside the classroom, facilitating active, reflective, and continuous learning.

a) Initial Access and Student Manual

Upon enrollment, students receive the Student Handbook, which includes: practical information about the center, rules and netiquette, learning tips, recommended reading, and a resource guide (library/study room, digital channels, activities). This handbook outlines how and when to use each resource and remains available throughout the course.

b) Welcome workshop “Introduction to Spanish”

During the first week of the course, all newly enrolled students participate in the welcome workshop “Introduction to Spanish”, which is part of the center's initial orientation plan.

This workshop has a total duration of four sessions and is mandatory in the complete immersion programs and recommended in the general courses.

Its aim is to introduce students to the use of school resources, encourage reflection on learning, and activate autonomy from the beginning.

Throughout the sessions, students learn how to navigate the academic environment and take advantage of the resources that the school makes available to them..

The dossier “Introduction to Spanish”, which forms the basis of the workshop, is available in Spanish and English, and can also be provided in French or Russian depending on the needs of the group. This material is accessible to all students—both those in general courses and those in the immersion program—and can be consulted permanently through:

- The Student Area on the BCNLIP website.
- The institutional Instagram profile, where shortcuts and updates are offered.
- The Student Manual, which includes instructions and access links.

The dossier acts as a learning notebook and reflection guide, accompanying the student throughout their academic journey.

Workshop contents:

- Presentation of the school, its methodology and internal communication channels (WhatsApp, Google Chat, CREA).
- Guidance on the use of academic resources: library, study room, digital platforms of the manuals (Campus Difusión, Edinumen Digital), Zoom and supplementary materials.
- Reflection on learning: personal strategies, study time management, self-assessment, and goal planning.
- Responsible use of resources and good practices in the classroom and in digital environments.
- Introduction to the personal learning notebook and the tutoring system.

c) Teacher support and guidance

The teaching staff guides the use of the manual and recommends specific resources according to needs (vocabulary, functional grammar, mediation, interculturality).

- Group tutorials (Fridays): review of objectives and strategies; guided use of the learning notebook to reflect on and integrate resources.
- Individual tutoring at the end of the level: personalized guidance for continuity (digital resources, graded readings, recommended practices).

d) Supplementary resources and learning spaces

- Library and study room: loan and consultation of graded materials, independent work spaces.
- Reading club and workshops: intensive use of literary and cultural resources, cooperative learning.
- Digital channels (WhatsApp, Google Chat, social networks): news, cultural materials, academic reminders.
- BCNLIP YouTube Channel (A1–A2): Educational videos to reinforce comprehension and pronunciation as an autonomous extension of the classroom.

e) Permanent visibility and accessibility of resources

Methodological resources and guidelines are always present and accessible in the different spaces of the center, so that the student can consult and apply them at any time during their training process.

These resources are located:

- In the classrooms, where panels and posters are displayed with learning strategies, digital references, and practical guidance.
- At the entrance of the center, through a bulletin board with academic news, workshops and cultural activities.
- In the study room and library, where an updated bank of materials is offered for independent work and extensive reading.

f) Final communication from administration

At the end of each course, the Administration department sends all students a personalized closing email focused on continuity of learning and the use of the center's resources.

The email includes:

- Reminder of access to the center's main digital resources (Campus Difusión, Edinumen Digital, CREA, Student Area).
- Personalized recommendations to continue practicing Spanish with authentic materials and cultural activities.
- Suggestions for reading and continued use of the library and study room.
- Self-study guidelines: how to plan independent study, maintain contact with the language and participate in the center's open activities.

This communication is part of BCNLIP's follow-up strategy, which seeks to maintain the student's connection with the language and with the school, promoting a natural transition towards autonomous and lifelong learning.

g) Cultural, social and sporting activities

At BCNLIP, cultural and social activities are an essential part of the learning process. Through these activities, students are introduced to the cultural, historical, and social reality of Barcelona, encouraged to integrate into local life, and given more opportunities to use Spanish in real-world situations outside the classroom.

These activities complement the general courses and the immersion program, offering an experiential learning space where the student applies the knowledge acquired and develops communicative, intercultural and mediation skills.

All activities are free and open to students enrolled in intensive general courses and cultural programs. For participants in the full immersion program, attendance at one activity per term is mandatory and must be documented in their learning logbook, as it forms part of the final assessment.

During the Friday tutorials, the teachers review and comment on the students' participation in these activities, guiding them on how to integrate them into their learning process and personal reflection.

4.5 Weekly Friday Activities

Every Friday, BCNLIP organizes four types of supplementary activities, coordinated by the teaching staff and adapted to the different interests and language levels of the students. These activities are updated quarterly and combine culture, reflection, and communicative practice.

- **Cultural routes and outings in Barcelona:**

Led by a professor and historian specializing in the history of Barcelona and Spain, these themed routes allow you to discover the city from historical, cultural or social perspectives.

Among others, the following are listed: *The Revolution of 1934*, *The Barcelona of La Mercè* *The Poblenou Cemetery Route*.

These outings encourage learning cultural vocabulary, understanding historical texts, and spontaneous interaction in real-life contexts. The routes are suitable for all levels, but we recommend starting from level A2.

- **Flamenco and music of the Hispanic world:**

Each month, a flamenco show is offered featuring local artists and professionals from Spain, coordinated by a former teacher of the center.

To attend, students first participate in four one-hour thematic classes taught by a teacher-musician from the school, covering the history of flamenco, its presence in Barcelona, the music of the Hispanic world, and the critical evaluation of a musical performance.

Each edition is adapted to a different linguistic level, allowing work on listening comprehension, oral expression and cultural vocabulary.

- **Book club:**

Coordinated by a teacher who is also a writer, the club promotes reading in Spanish through commentary and analysis sessions of texts, literary routes, visits to libraries and debates.

The course focuses on reading comprehension, argumentation, and written expression, while fostering literary curiosity and a love of reading in Spanish. The minimum level for participation is B1.2.

- **Film club:**

Every Friday afternoon a Spanish film is shown or

Latin American, presented by a professor who introduces the cultural context and main themes.

The screening, subtitled in English or Spanish depending on availability, is accompanied by a guided discussion to practice oral expression and mediation.

The program is updated quarterly and includes everything from Spanish film classics to contemporary productions.

4.6 Integration and participation activities

In addition to weekly activities, BCNLIP organizes its own cultural agenda in collaboration with the BCNLIP Foundation and the other MONLIP centers, which includes events, excursions and language exchanges.

- **Cultural and festive events:**

The school actively participates in the city's cultural life. Its calendar includes celebrations such as *The Chestnut Grove*, *St. George*, *The Mercè* the *Museum Night* as well as gastronomic workshops and beginning and end-of-year parties.

These events promote group cohesion, intercultural interaction, and the spontaneous use of Spanish in social settings.

- **Quarterly excursions:**

Each season a free excursion is organized, guided by the Spanish teacher and historian of the center.

The outings have a historical, cultural or natural character, and are planned so that students can travel with their commuter card, at no additional cost.

Some common destinations are Vic, Montserrat, Sitges or the natural parks around Barcelona.

- **Sporting events:**

During the summer, beach volleyball tournaments are held, organized by one of the center's teachers. At other times of the year, futsal matches and recreational sports activities are coordinated, promoting teamwork and informal communication in Spanish.

- **Linguistic exchanges:**

BCNLIP encourages its students to participate in the city's language exchanges, which are advertised on the center's information boards.

Likewise, at BCNLIP Foundation open events, participants are encouraged to engage in language exchange and practice activities with native speakers, promoting the real use of Spanish in diverse social contexts.

4.7 Pedagogical integration and educational value

All cultural and social activities at BCNLIP are integrated into the center's academic planning and constitute an assessable part of the curriculum. These activities complement the linguistic content of the general courses and the immersion program, directly contributing to the development of the student's competency profile according to the PCIC (Institutional Curriculum Project).

Through them, the students:

- They expand their communicative and sociolinguistic competence in real contexts.
- They strengthen their linguistic mediation, their intercultural understanding, and their learning autonomy.
- They actively participate as social and intercultural agents, applying the knowledge acquired in the classroom to authentic situations.
- They build a meaningful educational experience, where the language is lived, shared and becomes an instrument of social participation.

Participation in cultural activities is mandatory in the Cultural and Linguistic Immersion Program and in the comprehensive immersion itineraries, as it forms part of the ongoing assessment and learning projects. In general courses and other itineraries, participation is optional, although highly recommended as a way to reinforce experiential learning and strengthen ties with the BCNLIP community.

5. Evaluation system

Assessment at BCNLIP is conceived as a continuous, formative and learning-oriented process, consistent with the communicative and action-oriented approach of the Common European Framework of Reference (CEFR) and the Curriculum Plan of the Cervantes Institute (PCIC).

It is also inspired by the principles of the ALCE Program (Spanish Language and Culture Classrooms), which promotes a vision of learning centered on autonomy, reflection, and the cultural dimension of language use. This model reinforces the idea that assessment should not only measure results but also support the learner's development as a social agent, intercultural speaker, and autonomous individual.

The main objective of assessment at BCNLIP is to support students in their linguistic and personal development, identify their needs, and encourage reflection on their own learning process. Its purpose is to provide a balanced reflection of students' progress across all competencies—linguistic, pragmatic, sociocultural, and intercultural—and to ensure consistency between the level's objectives and the results achieved.

Each course constitutes a temporary learning unit, with specific criteria and achievement indicators that guarantee coherence between teaching, assessment and student progression within the center's training system.

5.1 Initial assessment for course assignment

Before the start of the courses, all students take a level test that determines their language proficiency and places them in the appropriate course or sub-level.

This assessment combines a written section and a brief oral interview, and is supplemented by a needs and expectations questionnaire, where students can indicate their prior experience, personal goals, and any specific needs (learning difficulties, dyslexia, anxiety, etc.). This information is shared with the teaching staff and academic coordinator to tailor instruction to each student's individual needs.

Furthermore, the school's educational philosophy, key staff members, and available resources are presented during the welcome session and monthly orientation breakfasts. These events facilitate the early identification of adjustment needs and the integration of new students into the school community.

5.2 Assessment for learning and formative monitoring

Throughout the course, continuous assessment is carried out, focusing on participation, effort, interaction, and the practical application of the content.

The purpose of this evaluation is to adjust the teaching to the student's actual process, not to grade them.

The teaching staff provides constant feedback, both in class and in weekly tutorials, and encourages the student to reflect on their learning in their personal learning notebook.

This monitoring allows for the early detection of difficulties, adjustment of the schedule, and the provision of personalized support.

Students also complete follow-up questionnaires at the end of each unit or sub-level, where they assess the pace of the classes, the materials, and their own progress.

These assessments are reviewed by the academic coordination team and, if difficulties or lack of motivation are detected, the student is contacted to offer guidance.

5.3 Assessment instruments and their relationship with curricular components (PCIC–ALCE)

The BCNLIP evaluation system is inspired by the structure of the Instituto Cervantes Curriculum Plan (PCIC) and the criteria of the ALCE program (Spanish Language and Culture Classrooms), adopting a competency-based model that values both linguistic performance and the student's personal and social development.

The instruments are selected based on the curricular components (linguistic, pragmatic, sociolinguistic, intercultural and strategic) and the cross-cutting blocks of the PCIC: the student as a social agent, intercultural speaker and autonomous learner.

Main assessment tools:

1. Integrated level tests

They assess oral and written comprehension, production, and interaction, following the PCIC descriptors and the ALCE model task structure.

They measure linguistic and pragmatic competence and ensure progression between sub-levels and consistency with official certification systems.

2. Final tasks and projects

They apply the action-oriented approach, where the student uses Spanish to solve real communicative situations.

They integrate linguistic, intercultural and mediation skills, and are assessed using rubrics common to all levels.

3. Learning and self-assessment notebook

It is the central tool for formative monitoring. The student documents their progress, reflects on their strategies, and sets personal goals, following the principle of the autonomous learner.

The tutors use this notebook to guide the development of the competence of learning to learn.

4. Rubrics for expression, interaction, and mediation

They are applied in oral and written tasks to assess functional language use, appropriateness to context, and communicative cooperation.

They combine quantitative criteria (accuracy, coherence, fluency) and qualitative criteria (interaction, courtesy, initiative), adapted to the DELE 1–4 scale.

5. Continuous observation and teaching records

Teachers document each student's participation, effort, and progress weekly in a digital tracking sheet, which serves as the basis for continuous assessment and early detection of support needs.

6. Cultural and mediation activities

They integrate the three transversal blocks of the PCIC, valuing the student's ability to act as a mediator between cultures, interpret contexts and communicate with empathy.

Their progress is recorded in the learning notebook and is part of the evaluation of the immersion program.

This set of instruments allows for a holistic evaluation, consistent with the principles of the PCIC and the ALCE competency model, assessing both what the student knows how to do with the language, and their ability to learn, cooperate and act in diverse sociocultural contexts.

The final result reflects not only the linguistic level achieved, but also the communicative, intercultural and strategic maturity of the student.

5.4 Weighting according to program or itinerary

The evaluation at BCNLIP responds to the diversity of programs and modalities offered by the center.

Each student can take only the General Spanish Courses, the Cultural and Linguistic Immersion Program independently, or the Comprehensive Program (20h/week) which combines both

In all cases, the evaluation maintains a common structure that guarantees pedagogical coherence between the pathways:

- It is based on a communicative and action-oriented approach
- It considers the linguistic, pragmatic, sociolinguistic and intercultural components defined by the PCIC
- It values the autonomy, mediation and social participation of the student according to the CEFR descriptors and the principles of the ALCE model.

The weighting system is adapted to the type of program taken, ensuring a balanced assessment of academic performance, participation, and the use of the sociocultural environment as a learning space.

a) Overall weighting according to program or itinerary

Program / Itinerary	Blocks evaluated	Main instruments	Weighing
General Spanish Courses	- Linguistic and pragmatic competence - Sociolinguistic competence - Participation and intercultural mediation	- Level tests (written and oral) - End-of-unit tasks - Monitoring and participation	Level tests:50 % Final tasks:40 % Participation and mediation:10 %
Cultural and Linguistic Immersion Program	- Global communicative competence - Mediation and interculturality - Autonomy and reflection	- Thematic Dossier - Final project or presentation - Learning and tutoring notebook	Thematic dossier:50 % Project or presentation:40 % Notebook and participation:10 %
Comprehensive Program (Course + Immersion = 20 hours/week)	- Linguistic and pragmatic competence - Mediation and intercultural competence - Social and cultural participation	- Course evaluation - Evaluation of the immersion program - Evaluable cultural activities	General course:45 % Immersion program:45 % Social and cultural aspect:10 %

b) Components and competencies assessed

In all programs, the evaluation includes the following: **curricular components**

(according to the PCIC) and **key competencies** (according to the CEFR and ALCE):

Block / Competition	Achievement description	Assessment instruments
Linguistic competence	Correct use of vocabulary, grammar, spelling and pronunciation appropriate to the level.	Written and oral tests, production and comprehension tasks.
Pragmatic competence	Ability to use language functionally and coherently in real-life situations.	Communicative tasks, simulations, classroom interactions.
Sociolinguistic competence	Use of registers, rules of courtesy, and cultural conventions.	Direct observation, mediation tasks, and notebook reflections.
Intercultural competence	Understanding and managing cultural diversity, participation in social and cultural activities.	Immersion activities, cultural projects, learning journal.

Mediation competence	Ability to facilitate understanding and communication between interlocutors or cultures.	Group activities, collaborative projects, and assignments cultural interpretation.
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Block / Competition	Achievement description	Assessment instruments
Strategic competence and autonomy	Self-directed learning management, planning, self-assessment and reflection.	Learning notebook, tutorials and follow-up questionnaires.

c) General considerations

*The assessment is continuous and formative, with weekly monitoring by the teaching staff and tutoring sessions.

* Cultural activities are curricular and assessable, being mandatory in the Immersion Program and optional in the General Courses.

* The learning notebook is a cross-cutting instrument in all programs: it documents evidence, promotes self-assessment, and collects the student's intercultural reflections.

* The final evaluation has an internal certification value and determines promotion to the next level or sublevel, along with minimum attendance (80%) and active participation.

5.5 Evaluation criteria

A1:

The evaluation criteria corresponding to the student **social agent** They are as follows:

Conditions and restrictions (under which the activity takes place):

The communicative situations take place in contexts that are familiar and common to the student.

The understanding of oral messages is not hindered by noise or external interruptions. Written texts are brief, simple, and easily readable, whether printed or handwritten.

The transmission of information relies on visual, graphic, or gestural resources that facilitate communication. In oral interaction, the speaker addresses the student directly and collaboratively, speaks slowly and clearly, articulates precisely, repeats as needed to ensure understanding, and allows sufficient time for the student to formulate their

responses.

The activities take place without strict time limitations.

Achievement level:

What do we evaluate?	Minimum criteria
Range:	The student can express themselves using very simple phrases and expressions, mainly related to immediate needs and everyday situations. They use very basic resources to communicate: simple words and non-verbal cues such as pointing or gesturing, to understand and be understood. His sentences focus on the present and on situations concrete and understands isolated phrases.
Correction:	He uses only a few basic grammatical and syntactic structures that he has learned, and his use of them is limited. Its pronunciation is understandable, although it requires some attention from native speakers accustomed to dealing with non-natives. Correctly handles simple time references in sentences (e.g., "today"...", "at eight...»). Use some punctuation marks correctly elementary characters, such as the period and the comma.
Coherence and cohesion:	Connect words or short phrases using basic connectors ("and", "but").
Fluidity:	He expresses himself through very brief, isolated, and prepared statements; he makes numerous pauses to select

	expressions, articulate less frequent words and sustain the interaction. Their communicative exchange relies on repetition, reformulation, and correction of statements. You can interact in a very basic way as long as the other person is willing to repeat and give you time to rework and correct what you have said. When faced with written texts, he proceeds to a sequential reading, phrase by phrase, and manages to identify proper names, vocabulary, and elementary structures. It is capable of reproducing the rhythmic pattern of sequences lexical and memorized formulas.
Adaptation:	He introduces himself and greets others properly; he uses basic farewell formulas and expresses his reactions to new developments or news in a limited way. Use Very simple and common polite formulas in ritualized situations. In messages Written messages resort to basic greetings and farewells.

A2:

The evaluation criteria corresponding to the student **associal agent** They are as follows:

Conditions and restrictions (under which the activity takes place):

The communicative situations take place in contexts that are familiar and common to the student.

The understanding of oral messages is not hindered by noise or external interruptions.

Written texts are brief, simple, and easily readable, whether printed or handwritten.

The transmission of information relies on visual, graphic or gestural resources that facilitate communication.

In oral interaction, the interlocutor addresses the student directly and collaboratively, speaks slowly and clearly, articulates precisely, repeats what is necessary to ensure understanding, and provides sufficient time for the student to formulate their

responses.

The activities take place without strict time limitations.

Achievement level:

What do we evaluate?	Minimum criteria
Range:	He uses a restricted vocabulary, referring to immediate needs and daily life. To communicate in simple exchanges about everyday matters, he assembles memorized patterns, turns of phrase, and formulas; in less common situations, he is forced to simplify the message. When the text deals with topics of common use, he can deduce the likely meaning of unfamiliar words from the context.
Correction:	He uses basic grammatical structures correctly, although he repeatedly makes elementary errors (e.g., subject-verb agreement errors). His pronunciation is generally quite understandable, although the listener sometimes needs to ask for repetition. He writes terms from his oral repertoire, although not always with conventional spelling.
Coherence and cohesion:	Link groups of words with simple connectors ("furthermore", "therefore"). Manage the opening, development and closing of basic face-to-face exchanges with simple means.

Fluidity:	He produces sentences fluently in brief exchanges about everyday matters, although he shows obvious hesitations and some initial difficulty. He revises and corrects his statements; the mistakes he makes do not hinder understanding. It is expressed through short, independent statements, with pauses to select the expressions.
Adaptation:	He manages himself in brief social interactions using simple and common polite formulas

The following student evaluation criteria are proposed as **intercultural speaker and autonomous learner** applicable to levels A1 and A2:

Intercultural speaker:	Knowledge of sociocultural references and norms: Identify the most universal Spanish cultural references (public figures, historical milestones, works and artists) according to the program of the stage. Use that knowledge to better understand and interpret historical events and cultural products (art, music, film, etc.). Demonstrates awareness of sociocultural conventions visible in Spain (greetings, gestures, formalities in the
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	table) in situations of social interaction. Participation in intercultural situations: It applies, albeit in an incipient way, strategies to fill gaps regarding shared references, norms and conventions in Spain. Evidence shows progress in interpreting social products and situations as it makes better use of its cultural knowledge.
Self-employed learner:	Autonomy: Identify in which aspects you need more support from the teacher or the materials. He accepts and identifies his mistakes and corrects them with teacher help. Take advantage of opportunities to communicate in Spanish inside and outside the classroom. Record and review goals and progress through self-assessment (portfolio). Resource management:

	Actively organizes, with guidance from the teacher, times, spaces, tasks and materials for self-directed learning. Periodically evaluate, together with the teacher, the suitability of the resources and the progress achieved. Psycho-affective factors: Recognizes and expresses emotions during tasks and takes moderate risks, maintaining a constructive attitude towards mistakes. Proactively collaborates in group work with classmates and the teacher. He values the group's contributions positively to the smooth functioning and common progress. Strategy development: Strategically apply, with the support of the teacher, planning, execution, evaluation and adjustment of tasks. He is open to incorporating new strategies suggested by the teacher and the materials.
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	Transfers knowledge of their native language and other languages (including Spanish being learned) through reasoning, contrastive analysis and transfer.
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B1:

The evaluation criteria corresponding to the student **associal agent** They are as follows:

Conditions and restrictions (under which the activity takes place):

Communication proceeds smoothly when diction is clear and a neutral register is used.

The presence of several interlocutors does not prevent him from expressing his position, although he finds it difficult to intervene in the debate.

In interactions with native Spanish speakers, you may need to ask for repetition of words or statements.

Time constraints reduce their ability to produce oral and written work.

The texts will be simple and clearly organized; the oral presentations will be delivered at a normal speed.

No significant sound distortions are expected.

No prior preparation is required when the topics are familiar to you.

Achievement level:

What do we evaluate?	Minimum criteria
Range:	He possesses a sufficient linguistic repertoire to address everyday matters and topics of personal interest (family, hobbies, travel, current events). Although

	He shows hesitation and resorts to circumlocution, but he knows how to highlight the aspects he considers relevant. It performs a wide range of communicative functions using the most common formulas in a neutral register. His limited vocabulary causes him to repeat himself and have difficulty expressing himself; however, he resorts to simple terms with approximate meaning and asks the interlocutor for confirmation or correction. It is able to deduce the meaning of unknown words and statements from the context when the text deals with familiar topics.
Correction:	Uses a repertoire of formulas and structures frequently used in everyday situations with reasonable accuracy. He has a good grasp of basic vocabulary; however, when expressing more complex ideas or dealing with unusual topics, he makes significant errors. His pronunciation is clear and understandable, although there are occasional mistakes. Write continuous texts with spelling, punctuation, and organization that are adequate enough to be understandable in their set.
Coherence and cohesion:	It links together short, concrete and simple units to build a linear and cohesive sequence. He knows how to start, maintain and end conversations simple face-to-face meetings about everyday matters or personal interests.

Fluidity:	He maintains interventions of some length, with obvious pauses to plan and adjust grammatical and lexical aspects.
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	Narrate or describe simply and fluently reasonable, following a linear progression.
Adaptation:	He behaves in accordance with the main rules of courtesy. Use a neutral register to perform the most common realizations of a wide range of communicative functions.

B2:

The evaluation criteria corresponding to the student **associal agent** They are as follows:

Conditions and restrictions (under which the activity takes place):

The comprehension of spoken texts and the reading of written texts can be compromised by noise, interference or distortions (of sound, handwriting or printing).

The student's effective participation in a discussion with several native speakers can be hindered if they do not adapt their speech.

Time constraints may diminish his oral and written performance; even so, he usually adjusts his intervention to the time available.

Achievement level:

What do we evaluate?	Minimum criteria
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Range:	They possess sufficient command to clearly describe, express viewpoints, and support arguments on general topics without apparent lexical searching, using complex sentences. They have a broad vocabulary in both general and specialized matters; their expression varies.
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	to avoid repetitions, although certain lexical gaps still cause hesitations and detours. It applies various comprehension strategies: attentive listening to grasp main ideas and use of contextual clues to verify the interpretation.
Correction:	Maintains a relatively high level of grammatical control; does not make mistakes that lead to misunderstandings and corrects almost all of his inaccuracies. Their lexical accuracy is generally high, with occasional choices that could be improved but do not hinder communication. It presents clear and natural pronunciation and intonation, with sporadic errors. Write continuous texts according to the conventions of organization and paragraphing, with reasonably correct spelling and punctuation, although sometimes the influence of L1 is noticeable.

Coherence and cohesion:	It uses a limited set of cohesive resources to link phrases in a clear and coherent speech, with possible slight jumps in longer interventions. He uses circumlocutions and paraphrasing to compensate for lexical deficiencies. He begins, sustains, and concludes his interventions in a way that... appropriate, managing the speaking turn well.
Fluidity:	He produces speeches with a fairly regular rhythm; although he hesitates when looking for structures and expressions, he hardly introduces prolonged pauses. Participates fluently and spontaneously enough to interact with native speakers without generating Tension. Develop descriptions or narratives

	Clear, expanding upon and substantiating the main ideas with relevant details and examples. Use ready-made formulas to save time and hold your turn while planning what you will say.
Adaptation:	Expresses themselves appropriately in diverse contexts and interacts with native speakers without requiring additional effort from them. Adjusts their speech to the level of formality and the audience. Adapts to changes in direction, style, and emphasis typical of the conversation.

The following student evaluation criteria are proposed as **intercultural speaker and autonomous learner** applicable to levels B1 and B2:

Intercultural speaker:

Vision and attitude towards cultural diversity:

Shows openness towards other cultures and a positive disposition towards different beliefs and values.

Identify linguistic-cultural clashes and their main factors.

He acknowledges closed or hostile attitudes, although he does not yet fully explain his own position.

Knowledge of sociocultural references and norms:

It handles specific cultural data and is able to reorganize it.

	It captures allusions to current events, values, and attitudes in conversations between natives. Interprets visible behaviors and applies sociocultural knowledge to intervene in the interaction. Participation in intercultural situations: It performs with some effectiveness in everyday transactions by relying on norms, institutions, and contact skills. At times, he adopts patterns from Spanish culture and begins to consider the other's perspective. Participate with greater freedom than before, comparing and analyzing differences with some critical reflections and a certain length.
Self-employed learner:	Autonomy: Periodically adjust your Spanish learning and usage goals to your needs, considering your program and personal circumstances. Design self-learning activities with teacher support and assess your progress, comparing it with feedback from teachers, peers, or native speakers.

	Resource management: Independently decide how to use sources, materials, and exercises. Develop your own reinforcement resources (tasks, glossaries, worksheets) based on teacher guidance. Psycho-affective factors: Recognizes useful personal skills (abilities and emotional self-regulation) and progressively takes more risks in tasks. Identify conflict-generating behaviors and take action to maintain a positive work environment. Strategy development: Applies with increasing autonomy the planning, execution, evaluation and adjustment of tasks. It makes its preferences more flexible to incorporate new strategies and transfers what it has learned to novel learning and use situations.
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C1:

The evaluation criteria corresponding to the student **associal agent** They are as follows:

Conditions and restrictions (under which the activity takes place):

The audibility of spoken texts and the legibility of written texts can be affected by noise, interference, or distortions in sound, handwriting, or printing. The presence of several native speakers in a discussion does not hinder the student's effective participation. Under time pressures, the student adapts his speech to the amount of time available.

Achievement level:

What do we evaluate?	Minimum criteria
Range:	He has a good command of a wide range of linguistic resources, which allows him to choose the most appropriate formulation to express himself clearly and in an appropriate style on a wide variety of general, academic, professional and leisure topics without having to restrict what he wants to say. He has a broad vocabulary that allows him to easily overcome his deficiencies through circumlocution. It's hardly noticeable that he's searching for expressions or using avoidance strategies. He has a good command of idiomatic and colloquial expressions. Use contextual, grammatical, and lexical clues to infer attitude, mental predisposition, and intentions, and to predict what will happen.

	He overcomes the difficulties he encounters in formulating He wants to communicate that in a different way, without interrupting the flow of the speech.
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Correction:	He consistently maintains a high level of grammatical accuracy. He makes few mistakes, and they are barely noticeable. It has a high degree of lexical accuracy, although it makes small and sporadic slips. He has a high command of pronunciation and intonation, being able to vary his intonation when he needs to highlight something or to express certain subtle nuances of meaning. The writing is structured, with correct paragraphing and punctuation. Spelling is also correct, except for occasional errors.
Coherence and cohesion:	Produces a clear, fluent, and well-structured discourse, showing appropriate use of organizational criteria, connectors, and cohesive mechanisms. Select the appropriate phrase from a series of possible statements in order to take the floor or to buy time to think while keeping your turn.
Fluidity:	He expresses himself fluently and spontaneously, with few hesitations. Only a conceptually difficult topic can hinder the natural flow of his speech. Create detailed descriptions and narratives integrating various themes, developing specific aspects, and ending with an appropriate conclusion. He relates his interventions to the other interlocutors fluently without very obvious signs of effort to find the appropriate expression.

Adaptation:	Use language flexibly and effectively for social purposes, including emotional, allusive, and humorous uses. Recognizes a wide variety of idiomatic and colloquial expressions, and appreciates changes in register; however, may need to confirm sporadic details, especially if the accent is unknown. Act appropriately and quite naturally, choosing the right phrases to introduce your comments in order to take, maintain, give the floor, conclude your interventions, or take time to think. Use language and rules of courtesy flexibly and effectively in formal and informal situations and in intercultural situations. Use the appropriate register for each type of situation and It unfolds in different registers (familiar, neutral, formal, etc.).
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C2:

The evaluation criteria corresponding to the student **social agent** They are as follows:

Conditions and restrictions (under which the activity takes place):

Audibility/readability can be affected by background noise, multiple speakers, diverse accents, and dense texts with cultural references.

The presence of several native participants and abrupt changes of topic do not hinder their effective intervention.

Under time pressure, adapt speech, manage turns, and maintain communicative accuracy.

Achievement level:

What do we evaluate?	Minimum criteria
Range:	He masters a very wide repertoire of linguistic resources and selects exact formulations to express himself clearly and in an appropriate style on a wide variety of general, academic and professional topics, without restricting what he wants to say. He possesses a wide lexical repertoire (including frequent idioms and colloquialisms) and naturally overcomes any gaps through effective circumlocutions; he hardly shows any search for expressions or avoidance strategies. Use contextual, grammatical, and lexical clues to infer attitudes and intentions, detect irony, and anticipate discursive movements; reformulate with agility without interrupting fluency.
Correction:	It maintains a very high degree of grammatical correctness in a systematic way; errors are few and barely noticeable. It exhibits great lexical precision, with merely occasional slips. Master pronunciation and intonation, modulating them to emphasize and express subtle nuances. In writing, it employs fully appropriate structure, paragraph layout, and punctuation; correct spelling with occasional slips.
Coherence and cohesion:	Produces a very clear, fluent and well-structured discourse, with appropriate and flexible use of organizational criteria, connectors and high-level cohesive mechanisms.

	Select relevant statements to choose from, to maintain or yield the floor and to gain time without losing your turn or your naturalness.
Fluidity:	He expresses himself with sustained fluency and spontaneity, with very few hesitations; only exceptionally complex topics can slightly affect the natural rhythm. Creates detailed and integrated descriptions and narratives, developing aspects and concluding with appropriate conclusions. He relates his contributions to those of others fluidly, without any perceptible effort to find the appropriate expression.
Adaptation:	Use language flexibly and effectively for social purposes (including emotional, allusive, and humorous uses). It recognizes a wide variety of idiomatic and colloquial expressions and adjusts the register precisely (familiar, neutral, formal, institutional, etc.); it may require specific confirmation when faced with unknown accents. She manages naturally the formulas for introducing, developing and closing interventions; she takes/cedes turns, gains time and handles courtesy strategically. Applies rules of courtesy and conventions in formal, informal and intercultural contexts, always maintaining the appropriate register for the situation.

The following student evaluation criteria are proposed as

intercultural speaker and autonomous learner applicable to levels C1 and C2:

Intercultural speaker:	Vision and attitude towards cultural diversity: He is able to adequately express his position towards culturally different situations and culturally marked behaviors. Shows interest in incorporating the knowledge necessary to interpret and understand new aspects of the culture of Spain and Hispanic countries (religious, social and political values and beliefs, sociolinguistic aspects, etc.). He is able to express empathy towards situations representative of different cultures and shows respect towards others, their beliefs and values. She naturally deals with situations involving uncertainty due to a lack of references to interpret what is happening, applying her intercultural competence. Knowledge of sociocultural references and norms: It effectively uses declarative knowledge – references about institutions, territorial organization, infrastructure and services, etc. – to
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	to successfully carry out transactions of a certain complexity, to use services, to consult texts, to interpret documents, etc. She handles herself with ease in interactions that occur in the public sphere thanks to her knowledge of basic social norms and conventions. You can talk about, explain, and discuss the cultural differences you have learned, contrasting them with your own experience, and local and national traditions. He actively demonstrates, by observing interactions between native speakers, a willingness to incorporate new knowledge regarding beliefs, values, symbols, etc., which will allow him to interpret behaviors, attitudes, opinions, etc. appropriately. It is able to interpret the meaning of texts that contain explicit and, sometimes, implicit sociocultural references (historical and cultural references, irony or humor clues, etc.). Participation in intercultural situations: He is able to participate in conversations in different culturally marked situations, expressing, comparing and
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	critically analyzing and reflecting on the differences. Select and implement the appropriate strategies that allow you to overcome the gaps in relation to the common background shared by native speakers when communicating, so that communication flows. They can play the role of mediator in cultural encounters, handle ambiguity, and offer help and support to others, demonstrating that their own point of view is culturally conditioned. You can identify, from different cultural perspectives, some conflict situations related to divergent practices, values, or meanings among members of different cultures. He is able to interpret documents and texts of Spanish culture adopting an intercultural perspective, in order to transmit them to people from other cultures.
Self-employed learner:	Autonomy: He is able to accurately define his own goals and objectives for learning and using Spanish, as well as the degree of correctness that needs to be achieved and the ways to compensate for any shortcomings.

Take initiative to gain control of aspects of learning over which you do not yet have control (development of strategies, resource management, self-assessment, etc.).

It is active in the search for new ways to develop the learning process, advancing in the strategic use of procedures (work modalities, task typology, selection, processing and retrieval of information, etc.).

Resource management:

Select the resources that are most appropriate and useful for each task (dictionaries, reference sources, etc.).

Identify the personal goals you can achieve through self-directed learning and select the necessary resources (reference sources, graded readings, exercises in different media, etc.).

Psycho-affective factors:

Consciously reinforce positive feelings and attitudes towards

	Language learning and use (challenge, curiosity, positive reinforcement, control of negative reactions, etc.). Attribute errors to specific causes (lack of resources, failures in planning and execution of tasks, etc.) and correct your own errors by applying and diversifying procedures and developing new strategies. It helps to prevent, avoid or neutralize potential conflicts that impede or impair the proper functioning of the group. Accepts and integrates in a beneficial way into the learning process the evaluation carried out by the group members. Strategy development: Select the appropriate strategies based on the task objectives, contextual factors, and the type of knowledge required. Systematically transfer the strategies that are incorporated to other situations, tasks, or areas of language learning and use. It employs metalinguistic knowledge for the interpretation of new phenomena of the language system to the
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	que se enfrenta (inferencia de reglas, sistematizaciones, etc.).
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5.6 Internal assessment, promotion, and final certification

This section defines how level progression is determined and how learning is accredited at BCNLIP. Promotion depends not only on a final exam, but also on the body of evidence gathered throughout the course (continuous assessment, assignments, mediation, participation, and a minimum attendance of 80%), in accordance with the PCIC and the CEFR. Upon completion of a course or program

—which may cover one or more levels—, the center issues an internal academic certificate for informational purposes, indicating the level achieved, hours completed, and results by module. If the student does not reach the minimum objectives, the tutor and the coordinator offer personalized guidance and an improvement plan to ensure continued success.

a) Internal evaluation and promotion

Promotion within BCNLIP courses is based on a continuous evaluation process, which takes into account the student's overall progress, and not just the results of a final test.

The objective is to assess in a balanced way the performance, involvement and the ability to apply the content in real contexts.

The teaching staff maintains an individual monitoring record in each student's academic file, where participation, tasks, attendance and relevant observations about their progress are documented.

This information is discussed in the individual end-of-level tutorials, in which the teacher and the student review progress, difficulties, and improvement strategies.

Upon completion of a level or sublevel, the student takes a final written and oral test based on the descriptors and tasks of the Instituto Cervantes curriculum plan.

The result of this test is interpreted within the body of evidence collected during the course:

- continuous assessment (tasks, participation, mediation, learning notebook);
- results in the final test;
- minimum attendance of 80%;
- attitude and commitment to learning.

The promotion decision takes all these factors into account and is not limited to a single outcome.

In order to advance to the next level, the student must reach at least level 3 (competent) on the general achievement scale and meet the attendance and participation requirements.

Scale	Descriptor	Interpretation
1	Home	He does not achieve the level objectives; he needs reinforcement.
2	In development	It has partially achieved the objectives; it must continue at the same level.
3	Competent	Achieve the level's objectives safely and independently.
4	Advanced	Exceeds expected goals with precision and fluency.

b) Certification

Upon completion of a full course or program—which may include one or more levels—students receive an internal (unofficial) certificate of achievement issued by the center's coordination office, provided they meet the minimum attendance requirement (80%) and have passed the program with the minimum required grade on the achievement scale. This document certifies course completion, indicates the level achieved according to the CEFR and the Instituto Cervantes curriculum, and specifies the total hours completed and the results obtained in each assessment area: linguistic, pragmatic, sociolinguistic, and intercultural.

The certificate is issued only upon completion of the course or program (not after each sub-level) and is informative and indicative in nature, facilitating the continuity of the training itinerary or the preparation for official exams.

If the minimum objectives (levels 1 or 2) are not met, the center offers personalized guidance: the tutor and the coordinator agree with the student on specific recommendations and an improvement plan to strengthen their skills before continuing.

5.7 Official Certification Assessment

BCNLIP integrates DELE exam preparation modules (levels A1–C2) into all its programs, with specific guidance and access to practice materials based on official models from the Instituto Cervantes.

This preparation is incorporated into the regular learning itinerary, ensuring consistency between the center's internal assessment and the official external certification.

From level A2 onwards, students in general courses can access specific DELE preparation modules, designed to reinforce the skills assessed in the exam: reading comprehension, listening comprehension, written expression and interaction, and oral expression and interaction.

These modules are developed with updated materials and exam simulations, applying the official rubrics and grading criteria of the Cervantes Institute.

At the intermediate and advanced levels (especially B1 and B2), special emphasis is placed on certification skills, so that students acquire strategies to function confidently in exam contexts and formal communicative situations. DELE B2 preparation courses are an integral part of the center's academic offerings and are taught using the communicative and action-oriented methodology that characterizes BCNLIP.

In addition, BCNLIP is an accredited center for administering the DELE and SIELE exams, allowing students to prepare for and take the exams in the same academic environment.

The teaching and coordination team regularly informs students about official calls for applications, provides guidance on the most appropriate level, and accompanies the registration process when the student decides to apply.

Information about the DELE exams is available on all of the center's institutional communication channels:

- in the student manual, which explains the training itinerary and official levels;
- on the information panels and academic bulletin boards of the center;
- on social media and the official website, with reminders of events and preparation tips;
- in individual and group tutoring sessions, where personalized guidance is offered;
- in the course closing messages, which include recommendations for continuing training or taking an official exam.

5.8 Conclusion of the evaluation system

The BCNLIP evaluation system is an essential axis of the center's educational project and is structured as a continuous, formative and action-oriented process, in which the evaluation of results is combined with reflection, autonomy and experience.

More than a grading mechanism, assessment is an instrument of support and personal development, which guides the student in their progress and promotes an active attitude towards learning.

This model guarantees coherence between the educational objectives of the Instituto Cervantes curriculum plan (PCIC), the descriptors of the Common European Framework of Reference (CEFR) and the principles of the ALCE program, integrating the linguistic, pragmatic, sociocultural and intercultural components.

Personalized attention, tutoring, and continuous observation allow processes to be adapted to the diversity of students, promoting inclusive, autonomous, and meaningful learning.

Furthermore, the connection between internal assessment and official certification (DELE and SIELE) reinforces the academic dimension of the project, ensuring that each student can place themselves within an international frame of reference and move forward with confidence towards their personal, academic or professional goals.

Overall, assessment at BCNLIP is not limited to measuring what has been learned, but is part of the learning process itself, reflecting the center's commitment to educational quality, methodological innovation, and the comprehensive development of its students.

6. Follow-up and orientation

BCNLIP has a structured academic monitoring and guidance system that accompanies the student throughout their training process, guaranteeing personalized attention, coordination between teams and fluid communication between all the actors involved.

This system responds to the principles of the Instituto Cervantes Curriculum Plan (PCIC) and the ALCE model, integrating the academic, sociocultural and personal dimensions of learning and promoting an education focused on autonomy, reflection and the well-being of the student.

Guidance is understood as a cross-cutting process that takes place before, during and after the course, and involves academic coordination, teaching staff, the administrative team and school mediation.

Its purpose is to offer pedagogical, emotional and organizational support, prevent possible difficulties and ensure coherence between individual progress and the development of groups.

a) Guidance and monitoring tools

Student support is provided through various channels and complementary actions:

- **Group and individual tutoring:**

They are conducted weekly or at the end of each level. They allow for reviewing progress, identifying difficulties, proposing improvement strategies, and providing guidance on academic pathways, continuation, or official certifications (DELE/SIELE).

In the final level tutorial, the results of the evaluation and the learning notebook are reviewed, and the achievements and objectives for the next stage are discussed.

- **Welcome sessions and “Introduction to Spanish” module:**

During the first week of the full immersion programs — and available for all courses — this orientation module is taught, which includes four practical sessions on the center's resources, learning strategies and metacognitive reflection.

This material is available in Spanish, English, French and Russian, and can be consulted permanently from the student area, the institutional Instagram profile and the BCNLIP website.

- **Continuous communication between tutors, coordination and administration:**

Each group has a faculty advisor who maintains direct communication with the academic coordinator. Advisors monitor attendance, participation, and performance, and report any incidents or special needs. The administrative team plays a vital role in this process: managing complaints or incidents, notifying coordinators of repeated absences, sending follow-up emails, and coordinating communication between faculty and the academic administration.

- **Mediation and conflict resolution:**

The center has an academic mediator specializing in classroom conflict management and the prevention of intercultural tension.

Their intervention focuses on accompaniment, active listening and the search for cooperative solutions, guaranteeing a climate of respect, empathy and positive learning.

- **Institutional communication channels:**

Communication with students is carried out through multiple channels: institutional email, information boards, WhatsApp groups and Google Chat, where notices, cultural activities, tutoring schedules, and academic and administrative reminders are published.

- **Administrative support:**

In addition to its organizational functions, the administrative team carries out operational monitoring of students: it controls attendance, manages enrollment records, issues certificates, and maintains direct communication with the academic coordination to ensure comprehensive management of the educational process.

b) Learning notebook

The Learning Notebook is the student's personal record—academic and cultural—of their progress throughout the course. It can be submitted in handwritten or digital format (with supporting evidence such as photos, tickets, or screenshots); if AI is used to generate content, the notebook is invalidated. It is submitted and discussed during the end-of-level personalized tutoring session, where the student reflects on what they have learned and agrees with their teacher on next steps for improvement.

Structure and key contents:

- **Weekly report**This includes: identifying the time frame, the unit covered, summarizing the final task, vocabulary and grammar, and self-assessment (what I learned, what was easy/difficult, and strategies for improvement). This approach reinforces autonomy and reflection on one's own learning.
- **Vocabulary and grammar:** organized record (word, meaning/translation, example in context) and notes of rules, exceptions and practical application.
- **Cultural events and outings:** sheet for each activity (what/ when/ where + evidence), linguistic learning, intercultural analysis (similarities/differences) and personal opinion to connect experience and language.

Notebook evaluation (scale 1–4):

It is assessed using four criteria: presentation, organization, task log, and self-evaluation (from “nascent” to “very thorough/deep”). This rubric is used in the closing tutorial for formative feedback and to recognize sustained effort.

Educational purpose and benefits:

It functions as a portfolio that integrates classroom and city, demonstrates progress and fosters autonomy, mediation and intercultural competence (the student interprets contexts, compares cultures and communicates with empathy).

It promotes long-term memory, creative expression, and the tracking of personal goals; it also serves as input for continuous evaluation and to guide itinerary decisions.

Usage guidelines (teacher support):

It is introduced from the beginning, worked on weekly in Friday classes/tutorials, and defended in the final tutorial.

The teachers guide the quality of the reflection (not just collecting, but interpreting) and remind us of good practices: weekly consistency, reflective honesty, visual care and connection with real experiences.

With this scheme, the notebook is naturally integrated into our monitoring and guidance criteria: it provides evidence for feedback, documents the cross-cutting blocks (autonomous learner, intercultural speaker, social agent) and articulates the classroom experience with cultural immersion.

c) Contents and moments of the orientation

Guidance is organized at different points in the training program, ensuring constant attention from the student's arrival until the end of the course:

Course time	Guidance action	Main person responsible	Purpose
Start of the course	Welcome session and module <i>Introduction to Spanish</i>	Coordination and teaching staff	Introduce the school, resources, and learning strategies; foster initial autonomy.
During the course	Group and individual tutoring, constant communication	Faculty and academic coordination	To support progress, address specific needs, and provide guidance on pace and continuity.
In case of incident	Mediation or administrative intervention	Academic mediator and administrative team	Preventing and resolving conflicts, managing absences, complaints or demotivation.
End of level of the course	Individual closing tutorial and final follow-up email	Faculty, coordination and administration	Review achievements, offer personalized recommendations, and strengthen the bond with the school.

d) Action protocols

In case of conflict, absenteeism or personal or academic difficulties, BCNLIP applies an internal action protocol that guarantees coordination between all departments and comprehensive, fast and personalized attention to the student.

The aim of this protocol is to maintain a safe, inclusive and

positive, where student well-being, communication between teams and prevention form the basis of educational success.

Incidents can arise from various causes—academic, personal, or administrative—and be detected by faculty, administrative staff, or students themselves. In all cases, the procedure follows these steps:

- **Incident detection and communication**

Incidents can be detected by the teaching staff (low performance, lack of motivation, conflicts in class), by the administrative team (repeated absences, complaints, problems with schedules or registrations) or reported directly by the student.

The administrative team acts as the first point of contact, registering the incident and notifying the academic coordinator or the mediator, depending on the type of case.

- **Initial analysis and contact with the student**

The administrative team or the tutor teacher contacts the student to find out the situation and offer support or information.

In cases of absenteeism, a follow-up email is sent reminding of the attendance policies (minimum of 80%) and offering recovery alternatives or group relocation, where possible.

- **Mediation or academic coordination intervention**

If the incident affects the classroom climate, coexistence, or group dynamics, the academic mediator intervenes, promoting dialogue, empathy, and the search for cooperative solutions.

When the cause is academic or methodological, the academic coordinator reviews the program, analyzes the case together with the teacher and proposes adaptation strategies or additional support.

- **Review and follow-up**

All cases are analyzed at the weekly academic coordination meeting, where the measures taken, the impact on the group, and the need for follow-up are assessed.

The actions taken are recorded in the student's file, ensuring the traceability of the process and communication between departments.

- **Preventive and improvement measures**

When recurring patterns are detected (absences, similar complaints, difficulties in adaptation), preventive measures are applied at the group or program level, reinforcing guidance, mediation and pedagogical support.

This protocol allows for a coordinated, agile, and transparent response, involving the various agents of the center—teachers, coordination, administration, and mediation—to ensure the effective resolution of conflicts, the reduction of absenteeism, and the strengthening of the student's bond with the school.

e) Closure and continuity

At the end of each course, the administration department sends a personalized closing email congratulating the student on their progress and inviting them to continue their training.

This message includes recommendations for continued learning (readings, exercises, workshops, digital resources) and reminders about communication channels and access to the student area.

Thanks to its hybrid teaching system, BCNLIP offers all students the opportunity to extend their learning online, maintaining contact with their teacher and group, participating in virtual tutorials, and continuing their educational journey from anywhere. In this way, support and guidance extend beyond the physical classroom, fostering autonomy and a continuous connection with the school community.

Furthermore, students who complete a course at BCNLIP have access to various further training options within the MONLIP group, allowing them to apply and expand their language skills in new academic and professional contexts:

- University preparation programs and guidance for access to higher education through BCNLIP UP.
- Volunteering and participation in cultural and social projects within the BCNLIP Foundation, strengthening their intercultural profile and their civic involvement.
- Higher level vocational training in Spanish and Catalan through IBP Vocational Training, where they can continue their academic and professional development.

This entire itinerary is supported by the Academic and Career Guidance Guide, prepared by the teaching team and available in the student area.

This guide offers resources, practical advice and concrete steps to continue studies or integrate into the professional field, making the most of the linguistic, cultural and skills knowledge acquired at BCNLIP.

Taken together, these actions ensure a smooth transition between the different stages of learning, strengthen the connection between language, culture and academic future, and consolidate the center's commitment to the integral development of each student.

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