

WELCOME DOSSIER

New students · Academia ACARFAX · Granada



**Spanish as a Foreign Language (ELE) DELE - SIELE Exam
Preparation- University Entrance Exams (UNEDasiss)**

ACADEMIA ACARFAX · TEACHING PLAN

Welcome to ACARFAX. This dossier summarizes the essential information to help you get to know the center, its methodology, academic programs, and the support services available since your arrival in Granada.

Who are we?

ACARFAX is an educational institution specialized in teaching Spanish as a foreign language and in academic preparation for students who wish to continue their education in Spain. Since 1997, the center has accompanied international students in their linguistic, academic, and cultural integration.

Our Mission

To offer excellent linguistic training in Spanish with a comprehensive, communicative, and personalized approach, so that every student can navigate academic, professional, and social environments with confidence.

What you will find at ACARFAX

- Small groups and personalized attention.
- Initial placement test and academic orientation.
- Spanish ELE courses from A1 to C2.
- Preparation for official DELE and SIELE exams.
- PCE preparation / University access (UNEDasiss).
- Cultural activities and immersion in Granada.

Methodology

Teaching at ACARFAX is based on a communicative and practical approach. The goal is not just to study the language but to use it in real contexts. Learning takes place both inside and outside the classroom, integrating comprehension, production, interaction, and mediation.

QUICK INFORMATION

Main Programs

- **Spanish as a Foreign Language (ELE):** Courses organized by levels A1-C2, according to the CEFR and the Cervantes Institute curriculum.
- **DELE and SIELE Preparation:** Specific training to face official exams with confidence and strategy.
- **University Access:** Preparation in Language, Literature, and PCE tutoring for students aiming for Spanish universities.
- **Cultural Immersion:** Visits and activities in Granada to reinforce experiential language learning.

Reference Team

Area	Person in Charge / Head of Department
General Management	Carmen Elena Jiménez Gutiérrez
ELE Academic Coordination	Rocío Espinilla Gallardo
University Entrance Area (UNED)	Virginia Hernández Membrilla
Administration and Student Services	M ^a José Gutiérrez SanJuan

Services and First Day

- Enrollment, certificates, and administrative support for international students.
- Orientation on stays and shared flats in Granada.
- Bring your personal documentation and check your level and schedule before starting.
- Arrive early and participate in the center's cultural activities.

Contact

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We wish you an excellent academic and personal experience at ACARFAX and in Granada.

INTENSIVE SPANISH AS A FOREIGN LANGUAGE COURSES

Weekly summary and levels for students

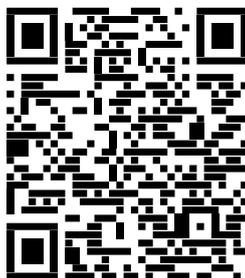
ACARFAX

4 daily lessons

Monday to Friday

Timetable:

- 08:30 – 10:00
- 10:30 – 12:00



1. Weekly structure of the intensive course

Schedule	Duration	Goal
Monday to Friday	20 hours per week	Fast and continuous progress in listening, speaking, reading, and writing.

2. SUMMARY BY LEVELS

- **A1 · Start in Spanish:** Understand/use everyday expressions; introduce oneself; basic communication in simple situations.
- **A2 · Basic Autonomy:** Understand simple conversations; describe environment/needs; interact with more confidence.
- **B1 · Communicative Independence:** Understand main ideas of clear texts; talk about experiences, plans, and opinions.
- **B2 · Functional Fluency:** Understand complex texts; participate confidently in formal/informal exchanges; defend opinions with arguments.
- **C1 · Flexible and Effective Use:** Understand long texts; express oneself fluently in social/professional contexts; use specialized vocabulary.
- **C2 · Advanced Mastery:** Understand virtually everything heard/read; express oneself with great precision and naturalness; capture discourse nuances.

3. Quick Reading by Level Stages

Stage	Focus	Summary
A1– A2	Building the Foundation	The student learns to understand simple messages, introduce themselves, handle everyday needs, and gain confidence in basic interactions.
B1– B2	Consolidation and Fluency	The student moves from communicative autonomy to a more natural and effective participation in personal, academic, or professional contexts.
C1– C2	Precision and Mastery	The student develops a flexible use of the language, with greater expressive richness, lexical precision, and the ability to handle complex situations.

4. The Student as a Social Agent, Intercultural Speaker, and Autonomous Learner

1. The student as a social agent

Refers to the ability to carry out transactions and achieve communicative goals within society.

- Levels A (Access/Platform): The student is a "survivor." They learn to satisfy basic needs, introduce themselves, and handle simple purchases or tasks using fixed formulas.
- Levels B (Threshold/Vantage): They become an "independent user." They can manage everyday situations in travel, work, or study; express opinions; argue; and maintain fluid conversations on general topics.
- Levels C (Effective Operational Proficiency/Mastery): They are an "expert user." Capable of acting in complex professional or academic contexts, grasping irony and double meanings, and producing detailed, well-structured texts on any subject.

2. The student as an intercultural speaker

Involves awareness of cultural differences and the ability to act as a mediator.

- Levels A: Focuses on positive cultural contact. The student learns basic politeness norms, schedules, and obvious cultural references to avoid misunderstandings.
- Levels B: They begin to understand the attitudes and values of Hispanic society. They develop strategies to explain their own culture and compare it with the target culture without prejudice.
- Levels C: Possesses deep sensitivity. They handle subtle registers, implicit historical and cultural references, and act naturally within any variety of the Spanish language.

3. The student as an autonomous learner

Deals with the student's ability to manage their own learning process.

- Levels A: Identifies their learning style and begins to use dictionaries or basic resources under the teacher's guidance.
- Levels B: Evaluates their own progress, identifies recurring errors, and proactively seeks learning opportunities outside the classroom.
- Levels C: Fully controls their learning. They are capable of self-correcting on the fly, selecting sophisticated tools to refine their style, and maintaining their level independently.

ACARFAX uses the NUEVO Prisma manual from *Edinumen* publishing as a reference. It is designed following the guidelines of the Cervantes Institute Curriculum and the Common European Framework of Reference for Languages (CEFR). It adopts an action-oriented approach that places the student at the center of the learning process.

Objectives and Contents: NUEVO Prisma (A1-C2)

Level	The Student as a Social Agent (Action)	The Student as an Intercultural Speaker (Culture)	The Student as an Autonomous Learner (Strategy)
A1	Satisfy basic needs: introducing oneself, shopping, and asking for everyday information (p. 6).	Initial contact with the Hispanic world, basic politeness norms, and schedules (p. 6).	Introduction to reflecting on the learning process and using basic dictionaries (p. 6).
A2	Manage practical situations: describing the immediate environment and simple past experiences (p. 6).	Identifying customs and sociocultural aspects by comparing them with one's own culture (p. 6).	Developing communication and compensation strategies to maintain interaction (p. 6).
B1	Independent user: describing plans, desires, feelings, and arguing	Understanding social conventions and managing	Awareness of personal strengths and

	opinions on familiar topics (p. 6).	daily life situations in Spain/Latin America (p. 6).	weaknesses in the learning process (p. 6).
B2	Interacting with native speakers fluently, producing clear texts, and defending viewpoints (p. 6).	Sensitivity toward cultural diversity and the ability to act as a mediator in misunderstandings (p. 6).	Planning and self-assessing the study process more independently (p. 6).
C1	Expert user: expressing oneself fluently and spontaneously in social, professional, and academic contexts (p. 6).	Understanding implicit cultural references, double meanings, and irony across different registers (p. 6).	Autonomous control of learning tools and refinement of personal style (p. 6).
C2	Mastery: reconstructing information and arguments from various sources with linguistic precision and subtlety (p. 6).	Full integration into the target community, handling sociocultural nuances and dialectal variations (p. 6).	Ability to maintain and expand the language level permanently and without supervision (p. 6).

5. Course Methodology

The intensive course follows a communicative and action-oriented approach, centered on the student and the real-world use of the language. The curriculum is supported by **Nuevo Prisma** materials, cooperative dynamics, intercultural reflection, and interactive resources that promote fast and structured learning. The textbook can be purchased at **Dauro, Babel, or Picasso** bookstores.

6. Summary for the Student

Intensive ELE (Spanish as a Foreign Language) courses allow for accelerated progress through a 20-hour weekly format. Each level adapts its objectives to the student's proficiency:

- **In A1–A2:** The communicative foundation is built.
- **In B1–B2:** Autonomy and fluency are achieved.
- **In C1–C2:** Focus is placed on precision and advanced mastery.