



UPSE

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**INSTITUTO DE POSTGRADO**

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

**TÍTULO DE LA MONOGRAFÍA**

**“THE TEACHING PRACTICE REGARDING TO THE CEFR”**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
MENCIÓN ENSEÑANZA DE INGLÉS.**

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En mi calidad de Tutor de la **Monografía** , “**The Teaching Practice Regarding to the CEFR**” elaborado por el maestrando GUILLERMO EUCLIDES GALECIO SAMANIEGO, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster **EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DEL IDIOMA INGLÉS**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

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## **ACKNOWLEDGEMENT**

To the always faithful with each one of us: God.

To my mom: Amparo.

To my endless source of strength, inspiration and support: My brother Carlos.

## **GRATITUDE**

With these words I want to deeply thank God, the main engine of my life. To all the people who have trusted me throughout the educational and professional process. To my mother Amparo and her fervent family love. To my brother Carlos, an unconditional help in each educational process that I have successfully achieved. To my dear University of Guayaquil - Faculty of Administrative Sciences under the deanship of M.B.A. Janet Bonilla Freire; her professional and human quality for giving me the opportunity to impart my knowledge as a teacher. To my dear students of the Municipal English Program – Samborondón for showing that goals are always achieved with faith, perseverance and love.

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## Glossary

**Teaching Practice:** The ways in which faculty understand and implement instruction.

Teaching practices generally reflect beliefs and ethics about the teaching and learning process.

**C.E.F.R.:** The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications.

**Assumptions:** The role of assumptions serve as the foundation for many actions educators do everyday. In other words, what an educator assumes about their classroom, ability, goals, role, students, etc. provides the foundation of various instructional actions and attitudes in and out of the classroom.

**Evaluation:** It is the collection of, analysis and interpretation of information about any aspect of a programme of education or training as part of a recognised process of judging its effectiveness, its efficiency and any other outcomes it may have.



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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

**Tema:** “La práctica docente con respecto al Marco Común Europeo de Referencia de las Lenguas”

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**Resumen**

La actividad didáctica del proceso de enseñanza supone la asunción de estrategias y métodos de enseñanza que promuevan la adquisición del inglés como lengua extranjera, que permitan el cumplimiento de estándares como los propuestos por el Marco Común Europeo de Referencia. La literatura consultada da cuenta que es importante que los estudiantes universitarios demuestren el dominio de una lengua extranjera que les facilite la movilidad y comunicación en su trayectoria profesional e investigativa. Este proceso debe respetar la identidad y diversidad cultural.

**Palabras claves:** Prácticas, MCER, Enseñanza.



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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

**THEME:** “The Teaching Practice Regarding to the CEFR”

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**Abstract**

The didactic activity of the teaching process supposes the assumption of strategies and teaching methods that promote the acquisition of English as a foreign language, that allow compliance with standards such as those proposed by the Common European Framework of Reference. The literature consulted shows that it is important for university students to demonstrate mastery of a foreign language that facilitates mobility and communication in their professional and research careers. This process must respect identity and cultural diversity.

**Key words:** Practice, CEFR, Teaching.

## Introduction

Knowing a foreign language is important in life, because through it, the individual becomes part of a globalized world and interacts effectively with the rest of the world, as well as accessing a culture and new knowledge. For this reason, learning a language has become a challenge in the lives of each person. According to Estella and Espejo (2020, p. 20) it is inconceivable, in this multilingual, multiple and diversified world, to train professionals who do not master at least one language in addition to their own.

The Common European Framework of Reference is a way of describing the level of proficiency in a foreign language, hence it is not specifically linked to any specific language test, it is a collection of competency statements that lists the functions you will be able to perform a student, using a foreign language at a given proficiency level.

A foreign language teacher, whatever the language, can use these competency statements to assess and design lessons that address the student's unfamiliarity. This has replaced many of the levels used to validate students' language skills. That is why most of the educational systems, both in Europe and in Latin America, gradually advance towards the development of their objectives of commanding a foreign language based on the CEFR.

This work is divided into 3 chapters: Chapter 1 the main topic is explained in the Introduction, theme and objectives. In Chapter 2 developed the Literature Review about the importance of Teaching Practice and the quotes of different authors related to the main topic. In Chapter 3 we have the conclusions and recommendations of the academic Project.

# Chapter I

**Topic:** The Teaching Practice Regarding to the C.E.F.R.

## **Presentation**

The didactic activity of the teaching process supposes the assumption of strategies and teaching methods that promote the acquisition of English as a foreign language, that allow compliance with standards such as those proposed by the Common European Framework of Reference. The literature consulted shows that it is important for university students to demonstrate mastery of a foreign language that facilitates mobility and communication in their professional and research careers. This process must respect identity and cultural diversity.

Hence, the objective of this study is to interpret the study plan and teaching practices of teachers in the English area, in relation to compliance with the standards of the Common European Framework, which certifies the development of language skills of students. However, taking into account that the research processes due to the complexity of reality and its construction require following a scientific method that directs the research process, it is proposed to assume a socio-critical paradigm focused on qualitative research with an ethnographic method. and bibliographic design and field study, data that will be collected by applying techniques such as observation, interviews and documentary analysis that allow, from categories, to reconstruct and describe the object of study.

## **Objectives**

- Analyze the teaching practice regarding to the Common European Framework of Reference for Languages.
- Identify the standards that allow assessing the language skills of students in the curriculum.

## **Justification**

Professionals in the area of English who carry out teaching work in different high schools and universities, in greater numbers, do not have a professional degree in areas related to the didactics of foreign language teaching. However, from the Pedagogical Coordination of different carrers in public and private universities there is no evidence of a diagnosis of how they teach, the renewal of methods, strategies, procedures and programs that promote the acquisition of the foreign language until reaching the standards of the Common European Framework of Reference (CEFR).

## **Methodology**

The methodoly applied in this academic project is descriptive. On the other hand, the research design is non-experimental since the variables are not subject to any control. The process lies between diagnosis and evaluation. Likewise, from the point of view of description, the ethnographic method that allows to know in depth the specific situation that it occupies to

respect the intrinsic structure of the study population, its situation and school culture (Pérez Serrano, 2010).

## **Content**

In Chapter II the document describe the Literature Review about the main topic. Analyze different points of view of professionals and authors and recognize the importance of the CEFR.

## Chapter II

### Literature Review

According to Pura de la Caridad et al. (2016) it is necessary to intensify teaching, as well as language learning, since it facilitates the mobility of future professionals, as well as more effective communication at an international level, without diminishing respect for identity and cultural diversity. Educational institutions at all levels must contemplate the renewal of methods, strategies, procedures and programs that promote the acquisition of the foreign language until they reach the standards of the Common European Framework of Reference (CEFR) Estella and Espejo (2020, p. 20).

The foregoing requires that teachers have didactic knowledge that allows for better practice. However, teachers must face limitations when teaching the subject. From the analysis of Pura de la Caridad et al. (2016) these can be:

- Lack of infrastructure
- Limited language labs
- Limited number of teachers
- Resistance on the part of teachers to transform their practice
- Inexistence of a legal framework or curricular design that works on the language teaching strategy and defines a program that responds to the students' own needs and limitations.



- In addition, not all higher education centers have management exchange programs with native speakers of other foreign languages.

However, Estella and Espejo (2020) rightly emphasize, it is beneficial for students to know a foreign language. It is also a tool that allows the development of mental skills such as linguistics. It is also a job opportunity for students.

Likewise, teachers must be in contact with the didactics of the foreign language, since the scenarios in which the teacher has to act are multiple and it must be remembered that at the present time the traditional teaching processes do not generate learning results. The Common European Framework of Reference for languages: learning, teaching and evolution (2002) underlines that "the multiple geographical possibilities and educational stages mean that we find ourselves before very varied situations" (Rovira-Collado, 2016). The latter can be related to the introduction of language skills standards. This requires a flexibility of the study plan, since its closed structure makes its transformation more difficult.

Ricoy and Álvarez-Pérez (2016, p.388) take the arguments of Martín-Sánchez (2009) and list different methods for teaching and learning a foreign language, such as English. Among them stands out:

- Grammar method- tradition or traditional

- Direct method

- Audio-oral method

- Audiovisual method

- Communicative approach

- Project-based learning

## The Common European Framework of Reference

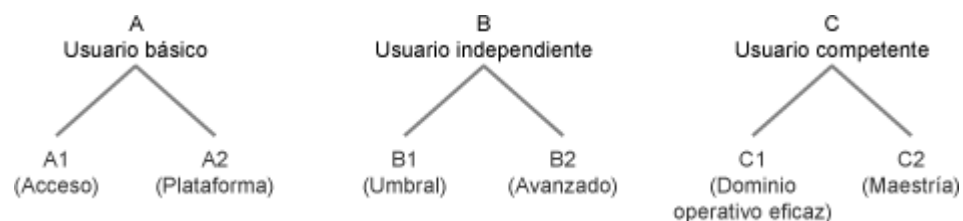
When reviewing the different pages and entities that offer exams to measure the levels of competence of students, postgraduates and professionals, it is found that the Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR) is a standard that aims to serve as an international standard to measure the level of oral and written comprehension and expression in a language.

The CEFR describes how a foreign language is spoken and understood and is not a specific test. Therefore, it describes competencies. This was designed by the European Council in the 1990s for educational institutions to assess language skills and the teaching processes of teachers.

According to the Common European Framework of Reference, there are 6 levels that are grouped into three blocks:

Graph 1

*CEFR Levels*



Source: Taken from Educaweb.com

For the Common Framework of Reference, general competences integrate knowledge, skills, existential competence and the ability to learn. Likewise, the organization considers declarative knowledge, which is derived from experience and formal knowledge. These vary from one individual to another. For Clouet (2010) the CEFR is the approach of the daily practice of teaching that is dedicated to the teaching of the English language. From the author's point of view, it proposes a diversification of communicative methodologies that take into account: the diversification of resources, the diversification of the curriculum and the diversity of learners.

Hence, it guides the methodology because it takes into consideration the students as the subject of learning since it contributes to the development of the ability to learn to learn. It means that it is based on autonomous learning that develops in the person the ability to self-evaluate. In conclusion, the competence lies in interacting linguistically appropriately in different communication situations: oral and written. In conclusion, the CEFR ensures that the teacher considers a wide range of communicative linguistic activities, namely that it ranges from oral and written expression and its forms of interaction and mediation, listening, reading and audiovisual comprehension (Clouet, 2010).

## **Chapter III**

### **Conclusion**

In conclusion, the background described so far shows traditionalist practices with the absence of the didactics of foreign language teaching, non-existent appropriation of skills as indicated by the Common European Framework and limited use of technology.

The importance of applying teaching strategies, some proven with scientific evidence, is considered important. In the Framework of Reference (MERC, 2001) it is emphasized that the methods are used in learning and teaching and it is the research that must consider those that are most effective to achieve the agreed objectives and according to the needs of the students as individuals in their social context. Of course, the effectiveness of one or another teaching strategy will depend on the characteristics of the students and the nature of the resources.

### **Recommendations**

As far as I am concerned, this academic document encourage teachers and administrators of academic institution to recognize the CEFR as a guide to plan and organize the academic year or English level, as an excellent reference for future certifications validated all around the world. Another recommendation is to have the possibility for teachers and students to certificate and get an international standart of English level and to upgrade the academic level of the language.

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## ANEXOS

### CERTIFICADO ANTIPLAGIO

En mi calidad de Tutor de la monografía, “The Teaching Practice Regarding to the CEFR” elaborado por el maestrando **GUILLERMO EUCLIDES GALECIO SAMANIEGO**, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Enseñanza de Inglés, me permito declarar que una vez analizado anti-plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el **2%** de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.



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