

# Aligning the Common European Framework of Reference to the Teaching of English in Cuba

**Authors:** Jorge Carlos Ronda Pupo (PhD), Juan Carlos Vega Puente (PhD) y Yakeline Herrera Fuentes (MSc.)

**Presenter:** Jorge Carlos Ronda Pupo, PhD and Full Professor

**Webinar of reference:** Biennial Conference 2021 *English for Development*

**Training institution:** Enrique José Varona University of Pedagogical Sciences

**Trainer:** Jorge Carlos Ronda Pupo

**Beneficiaries:** 27 professors and 12 assistant students from the Faculty of Education in Foreign Languages

**Type of cascading activity:** Methodological workshop

**Mode of delivery:** Face to face

# Main discussed and debated concepts or ideas

## **Why adopting the CEFR?**

- It is a vehicle for promoting quality in foreign language teaching and learning as well as in plurilingual and intercultural education.
- It is an excellent tool not only for the process of assessment, but for lesson planning, teaching and learning a foreign language.
- It presents a comprehensive descriptive scheme of language proficiency and a set of Common Reference Levels (A1 to C2).

## **Why adapting the CEFR?**

- It must be aligned to the pedagogical professional profile of our major. Consequently, a pedagogical professional competence must be added.
- It should include the educative effect and the psychological impact of assessment in students grounded on the humanistic character of the system of Education in Cuba.

# The most highly accepted concept or idea

- There are many different labeling criteria, and the CEFR provides the most standardized levels and descriptors which lead to an improvement in the quality and effectiveness of language learning and teaching. Teachers must be aware that nothing can be assessed if it hasn't been previously taught and trained.

# New ideas inspired by the study of the documents and group discussions

- The different Integrated English Practice syllabi must be readjusted according to the specifications of each level.
- The different subject staff must revisit their lesson planning folders and assessment projects to adjust them to the new challenges in respect to the alignment to the CEFR.
- There is a need to elaborate our own framework.

# The proposal for our major

## Level goals per academic year

- First year: A1 to A2 levels
- Second year: A2 to B1 levels
- Third year: B1 to B2 levels
- Fourth year: B2 to C1 levels

This means that the demands of the teaching-learning process of English and its assessment must respond to the specifications of each of these levels.

# Changes perceived, opinions, and coming training activities

- A different way of viewing the CEFR by professors and assistant students.
- A motivation for deepening on the study of this one and other frameworks.
- The lessons learnt in this workshop as a cascading activity from the “English for Development” Biennial Conference 2021 is a step forward in our endeavor of improving the TLP of English and its assessment.
- Demonstrative and open lessons will be developed as a continuity of the staff methodological training.