Universidad de Guayaquil

GUÍA PRÁCTICA PARA LA VALIDACIÓN DEL DOMINIO DEL IDIOMA INGLÉS PARA LOS ASPIRANTES A PROGRAMAS DE MAESTRÍA EN LA UNIVERSIDAD DE GUAYAQUIL

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Contenido

GUÍA DE VALIDACIÓN DEL NIVEL DE DOMINIO DEL IDIOMA INGLÉS

INTRODUCCIÓN

El propósito de esta guía es proporcionar al aspirante la información necesaria para validar mediante un examen, el nivel de dominio del idioma inglés establecido como pre-requisito para el programa de Maestría al cual se encuentre postulando.

COMPETENCIAS

Se aplicará un examen para validar el nivel de dominio que equivale A1 y A2 de acuerdo al Marco Común Europeo de Referencia para las lenguas (MCER), y otro examen para validar el nivel B1. Las competencias requeridas para los programas de Maestría son indicadas en la siguiente tabla:

A1
• Reconocer, en forma escrita, nombres, palabras y expresiones muy básicas, con la finalidad de poder utilizarlas para comprender oraciones sencillas en textos cortos sobre asuntos cotidianos y predecibles cuando estas se encuentren junto imágenes u otros elementos. • Escribir frases, clausulas y oraciones sencillas para completar un formulario o producir un texto de un mínimo de 50 palabras con información personal, de tal manera que una persona que domina el idioma inglés pueda leer y entender sin grandes dificultades.

A2
• Reconocer, en su forma escrita, nombres, palabras y expresiones básicas y usarlas para comprender oraciones sencillas en textos cortos, letreros comunes o mensajes de texto, sobre asuntos cotidianos y predecibles, cuando existan otras formas contextuales como imágenes. • Escribir frases, clausulas y oraciones sencillas para producir un texto con un mínimo de 70 palabras con información personal que un angloparlante pueda leer y entender sin mayor dificultad.

B1
• Reconocer, en su forma escrita, nombres, palabras y expresiones básicas y usarlas para comprender oraciones sencillas en textos cortos, letreros familiares o mensajes de texto, sobre asuntos cotidianos y predecibles, cuando existan otras indicaciones del contexto como imágenes. • Escribir frases, clausulas y oraciones sencillas para producir un texto con un mínimo de 90 palabras con información personal, de tal manera que una persona que domina el idioma inglés pueda leer y entender sin grandes dificultades.

COMPONENTES

Los componentes que forman parte de cada examen son:
a) Comprensión lectiva
b) Expresión escrita.

El examen está conformado de preguntas en forma de reactivos que contiene una sola respuesta, y una actividad de redacción en un cuadro de texto. Todos los componentes serán tomados en una computadora con un tiempo de duración de aproximadamente 90 minutos.

VALIDACIÓN

Se validará los conocimientos del aspirante de acuerdo con lo establecido en el MCER de la siguiente manera:

NIVEL MCER	READING	No. de preguntas	WRITING	No. de preguntas
A1	70%	30	60%	2
A2	70%	30	60%	2
B1	70%	30	60%	2

Una vez rendido y revisado el examen, se procederá a generar un documento en el cual se indicará si el aspirante valida el nivel requerido para el programa de Maestría. El aspirante recibirá este documento que deberá ser subido en la plataforma junto con los demás documentos solicitados.

EJEMPLOS
Comprensión lectiva

La prueba para evaluar la comprensión lectiva constará de entre tres y cinco actividades, en cada actividad el estudiante leerá un texto, o varios textos cortos, y responderá a una serie de preguntas. Habrá dos tipas de preguntas: TIPO 1 será de opción múltiple y tendrá entre 3 y cuatro opciones (ver ejemplo 1 y 2), TIPO 2 será una pregunta de emparejamiento (ver ejemplo 3). Estas preguntas medirán la habilidad del estudiante para identificar información específica, inferir el significado de nuevas palabras del contexto, comprender el tema general y otros detalles en el texto. Podrá durar entre 30 y 40 minutos, dependiendo la complejidad del nivel y las preguntas.

Ejemplo 1:
Faneul Hall is not a popular tourist attraction
A. True
B. False
C. Doesn't Say (no hay información en el texto para poder corroborar o negar lo afirmado)

Ejemplo 2:
What do they buy?

A. two sofas
B. an armchair and two sofas
C. one sofa and an armchair
D. two armchairs

Ejemplo 3:
Match the people with the jobs they want to do:

1.   John
2.   Andrea
3.   Mark
4.   Sam
5.   Alex

A. Architect   2
B. Police officer   3
C. Entrepreneur   5
D. Coach   1
E. Professor   4

<u>Expresión escrita</u>

Se evaluará la expresión escrita mediante dos actividades; en la primera tendrá que seleccionar una de cuatro opciones para completar una oración, en la segunda, tendrá que escribir un texto una usando una rúbrica diseñada para la prueba. El estudiante escribirá textos para responder a una pregunta o una instrucción. Esta prueba podrá durar entre 30 y 40 minutos, dependiendo la complejidad del nivel y las preguntas.

Ejemplo 1:

The man _____ explained about the exam is a teacher.

A. which
B. where
C. who
D. whose

INFORMACIÓN ADICIONAL PARA LOS ASPIRANTES
- Es obligatorio portar la cédula de identidad o pasaporte (original) y copia a color.
- Deberá presentarse en el lugar al menos 30 minutos antes de la prueba y en la fecha determinada para el examen.
- No está permitido el uso de celulares ni de otros equipos tecnológicos en la sala durante el examen.

SITIOS WEB ÚTILES PARA PRACTICAR PARA EL EXAMEN
LEVEL A1

- https://www.examenglish.com/grammar/a1_grammar.html
- http://www.englishtag.com/tests/level_test_elementary_A1.asp
- English A1 - Definition and tests - EF SET
- A1 English level | British Council
- https://www.britishcouncil.es/en/english/levels/a1
- https://tracktest.eu/english-levels-cefr/

LEVEL A2

- https://www.examenglish.com/CEFR/A2.htm
- http://www.englishtag.com/tests/level_test_pre_intermediate_A2.asp
- http://www.englishjet.com/english_courses_files/test_pre-intermediate.asp
- http://www.cambridgeenglish.org/exams-and-tests/key/exam-format/
- http://www.cambridgeenglish.org/exams-and-tests/key/preparation/

LEVEL B1

- https://www.examenglish.com/B1/index.php
- http://www.englishtag.com/tests/level_test_intermediate_B1.asp
- https://www.efset.org/english-score/cefr/b1/
- http://www.cambridgeenglish.org/es/exams-and-tests/preliminary/
- https://www.test-english.com/use-of-english/b1/

GENERAL PRACTICE

Reading

http://www.esl-lounge.com/student/reading.php

https://agendaweb.org/reading-exercises

Writing

https://writeandimprove.com/

WRITING CRITERIA> INGLES A1

ANALYTICAL CRITERIA

	0	1	2	3	4	5
Communicative purpose	No attempt	Errors frequently impede understanding. Overall, the communicative aims are not achieved.	Some features of band 3 and some features of band 1 in approximately equal measure.	Errors may impede understanding but the overall message is clear. The communicative aims are partially achieved.	Some features of band 5 and some features of band 3 in approximately equal measure.	The overall purpose of the text is clear. The writer achieves the communicative aims. Errors don´t impede understanding
Text organization		Very limited or poor text organization, which causes the reader difficulties.		Generally good organization of text - mostly complete clauses -mostly logical organization of information.		Use of complete clauses throughout the text. Ideas are organized logically. Some use of simple connectors to form compound sentences to avoid repetitious structures.
Mechanics		Poor spelling and punctuation throughout.		Acceptable spelling and punctuation.		Correct use of capitalization, spelling (with phonetic accuracy for less common words) and punctuation.
Language choices		Level of grammatical and lexical accuracy is significantly below the acceptable level.		Acceptable level of grammatical and lexical accuracy		Appropriate range of simple grammatical and lexical items (may contain basic systematic errors, e.g. tenses, collocations)

WRITING CRITERIA> INGLES A2

ANALYTICAL CRITERIA

	0	1	2	3	4	5
Communicative purpose	No attempt	Errors impede understanding. Overall, the communicative aims are not achieved.	Some features of band 3 and some features of band 1 in approximately equal measure.	Errors occur but do not impede understanding. The communicative aims are partially achieved.	Some features of band 5 and some features of band 3 in approximately equal measure.	The overall purpose of the text is clear. The writer achieves the communicative aims. Minimal errors.
Text organization		Very limited text organization, which causes the reader difficulties.		Good organization of text - complete clauses - logical organization of information.		Skillful organization to achieve communicative aims. Use of a range of connectors to form compound sentences to avoid repetitious structures.
Mechanics		Poor spelling and punctuation throughout.		Acceptable spelling and punctuation.		Correct use of capitalization, spelling (with phonetic accuracy for less common words) and punctuation.
Language choices		Level of grammatical and lexical accuracy is significantly below the acceptable level.		Acceptable level of grammatical and lexical accuracy		Appropriate range of simple grammatical and lexical items (may contain basic systematic errors, e.g. tenses, collocations)

WRITING CRITERIA> INGLES B1

Score	Reading for writing **At least 3 of 5 criteria fulfilled** ○ Understanding of source materials ○ Selection of relevant content from source text ○ Ability to identify common themes and links within and across the multiple texts ○ Adaptation of content to suit the purpose for writing ○ Use of paraphrasing/ summarising	Task fulfilment **At least 2 out of 3 criteria fulfilled** ○ Overall achievement of communicative aim ○ Awareness of the writer–reader relationship (style and register) ○ Adequacy of topic coverage	Organisation and structure **At least 3 out of 4 criteria fulfilled** ○ Text organisation, including use of paragraphing, beginnings/ endings ○ Presentation of ideas and arguments, including clarity and coherence of their development ○ Consistent use of format to suit the task ○ Use of signposting	Language control **At least 3 out of 4 criteria fulfilled** ○ Range and accuracy of grammar ○ Range and accuracy of lexis ○ Effect of linguistic errors on understanding ○ Control of punctuation and spelling
5	▪ Full understanding of main ideas of source material demonstrated ▪ An adequate and accurate selection of relevant content from the source texts ▪ An excellent synthesis/ interpretation of content from multiple sources ▪ An excellent transformation of content from source texts to own text to fulfil the communicative purpose of the task ▪ Excellent paraphrasing/ summarising skills demonstrated	▪ Full achievement of the communicative aim. ▪ The text is easily read and understood by the reader. Style and register feel totally appropriate. ▪ All requirements of the task completely satisfied with no omissions or irrelevance.	▪ Excellent organisation of text (i.e. complete sentences used and linked throughout the text). ▪ Clear presentation and logical grouping of most ideas ▪ Appropriate format adopted for the task. ▪ Consistently good signposting (e.g. appropriate use of simple connectors to form compound sentences to avoid repetitious structures, correct use of capital letters for proper nouns).	▪ Good range of grammatical items relating to the task with good level of accuracy. ▪ Good range of lexical ítems relating to the task with good level of accuracy. ▪ Any errors do not impede understanding. ▪ Excellent spelling and punctuation.
4	▪ Full and accurate understanding of the main ideas of most source materials ▪ Appropriate and accurate selection of relevant content from the source texts (i.e. most relevant ideas are selected and most ideas selected are relevant) ▪ Good ability to identify specific and predictable ideas within and across the multiple texts ▪ Good adaptation of content to suit the purpose for writing (e.g. to provide a solution to a straightforward problem) ▪ Good paraphrasing/summarising skills of key words and phrases or short sentences demonstrated (with very limited lifting and few disconnected ideas)	▪ Good achievement of the communicative aim (i.e. important messages conveyed). ▪ Good awareness of the writer–reader relationship (i.e. style and register are generally appropriate and consistent throughout the text). ▪ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met.	▪ Good organisation of text (i.e. complete sentences are linked). ▪ Clear presentation and logical grouping of most ideas (although a few sentences may seem out of place). ▪ Appropriate format in most of the text. ▪ Some good signposting (e.g. appropriate use of simple connectors).	▪ Appropriate range of simple grammatical items sufficient to the task with good level of accuracy (may contain some basic systematic errors, e.g. tenses, agreement). ▪ Appropriate range of lexical ítems relating to the task with good level of accuracy. ▪ Errors may impede understanding but the overall message is clear. ▪ Good spelling (with phonetic accuracy) and punctuation.
3	▪ Full and accurate understanding of more than half of the source materials ▪ Acceptable selection of relevant content from the source texts (must come from more than one text)	▪ Acceptable achievement of the communicative aim. ▪ Some awareness of the writer–reader relationship. ▪ Most requirements (i.e. genre, topic, reader, purpose and number of	▪ Acceptable organisation of text (complete sentences have been used) ▪ Acceptable presentation and logical grouping of most ideas (some sentences may seem out of place) ▪ Appropriate format in general	▪ Acceptable level of grammatical accuracy and appropriacy relating to the task, though range may be restricted.

	▪ Acceptable ability to identify specific and predictable ideas within and across the multiple texts ▪ Acceptable adaptation of content to suit the purpose for writing ▪ Acceptable paraphrasing/ summarising skills of key words and phrases (some lifting and disconnected ideas)	words) of the instruction acceptably met.	▪ Acceptable signposting	▪ Acceptable level of lexical accuracy and appropriacy relating to the task, though range may be restricted. ▪ Errors sometimes impede understanding. ▪ Acceptable spelling and punctuation.
2	▪ Inaccurate and limited understanding of most source materials ▪ Inadequate selection of relevant content from the source texts (i.e. fewer than half the relevant ideas are selected and other selected ideas may be irrelevant) ▪ Poor ability to identify specific and predictable ideas within and across the multiple texts ▪ Poor adaptation of content to purpose for writing (i.e. does not use the source content to address the purpose) ▪ Poor paraphrasing/summarising skills of key words and phrases (heavy lifting and many disconnected ideas)	▪ Poor achievement of the communicative aim (i.e. difficult to follow and unconvincing for reader). ▪ Poor awareness of the writer–reader relationship. ▪ Many requirements (ie genre, topic, reader, purpose and number of words) of the instruction are not met.	▪ Limited or poor text organisation which causes the reader difficulties. ▪ Many ideas and arguments lack coherence and do not progress logically. Inappropriate format throughout the text. ▪ Poor signposting (lacks use of simple cohesive devices).	▪ Inadequate evidence of gramatical range and accuracy (may have control over the language below the level). ▪ Inadequate evidence of lexical rang and accuracy (may have control over the language below the level). ▪ Errors frequently impede understanding. ▪ Poor spelling and punctuation throughout.
1	▪ Extremely limited understanding of most source materials ▪ Inadequate selection of relevant content from texts (i.e. few relevant ideas are selected and other selected ideas may be irrelevant) ▪ Most predictable ideas from texts not identified ▪ Poor adaptation of content to suit the purpose for writing (i.e. does not use the source texts' content to address the purpose for writing) ▪ Poor paraphrasing/summarising skills of key words and phrases (with heavy lifting and many disconnected ideas)	▪ Very poor achievement of the communicative aim (i.e. very difficult to follow and unconvincing for reader). ▪ No clear awareness of the writer–reader relationship. ▪ Most requirements (i.e. genre, topic, reader, purpose and number of words) of the instruction are not met.	▪ Very limited text organisation which causes the reader serious difficulties. ▪ Most ideas and arguments lack coherence and do not progress logically. Inappropriate format throughout the text. ▪ Very poor signposting (lacks use of simple cohesive devices).	▪ Inadequate evidence of grammatical range and accuracy (may have control over the language below the level). ▪ Inadequate evidence of lexical rang and accuracy (may have control over the language below the level). ▪ Errors frequently impede understanding. ▪ Poor spelling and punctuation throughout.
0	Task not attempted. No performance to evaluate			