

Assessing the Curricular Alignment between the CEFR and Mexico's National English Program: A Content Analysis

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Object of Study

This research examines the degree of technical and structural correspondence between the Common European Framework of Reference for Languages (CEFR) and the National English Program (PRONI) in Mexico. Within the framework of global language policies, the Mexican curriculum has historically postulated an adherence to international standards; however, this premise requires a level of scrutiny to determine whether such alignment transcends declarative statements to integrate into learning foundations and content descriptors. The central question guiding this study is: To what extent do the content standards and communicative activities proposed in PRONI's official documents reflect the progression and technical complexity established by the CEFR?

Methodology

A qualitative, descriptive-comparative design focused on documentary analysis was employed. The research context covers the evolution of the English curriculum in Mexico during the 2009–2024 period. The analyzed corpus comprises official syllabi, technical guidelines, and pedagogical resources from the PRONI. Data processing was conducted using MAXQDA software for systematic coding, applying Bardin's content analysis technique. This approach allowed for a rigorous comparison between the CEFR's "can-do" descriptors and the thematic units or "learning products" defined in the national program.

Results

The findings reveal a significant transformation in the transposition of international standards to the local context. While the PRONI incorporates the CEFR's terminology and level nomenclature (A1-B1), the analysis identifies a trend toward the simplification of communicative descriptors. The results indicate that the national curriculum prioritizes formal linguistic components to the detriment of the pragmatic and sociolinguistic dimensions emphasized by the European reference framework. Furthermore, the data suggest a progressive distancing from the "action-oriented approach" in the most recent curricular updates, favoring a more fragmented organization of content.

Conclusions

The study concludes that there is a notable gap between the declarative alignment with the CEFR and its operational reality within the PRONI. This lack of curricular consistency suggests that international standards undergo processes of technical reduction when adapted to the national public education system. These conclusions underscore the need to strengthen the technical links between global reference frameworks and local curriculum design to ensure the development of genuine communicative competence in students.

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