

Title: A Communicative Experiential Approach to Model Activities in Postgraduate EFL Teacher Education

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Webinar of reference: Supporting All Learners and Planning for Success (CNC Educación en Lenguas Extranjeras, APC-ELI, British Council, UCPEJV, UCLV, UC)

Training institution: E.J. Varona University of Pedagogical Sciences

Trainers: María Leticia González Pérez, MSc and Juan Carlos Vega Puente, PhD

Type of cascading activity: Postgraduate course

Mode of delivery: hybrid

Beneficiaries: 19 English teachers from S. Allende Pedagogical School, secondary and high schools of Boyero Municipality

- The Communicative Experiential Approach (CEA), discussed in the Webinar *Supporting All Learners and Planning for Success*, puts emphasis on students' working together to accomplish projects in the language class, which includes doing research on given topics.
- The approach has been widely employed in undergraduate and postgraduate programs for EFL teacher education in Cuba.
- This includes the course *Linguistics and Foreign Language Teaching and Learning*, within the Postgraduate Diploma Program (Diplomado) *Current Issues in EFL Didactics for Pedagogical, Secondary and High School Education*.

- Since the course is intended for teachers, the implementation of the CEA encompasses the development of discourse, linguistic, didactic and research skills as significant areas of their professional growth.
- Particularly, the approach has encouraged collaboration in the process of enhancing the skills of modeling activities, as one of the cornerstones of teacher's professional practice.
- This covers the design of activities for the teaching of discourse areas (speaking, listening, writing and reading) and levels of language construction (phonological, lexical, grammatical and textual), based on discourse linguistics tenets and a communicative perspective.

Sample activities

1. Work in pairs to model an activity contributing to foster the integrated development of two or more discourse areas. Indicate the grade, unit and communicative function the activity has been designed for. Explain the linguistic and didactic bases underlying its conception.
2. Work in teams of three students to devise a set of six activities, covering the stages in Font's learning cycle, to practice a phonological, lexical, grammatical or textual content required to accomplish a communicative function studied in a given educational context (school, grade or year). Prepare a digital show to support your presentation.

- 19 students from the types of schools previously mentioned attended the course, nine of whom express their satisfaction out of collaborating with others to explore ways of bettering the lessons. Three officials from Boyeros Municipal Board of Education express positive opinions as well.
- In association with the Board, it has been arranged to facilitate students' presentations in scientific forums and professional development activities (actividades metodológicas), as well as to use what they have learned to improve their lesson plans.
- In new editions of the course, it seems advisable to extend the CEA to the diagnosis of pupils' difficulties and the assessment of the results of putting new knowledge into practice.



“Este diplomado fue excelente, como todos los cursos de superación que he recibido de la FELEX. Me gustó todo y, particularmente, sentir cómo no dejan atrás a los maestros de diferentes enseñanzas para que nos actualicemos y entrenemos más directamente con el inglés. Preparar tareas o clases para mis estudiantes aplicando lo leído o aprendido en el curso me hizo tener que pensar mucho y volver a la lectura de artículos científicos o libros una y otra vez. Tareas como demostrar el uso del enfoque comunicativo y el ciclo de aprendizaje en el desarrollo de las 4 habilidades en una unidad fue un reto. ¡Y entrenarme con mi teléfono en recibir información y **comunicarme con mi colectivo de maestras de secundaria para trabajar en equipo a distancia!** Sugiero que cursos como este tan flexible y variado se tengan en cuenta en la preparación no solo de maestros, sino de metodólogos de inglés y otros directivos que posteriormente visitarán nuestras clases y valoran nuestro trabajo”.

Yansilet Servilla Amaro