IMPROVING INTERACTIVE DIDACTICS IN ENGLISH TEACHERS EDUCATION

(Yaima Rosa Reyes Piñero, Ileana Isabel Herrera Arencibia y Alexis Pérez Ramírez

- Interactive Didactics has been used for years as the methodological platform at the teachers Education College in Pinar del Río.

- A research has been carried out to improve interactive didactics at the English Teachers Education Training at the University of Pinar del Río.

- The communicative, interactive and intercultural goals were confirmed as final outcomes of learning a foreign language.

- Social interaction and reflection together with learning the language from inside the culture have been intensified and enriched.

- A diagnosis was corried out, then missing ítems were focused to improve the Interactive Didactics, among them digital learning in the modality of blended learning and flipped classroom.

- Other issues has been incorporated to interactive methodology as learning outside the classrrom, the culture of learning to learn the language and using technology for English learning.

Outcomes of the survey: this was applied to 12 professors, 68% is closer to the traditional teaching, while 47% is nearer Interactive Didactics.

Instrucción: Evaluate each pair of ítems from 1 to 5, belonging 4 and 5 to Interactive Didactics, and 2 and 3 part of Traditional Didactics.

Note: In the graph, the first number represents traditional teaching, and the second represents Interactive Didactics, so does the percentage.

1. Direct teaching	11-1 (91- 9%)	blended learning
2. Traditional class	12-0 (100- 0%)	flipped classroom
3. Focused on language	6-6 (50-50%)	Focused on speech
4. Traditional grammar	4-8 (33-67%)	Functional grammar
5. Content reproduction	5-7 (41-59%)	Meanings Exchange
6. Focused in the text	7-5 (58-42%)	Text-context travel (2-way)
7.Focus on formal language	7-5 (58-42%)	Formal and informal language
8. Attention full forms	6-6 (50-50%)	Complete and contractions
9.Focus on language system	7-5 (58-42%)	Language in social context
10. Prevalence of practice	7-5 (58-42%)	Practice and real English use
11. Loyal to the traditional portfolio	8-4 (66-34%)	Creative portfolio and class
12. Poor use of technology	7-5 (58-42%)	Technology-rich class
13. Errors corrections	5-7 (42-58%)	Languague correction and usage
14. Language learning	7-5 (58-42%)	learn and teach
15. Predominance of bookish English	6-6 (50-50%)	Mainly real English
16. Instructional process	2-10 (16-84%)	Instructional and educational
17. Inactive and boring class	10-2 (83-27%)	Energetic and interesting
18. Partial analysis of the text	9-2 (75-25%)	Comprehensive analysis of the text
19. Conducted in Spanish	1-11 (8-92%)	Essentially in English
20. Traditional evaluation	9-3 (75-25%)	Assessment for learning
Total: 68% teachers attached to Traditional Teaching, 47% to Interactive Teaching.		

CLASES OBSERVADA	PTS	PROM.
Interaction	42	3.5
Reflection	43	3.5
General culture	31	2.5
Learning culture	32	2.6
Motivation	39	3.2
Dinamic	36	3
Creativity	29	2.4
Text Analisys	34	2.8
Real use	34	2.8
Text-context	32	2.6
Digitalization	30	2.5
Pedagogization	34	2.8

Estimulation	35	2.9
Evaluation	35	2.9
B in tasks	38	3.1
Storytelling	24	2
Pronunciation	38	3.1
Vocabulary	35	2.9
Grammar	36	3
Oral skills	40	3.3
Written skills	36	3
Error correction	39	3.2
Values	37	3
Contractions	31	2.5
Records	32	2.6
Language-speech	42	3.5
Blended learning and flipped classroom	24	2

Qualitative Approach

STRONG ITEMS

Good Professor´s level of English.

Good command of what to do in class.

WEAK ITEMS

Lack of creativity at the time of selection texts and tasks.

Not full use of the semantic-pragmatic text analysis.

Need to focus on informal language too.

Need of teaching real English use.

The use of technology to support English learning.

Urgent need to incorpórate blended learnings and flipped classroom.

Some weak aspects in English teaching

1- Overuse of dialogue reproduction.

2- Use of old lesson plans.

3- Need to enrich how to teach English using digital devices.

4- Need to widen and enrich social and reflexive interaction.

5- Need to improve the teaching of English in cultural contexts.

6- to go from the text to the context and viceversa.

7- Lack of language focus on the board to contrast.

8- No use of storytelling, semantic maps and natural interchange.

9-Pronunciation and entonation have been put aside by many as well as contra

PEDAGOGICAL INTERVENTION. ACTIONS:

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