A Methodology for Interactive Instruction

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ABSTRACT

The purpose of this article was to provide a strategy for training based on student participation. Based on the results of the needs analysis, English language instructors rethought their pedagogical tenets and developed new methods for encouraging student participation in the classroom. After testing for four days, the following four learning parts were finalized. The study was conducted using a five-stage methodology that zeroed emphasis on (1) the training design stages and (2) the training plan content as research output. This paper's design validated the need for educators to adopt strategies that encourage student participation in foreign language classrooms. In order for pupils to succeed in a globalized world, it is necessary that they learn to communicate effectively both orally and in writing. This is why we created the training scheme we did. To better help students at Capitol University strengthen their oral communication abilities, language instructors required to stay abreast of recent developments in the field. Some of the content created was used to revamp course outlines. These educators offered students with meaningful and engaging contact that was sensitive to their needs by incorporating participatory learning strategies into the training design's learning phases.

KEYWORDS: Participatory Learning, Training Design, Learning Segments

INTRODUCTION

For education to be sustainable, engaging, and pleasurable, inspiration is required. Teachers who are able to inspire their pupils have a significant impact on both student engagement and academic achievement. The outcome is increased class participation. The latter is the key component in creating meaningful dialogue and a strong bond between instructors and their students. Furthermore, it encourages a lively and enthusiastic atmosphere in the classroom. However, if not handled properly, class involvement may cause stress for the teacher and bewilderment for the pupils. The primary aim of this study was to provide suggestions for improving classroom engagement.

Complexity of subject engagement allows for several theoretical approaches (Gall, 2008). Students need to feel they have the abilities and competences to effectively complete these learning objectives, according to study by McCombs (2006). The connection between instruction and understanding is also intriguing, according to Russ (2001). Meaningful, fluid, dynamic, and responsive engagement that meets the requirements of the learners is ideal in a teaching and learning environment. Teachers of foreign languages, therefore, need to brainstorm a wide range of solutions to this problem. To achieve this goal, educators must be well-versed in the most recent developments in language education. Given the dynamic nature of language, it is imperative that educators be abreast of the most recent pedagogical innovations. Teacher competency is a key aspect in obtaining educational excellence, according to Song Seng (2001). Professional training of new educational system designs has been prioritized to guarantee that instructors are both responsible and well-versed in the subjects they teach. For children to learn effectively and participate in class, teachers, the backbone of any school system, must have access to professional development opportunities. The need to maximize efficiency, effectiveness, and equality in education systems is, therefore, paramount. This emphasizes the need for on-the-job training for educators. There is no place more important than the classroom for a teacher to hone his craft. In that classroom, she or he will be the driving force behind positive change. It's where she or he has been, and it's where they'll continue to develop (Wajnryb, 2002). The purpose of this study was to examine how language instructors train their students to actively participate in class discussions, given the centrality of the classroom to the teaching-learning process. According to Danao (2002), this ability to engage with others is crucial for students aspiring to careers in the helping professions. In her book, Confluence: Journeys, she discusses the need of students learning the canonical texts associated with their intended careers. This is accomplished via collaborative study. Students' ability to conceive topics is crucial because it provides the foundation for their opportunities to articulate their ideas. Danao draws the conclusion that the college classroom settings should prepare students to become active participants. But it's been recognized for quite some time that what a teacher does in the classroom to educate could not match what a student takes away from the session. According to Davis (2003), the way in which lessons are presented is crucial if they are to foster critical thinking in their pupils. Teachers have the authority to challenge their pupils to think critically and appreciate the world around

them. Students need to have conversations to develop these kinds of thoughts. A student's academic development benefits greatly from engaging in productive classroom discussions. This, in turn, sharpens his mind. Since the primary aim of this study is to encourage student participation in the classroom, this conclusion holds. Because of the training plan developed via this study, educators may be certain that they will use activities that promote student participation and development.

METHODOLOGY

In this research, we followed the standard procedure of breaking down the training design into its constituent parts. They were the phases of analysis, planning, making, doing, and checking. The following tabular presentation is the result of a needs analysis conducted to determine the requirements of college English instructors.

Table 1: The Needs Analysis Results

Classes Observed	Nature of Classroom Interaction	Participatory Learning Style Employed
1	Non participative, only written activities were introduced	none
2	participative, mostly teacher talk	none
3	Non participative, mostly teacher talk	none
4	Non participative, mostly written activities for student exposure	none
5	Non participative, focused on pure teacher-talk/discussing the lesson	none
6	Non participative, only written activities only were introduced	none
7	Non participative, mostly teacher talk	none
8	Rich classroom interaction occurred	Role playing
9	Non participative, focused on teacher discussing the lesson	none
10	Rich classroom interaction occurred	Audible student discussion

Only two of the ten classes observed had a really interactive classroom, as seen in the table on the preceding page. In light of the significance of participatory learning in the areas of language discipline, discourse, and feedback, the researcher deliberately designed the program with these features in mind.

After adjusting her initial approach, the researcher settled on a finished training design. At this point, the training program has been designed. The investigation led to the development of a training plan with four distinct phases of instruction. The findings of the baseline data suggested that language instructors needed further training. Students who choose to sit on the sidelines are not uncommon in schools. This demonstrates that college language professors are not providing enough opportunity for pupils to build their communicative competence. The necessity to verify this situation is what prompted the development of the training plan. The names of the segments were chosen with interactive learning as the central theme. The themes covered in each episode are listed in the table below.

Table 2: The Learning Segments' Topics

Segment	Titles
1	The Affective side of Language Learning & Teaching
2	The Needed Communication Skills of College Students
3	The Strategies of Communicative Teaching
4	Communicative Assessment and Testing

The researcher moved on to the development phase after section names were determined. The training plan completed the planning stage, and the learning chunks streamlined the process even more.

The emotional aspects of language acquisition are the focus of the first learning module. The participants will be introduced to instructional strategies that emphasize open lines of communication. They are given scenarios to examine how their pupils feel and think about the language they are learning.

In the second lesson, participants received an up-to-date explanation of the benefits of interactive instruction. Students are given a chance to reflect on the fundamental ideas of the material being covered. Topics were presented to educate trainers on what their students want from them in terms of participatory competency in the third learning segment entitled the tactics of communicative teaching. The many facets of language were also laid forth for the trainees' perusal. Testing is often the last step in any educational process. The last section of the lessons is devoted to a synthesis of the material covered so far; this section is labeled "Communicative Testing and Assessment."

Before reaching their current form, these passages were revised several times. Following this, the segments reached their ultimate shape, which had four distinguishing characteristics. These include "What's in This Section," "What You Should Expect," "What You Will Do," and "Self Check." During the four-day training event, the training modules were refined and tested with the CU College of Arts and Sciences professors who served as trainees. The training was conducted by invited trainers who were recognized as subject matter experts for their respective sectors. During this stage, trainers also

assessed the usefulness of the training materials by analyzing the individual sections in advance of the testing phase.

After the fact, the learning modules' efficacy and efficiency were evaluated. All stages of the instructional design process, from inside to between to after implementation, were evaluated. This manifested as both formative and summative assessment. Formative evaluation, an on-going type of evaluation, was done before and during the implementation of the training design. These were done through the consolidated effort of the panel members, trainers and the research adviser. The panel examined the training scheme during the dissertation proposal of the researcher. The trainers scrutinized the segments before implementation. The research adviser corrected and made the refinement of the segments possible. Also, during implementation, the trainees evaluated the segments' content and presentation in huddle sessions.

The summative evaluation occurred after the final version of the training scheme was tried out. This assessed the overall effectiveness of the learning segments. Both trainers and trainees did this. An evaluation form modified from Scott and Parry's model (1997) was used by the trainees while the trainers used an evaluation model modified from Morrow's (1998).

RESULTS

In this part, we provide the training design's final form and the results of the analysis of data acquired from the aforementioned needs analysis processes. The statement of the issue comes first in the presentation, followed by the results.

Components of the Training Program for Communicative Education in Higher Education

The study followed the steps as modified in the creation of the training design utilizing the Seels and Glasgow models and the Systematic Approach to Training (SAT). NAPCTA stands for "needs analysis," "planning," "creation," "experimentation," and "assessment." These steps detail the evolution of the curriculum design.

Phase of Needs Assessment

At this point, we've established where our baseline statistics come from. The next step in the needs evaluation was to observe classes.

The Planning Stage

Based on findings from the baseline study, a training strategy for college English instructors was developed to address their skill gaps. The study's author then decided to devise training specifically for these educators in order to fill up the gaps in their skill sets. The material was derived using the referenced baseline data. The training may be adapted to suit any target demographic, however. The concept may be used by English professors at other universities to improve their students' communication skills.

The Creation Stage

The researcher started working on her strategy as soon as the design/plan was complete. What follows is an explanation of the steps she followed. At this point, the training plan was transformed into a tangible resource. The content was crafted around the four themes established in the preliminary planning stages. Each learning module was enriched with additional information drawn from a variety of resources. The essential skills of English professors in higher education were the constant focal point. For the primary data collection, we looked at online resources, books, pamphlets, and brochures.

The Try out Stage

Training lasted for four days during the trial phase of the program's development. The training sessions were led by hand-picked professionals in the area of communicative instruction.

The Assessment Stage

Evaluation follows after each item. In contrast, this study evaluated trainees throughout the course of the whole training program. This is done so the researcher can stay on task and see where changes can be made right away. As a result, the training system was assessed in three phases. Pre-training, in-process, and post-training assessments were performed to ensure a high level of improvement. Correlation analysis was used to determine the interrater reliability of the findings based on the data from the trainers' evaluations.

This was done with the help of SPSS, the Statistical Package for the Social Sciences. Here are the outcomes:

Table 3: Descriptive Statistics

	Mean	Std. Deviation	N
TRAINER 1	4.0000	.5941	18
TRAINER 2	4.2778	.7519	18
TRAINER 3	2.6667	1.0290	18

Table 4: Correlations

	TRAINER 1	TRAINER 2	TRAINER 3
TRAINER 1 Pearson Correlation	1.000	.395	.385
Sig. (2-tailed)	.	.105	.115
N	18	18	18
TRAINER 2 Pearson Correlation	.395	1.0000	.659**
Sig. (2-tailed)	.105	.	.003
N	18	18	18
TRAINER 3 Pearson Correlation	.385	.659**	1.000
Sig. (2-tailed)	.115	.003	.
N	18	18	18

**. Correlation is significant at the 0.01 level (2-tailed)

Based on the statistics above, it seems that trainer 1 (who was responsible for lessons 1-4) gave an average grade of 4.000 to the lessons. Using a rating system of 1–5, this indicates that she enjoyed the individual episodes. The average score given by Trainer 2 was 4.2778, making it the highest. She rated this fifth learning section as satisfactory. The fourth lesson was led by the third trainer, who calculated a mean rating of 2.6667. The final tally may be rounded up to 3, which is an adequate evaluation of Part 4.

The Contents of the Learning Segments for Participatory Learning

There are four parts to the training plan. The needs assessment served as the basis for its contents.

Books on communicative language instruction were the primary resources for this study. What You Should Expect, What You Will Experience, and What You Will Do serve as titles for each section. This portion serves as an introduction to the others. The goals aimed for by the trainees are outlined by what they may anticipate to go through. Trainees may use What Are You Gonna Do as a Roadmap to Navigate Between Lessons. The sections cover a variety of issues related to communicating with students. These are presented in the form of instructional chunks.

CONCLUSIONS

The following inferences were made using the study's results as supporting evidence:

• English lessons should include a variety of student-led discussions. This necessitates innovative lesson plans that encourage student interaction and discussion. After all, learning to communicate is just one objective of language study. Therefore, the standard question-and-answer format may not be abused, especially given the availability of other methods.

The investigation of the situation revealed that English instructors are deficient in skill. The classroom exercises were not conducive to group work. Even if they hadn't memorized the grammatical rules by heart, they used them correctly. As a result, pupils were more deliberate in their speech since they constantly had to evaluate whether or not they were using the appropriate verb tense.

• Research tools like focus group discussions and questionnaires should not be used as the only source of information. Some of the things that were reported did not occur in the courses that were seen. This demonstrates that educators understood the concept of communicative instruction but failed to implement it in their classrooms.

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