

A TRAINING DESIGN FOR PARTICIPATORY LEARNING

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ABSTRACT

This paper sought to design a training plan for participatory learning. Founded on the needs assessment stage, English teachers refashioned their teaching views, equipped with principles and strategies for active interaction in their language classes. Four learning segments were finalized after a four-day try out. The researcher used a five-stage model in undertaking the study that explicitly focused on: (1) the phases in the training design's development and (2) the contents of the training plan as research product.

The design produced in this paper ascertained for teachers to incorporate methodologies requiring students to actively participate in language classes. Developing students' oral communication skills is vital in language teaching, an essential for interactive survival in a global setting. The training design was developed for this purpose. The Capitol University Language professors needed keeping up with current trends in language teaching to better achieve language teaching's goal, that of developing students' oral communication skills.

A fraction of the segments produced led to the reconstruction of syllabuses. With the use of participatory learning techniques enclosed in the learning segments of the training design, these professors provided meaningful and interactive interaction, responsive to the learners' needs.

KEYWORDS: Participatory Learning, Training Design, Learning Segments