Participatory Learning – An Effective Strategy to Enhance Communicative Skills

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Abstract— **The evolving landscape of education necessitates innovative teaching strategies to enhance students' communicative skills. This study examines the effectiveness of participatory learning as a method to improve both spoken and written English proficiency among students. Utilizing a mixed-methods approach, interactive classroom activities were implemented that encouraged student engagement and collaboration. Data were collected through pre- and post-activity assessments, and an analysis of student questionnaire responses revealing a significant increase in students' confidence and communication skills. Results indicate that when students actively participate in their learning process, their academic performance improves markedly. The findings suggest that participatory learning not only fosters communicative competence but also prepares students for future challenges in a rapidly changing world. This paper underscores the importance of integrating participatory strategies in educational curricula to cultivate essential skills for lifelong learning and professional success.**

Keywords— **Participatory learning, life-long learning, learning strategies, communicative competence, classroom interaction, lifelong learning.**

ICTIEE *Track*: **Pedagogy of Teaching and Learning**
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I. INTRODUCTION

LANGUAGE is the foundational tool for learning and communication, playing an essential role in education across disciplines. Different subjects, however, demand different levels and styles of language use. A mathematics teacher, for instance, focuses on numerical concepts, while a science teacher might concentrate on technical theories. Meanwhile, engineering instructors describe and analyze objects and systems, requiring precise language usage. Regardless of the subject, the need for language efficiency persists. This issue is particularly important for English language learners who must acquire subject matter knowledge while also mastering the language in which it is conveyed. Given this dual focus of learning content and language, English language teachers face a unique challenge: helping students develop language proficiency in a way that supports their understanding of technical subjects. This challenge is compounded by the increasing complexity of the job market and technological advancements that continually reshape professional demands. Students must be equipped not only with technical knowledge but also with the communication skills necessary to express and apply that knowledge effectively in a variety of contexts (Lim, 1992; Abebe & Deneke, 2015).

1) Research Problem

The challenge of developing language efficiency for non-native English speakers is further exacerbated by the rapid pace of global development (Chambers, 2008). Teachers are now tasked with preparing students for jobs that may not yet exist, technologies that are still being invented, and problems that are unforeseen (Choo & Stella, 2015). The recent COVID-19 pandemic, for instance, illustrated the need for rapid adaptation to unprecedented challenges. As families were forced into extended lockdowns, many individuals had to navigate professional and educational responsibilities remotely. This sudden shift to online communication underscored the critical importance of clear, effective language skills in a variety of settings.

In educational institutions, the challenge is not simply about teaching students to pass exams or understand academic content. The larger challenge is about preparing students for life beyond the classroom, where their ability to communicate effectively can have a direct impact on their personal and professional success. The role of educators has evolved to encompass not only the delivery of content but also the development of soft skills, such as communication, collaboration, and adaptability. These skills are particularly important in a globalized world where English is often the lingua franca of international business and academia (Abebe & Deneke, 2015).

2) Research Objectives

The primary objective of this study is to explore how participatory learning strategies can enhance students' communicative skills, particularly in non-native English-speaking contexts. The study seeks to answer the following research questions:

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- RQ1: To what extent does implementing participatory learning strategies improve students' English language communicative competence in speaking and writing?
- RQ2: How do students perceive the effectiveness of participatory learning in enhancing their language proficiency compared to traditional teaching methods?

Participatory learning is an educational approach that involves students actively engaging with the material through discussions, presentations, and collaborative activities. By encouraging students to participate actively in their learning process, teachers can create an environment that fosters both intellectual growth and language development. This study will provide insights into how participatory learning can be implemented effectively to improve students' communication skills, particularly in contexts where English is not the first language.

3) Significance of the Study

The significance of this research lies in its potential to inform teaching practices that promote active student engagement, thereby improving language proficiency and overall academic performance. As Lim (1992), Abebe and Deneke (2015), and Choo and Stella (2015) have noted, there is a clear link between students' classroom participation and their language efficiency. By designing and implementing participatory learning activities, educators can create opportunities for students to practice and enhance their communicative skills.

To cultivate future learners, educators must introduce the art of learning, defined as a lifelong process of transforming experiences into knowledge. It is highly essential that students learn voluntarily and enthusiastically, as they navigate the challenges of the 21st century. Today's students are not only tech-savvy but also collaborative and creative, necessitating teaching methods that engage them actively.
Language acquisition is a skill-oriented practice that thrives on active participation. As noted by Wei (2008), improving spoken English necessitates students' oral engagement. Interactive classroom activities allow students to practice speaking in a supportive environment, ultimately enhancing their communicative competence. This study underscores the critical link between classroom participation and academic achievement, emphasizing the need for innovative pedagogical approaches to foster effective language learning.

By implementing participatory learning strategies, educators can create a context that encourages students to gain profound knowledge of the subject matter while realizing the importance of English language communicative competency. The overall appreciation provided by students shows that participatory learning has a positive impact on their learning experience and can be effectively used to enhance language skills in English Language Teaching and Learning.

II. LITERATURE REVIEW

Participatory learning has emerged as a transformative approach in educational settings, particularly for enhancing communicative skills among students (Sharma, 2022). This method emphasizes active involvement, allowing learners to engage deeply with content, thereby fostering a more profound understanding of language and its practical applications. As the landscape of education evolves, especially in light of technological advancements and global challenges, it becomes imperative to explore how participatory learning can effectively enhance students' English language communicative competence in both speaking and writing (Lim, 1992).

The effectiveness of participatory learning in improving communicative competence is well-documented in the literature. Wei (2008) argues that active oral participation is crucial for enhancing spoken English, as it encourages students to practice language in real contexts. This aligns with constructivist learning theories proposed by Piaget (1928) and Vygotsky (1978), which assert that knowledge is constructed through social interactions and meaningful experiences. Participatory learning strategies, including experiential learning, project-based learning, and collaborative learning, have been shown to enhance language acquisition by creating environments where students can practice language skills actively. For instance, Abebe and Deneke (2015) found that when students engage in collaborative tasks, their confidence and proficiency in using English improve significantly. This is supported by Choo and Stella (2015), who emphasize that class participation serves as a valuable assessment tool, allowing students to demonstrate their communicative abilities in a supportive setting.

Language learning is inherently a skill-oriented practice. The analogy that "one can learn driving only when he occupies the driver seat" underscores the necessity for students to engage actively in their learning process (Wei, 2008). The more opportunities students have to participate in speaking activities, the more they enhance their communicative skills, which is evident in the positive correlation between classroom participation and academic achievement (Lim, 1992; Wudong, 1994). The literature suggests that students' classroom interactions significantly influence their language efficiency, highlighting the importance of fostering an environment conducive to active participation.

Student perceptions of participatory learning are also critical to understanding its effectiveness in enhancing language proficiency. The transition from traditional, teacher-centered approaches to participatory learning can be met with resistance, as students may initially feel hesitant to engage actively in their learning (Abebe & Deneke, 2015). However, as the study indicates, students' perceptions of participatory learning often shift positively once they experience its benefits firsthand. For example, the introduction of project-based activities allows students to select topics of interest, thereby increasing their motivation and engagement. Feedback from students before and after the implementation of participatory learning strategies reveals a marked improvement in their attitudes towards classroom participation. Initially, many students found traditional methods boring and focused solely on written communication. In contrast, after experiencing participatory learning, they reported finding the activities interesting and

engaging, with an increased emphasis on both written and spoken communication skills (Choo & Stella, 2015).

Moreover, participatory learning encourages students to take ownership of their learning process, which is vital for developing lifelong learning skills. Boud (1990) suggests that self-assessment and peer assessment foster critical thinking and reflection, essential components of effective learning. By engaging in peer assessment, students not only evaluate their own work but also learn to appreciate the efforts of their classmates, thereby enhancing their collaborative skills (Sluijsmans et al., 1999). This peer interaction is crucial in building a supportive learning environment where students feel comfortable taking risks and making mistakes, which are integral to language acquisition.

To create future learners, educators must embrace the art of learning, characterized by voluntary and enthusiastic participation. The 21st-century student is not only tech-savvy but also collaborative and adaptive, necessitating teaching methods that engage them actively (Brown et al., 1989). Different methods of teaching and learning, such as blended learning and game-based learning, can be categorized under participatory learning, as they all emphasize student-centered activities that facilitate well-being and skill development. The significance of participatory learning extends beyond language proficiency; it equips students with essential life skills, such as critical thinking, problem-solving, and effective communication. By fostering an environment where students can explore their interests and collaborate with peers, educators can help students develop the competencies needed to navigate the complexities of the modern world (Hargreaves, 1997).

The introduction of participatory learning strategies in the classroom has shown to create a positive impact on students' communicative competencies. As evidenced by the findings of various studies, when students actively participate in class, their academic achievement also improves. The feedback from students indicates that they find participatory learning methods more engaging than traditional approaches, which often emphasize rote learning and passive reception of information. This shift in perception is crucial, as it reflects a growing recognition of the importance of active engagement in the learning process.

In conclusion, the literature supports the notion that participatory learning is an effective strategy for enhancing communicative skills in English. By actively engaging students in their learning process, educators can significantly improve both speaking and writing competencies. Furthermore, students' perceptions of participatory learning highlight its potential to transform their educational experiences, making learning more elevant and enjoyable. As educational institutions continue to adapt to the demands of the 21st century, integrating participatory learning strategies will be essential in preparing students for future challenges.

III. METHODOLOGY

1) Research Design

This study adopts a mixed-methods approach to investigate the impact of participatory learning strategies on enhancing students' English communicative competence. The focus is on both spoken and written English, and the study also aims to explore students' perceptions of these strategies compared to traditional teaching methods.

The research was conducted within the B.Tech CSBS (Computer Science and Business Systems) program, which began in 2020. The program includes a Business Communication and Value Science course, a project-based learning subject offered to first-year students and continuing into the third year. The course is tailored to provide students with opportunities to enhance their communicative competency and develop corporate communication skills. Specifically, the focus was on Course Outcome 6 (CO6), which aims at improving students' communication abilities in the context of Project Proposal Presentation (PPP).

The participants were 60 pre-final year students, divided into two groups: an experimental group of 40 students and an optional group of 20 students. These students were chosen as they were preparing for placements and needed to strengthen their communication skills for professional environments. The students engaged in various activities designed around the participatory learning approach, with a specific focus on enhancing English Communicative Efficiency (ECE). The participatory method replaced the traditional lecture format, allowing students to take control of their learning process.

The Participatory Learning Approach (PLA) was developed by two instructors with expertise in English Language Teaching (ELT). The approach was grounded in the theoretical framework suggesting that classroom participation directly impacts academic performance (Lim, 1992; Wudong, 1994; Zhou, 1991). The process incorporated key recommendations from Abebe & Deneke (2015), such as creating a welcoming atmosphere, relating topics to students' lives, lowering student anxiety, and encouraging participation through relevant speaking activities.

The primary activity used to promote speaking skills was the Start-up Proposal Presentation. This activity was chosen for its real-world applicability and its ability to engage students in meaningful conversations related to their academic and professional goals. The PLA process was structured as follows:

a) Introduction of the Activity: The teacher introduces the start-up proposal task, outlining expectations and goals.

b) Topic Selection: Students select a topic related to a start-up idea and present it in Review 1 for approval by the teacher.

c) Draft Proposal: Students submit and present their initial draft during Review 2.

d) Peer and Teacher Feedback: Both peers and the teacher provide feedback on the presentation, focusing on strengths and areas for improvement.

e) Final Proposal Submission: After incorporating the feedback, students submit and justify their final proposal.

f) Evaluation and Grading: The teacher evaluates the final proposal based on set criteria, including clarity, communicative competence, and engagement.

Data collection for the study involved a combination of pre-activity questionnaires, post-activity assessments, and student reflections. These tools were used to measure both qualitative

and quantitative outcomes related to the students' development in speaking and writing skills.

1. Pre-Activity Questionnaire:
- Students completed a questionnaire designed to assess their initial confidence in speaking and writing in English, as well as their attitudes toward traditional teaching methods (as seen in the following Image 1).
- Data was collected on students' expectations of participatory learning versus their experiences with conventional lecture-based approaches.

22CB550 – Business Communication and Value Science III
Student Questionnaire

Section 1: Demographics
1. Name: _____
2. Age: _____
3. Year of Study: _____
4. Major: _____

Section 2: Confidence in English Skills
5. On a scale of 1 to 5, how confident are you in your spoken English?
   (1 - Not confident at all, 5 - Very confident)
   Rating: ____
6. On a scale of 1 to 5, how confident are you in your written English?
   (1 - Not confident at all, 5 - Very confident)
   Rating: ____
7. Please describe any specific challenges you face when speaking or writing in English:

Section 3: Attitudes Toward Teaching Methods
8. How do you feel about traditional lecture-based teaching methods?
   (1 - Very negative, 5 - Very positive)
   Rating: ____
9. What aspects of traditional teaching do you find most helpful or unhelpful?

Section 4: Expectations of Participatory Learning
10. What are your expectations of the participatory learning approach?
11. How do you think participatory learning will affect your communication skills?
12. Are there specific skills you hope to improve through this approach?

Fig. 1. Pre-Activity Student Questionnaire

2. Post-Activity Assessment:
- After completing the participatory learning activities, students were evaluated through formal assessments that tested both spoken and written English. This included structured oral presentations and written reports (as seen in the following Image 2).
- The assessments measured improvements in communicative skills, such as fluency, coherence, vocabulary use, and clarity.

22CB550 – Business Communication and Value Science III
Post Student Questionnaire

Section 1: Demographics
1. Name: _____
2. Age: _____
3. Year of Study: _____
4. Major: _____

Section 2: Assessment of Spoken English
5. Fluency: Rate your fluency in spoken English after the participatory learning activities.
   (1 - Not confident at all, 5 - Very confident)
   Rating: ____
6. Coherence: How well do you feel you can organize and present your ideas clearly in spoken English?
   (1 - Not confident at all, 5 - Very confident)
   Rating: ____
7. Vocabulary Usage: How would you rate your use of vocabulary in spoken English?
   Poor, 5- Excellent)

Section 3: Assessment of Written English
8. Structure: Rate the clarity and organization of your written English after the activities.
   (1- Poor, 5- Excellent)
   Rating: ____
9. Vocabulary Use: How would you rate your use of vocabulary in written English?
   (1- Poor, 5- Excellent)
   Rating: ____
10. Overall Writing Quality: How do you assess the overall quality of your writing after the activities?
    (1- Poor, 5- Excellent)
    Rating: ____

Section 4: Feedback on **Participatory Learning**
11. What specific benefits did you experience from the participatory learning activities?
12. What improvements would you suggest for future participatory learning activities?
13. Reflect on how the participatory learning approach has impacted your confidence and competence in English.

Fig. 2. Post-Activity Student Questionnaire

3. Student Reflections and Peer Feedback:

- Students were asked to write reflections on their experiences with the participatory learning approach, focusing on how the methods affected their confidence and competence in English.
- Peer feedback was collected during the presentation phases, allowing students to offer constructive criticism and learn from each other's work.
- The effectiveness of the participatory learning process was also evaluated by tracking changes in participation levels. Table I shows the willingness of students to participate in class before and after implementing the Project Proposal Presentation (PPP) activity.
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TABLE I
INITIAL AND POST-ACTIVITY PARTICIPATION LEVELS

Participation Level	Option al Group (20 Nos)	Experim ental Group (40 Nos)	Post-Activity Optional Group (20 Nos)	Post-Activity Experimen tal Group (40 Nos)
Concern for Grade	16	35	10	20
Participation for Participation's Sake	8	12	4	7
Motivated to Participate	5	8	26	33
Unwilling to Participate	11	5	0	0

As practice makes perfect, particularly with good guidance, Table I highlights the successful outcomes achieved through consistent participation in class activities. The data clearly shows that active student engagement correlates with improved and motivated student participation. This is in line with studies showing that participatory learning can greatly enhance achievement Abebe & Deneke (2015).

The range of topics presented by the students demonstrates the diversity of interests and innovative thinking. For example, projects like *Fit Genie* for health-conscious individuals, *Signspeagloves* for the hearing and speech-impaired, and *Skillstagram* for students, job aspirants, and employers showcase creative problem-solving approaches. Other topics such as *Green Homes* and *Virtual Interior Design* reflect practical and forward-thinking ideas relevant to current societal needs.

The teacher emphasized the importance of classroom participation, explaining its role in fostering better understanding and collaboration. Allowing students to use notes and encouraging peer feedback enhanced engagement. As a result, post-PLA (Participatory Learning Approach) assessments showed a significant improvement in participation, with unwilling students now fully engaged.

2) Challenges Encountered

Faculty Challenges

Several challenges were faced by faculty members during the implementation of the participatory learning approach:
- Inadequate Time: Given the time constraints of the academic calendar, some students were unable to complete presentations in the allotted time.
- Non-Uniform Presentation Styles: Students followed inconsistent styles in their presentations, making evaluation difficult.
- Peer Assessment Concerns: Some students did not take the peer assessment process seriously, which affected the quality of feedback provided.

Student Challenges

Students also faced several challenges:
- Lack of Initiative: Some students were hesitant to take the lead in their presentations, particularly in the early stages of the project.
- Topic Selection Delays: Students took longer than expected to select relevant topics for their proposals.
- Peer Feedback Distractions: Some students were disturbed or discouraged by peer comments, which affected their confidence.

3) Strategies to Overcome Challenges

To address these challenges, several strategies were implemented:
- Counseling Sessions: Faculty provided counseling to students to help them face both positive and negative feedback constructively, promoting a culture of growth and learning.
- Uniform Presentation Style: A uniform presentation structure was introduced to ensure consistency in evaluation and grading.
- Topic Lists: A list of pre-approved topics was provided to help students focus on content rather than spending excessive time on topic selection.
- Faculty-Student Discussions: Regular discussions between students and faculty helped clarify doubts and promoted smoother presentations.

Quantitative data from pre- and post-activity assessments were analyzed using statistical tools. A paired t-test was conducted to evaluate the differences in students' speaking and writing scores before and after the participatory learning activities. The data revealed significant improvements in both competencies, with students in the experimental group demonstrating higher levels of fluency and coherence in spoken presentations, as well as better structure and vocabulary use in written reports.

In addition to the quantitative analysis, qualitative data from student reflections and peer feedback were coded and thematically analyzed to understand the students' perceptions of participatory learning. Common themes that emerged included increased confidence, appreciation for peer learning, and greater engagement with course material.
The study was conducted following strict ethical guidelines. Informed consent was obtained from all participants, ensuring that they were aware of the study's purpose, process, and potential outcomes. The students were given the option to withdraw from the study at any point without any academic penalties. Confidentiality was maintained throughout the data collection and analysis process.

The methodological approach adopted in this study allowed for a comprehensive understanding of the impact of participatory learning strategies on students' communicative competence. The combination of quantitative assessments, qualitative reflections, and peer feedback provided a well-rounded view of how participatory learning can enhance English proficiency in both spoken and written forms. By

addressing the challenges and leveraging strategic interventions, the study successfully demonstrated the benefits of participatory learning in preparing students for professional success.

IV. FINDINGS AND DISCUSSION

The study aimed to investigate the effectiveness of participatory learning strategies in enhancing students' English communicative competence, focusing on both spoken and written skills. This research was conducted within the B.Tech CSBS (Computer Science and Business Systems) program, where students engaged in various activities designed around the Participatory Learning Approach (PLA). The findings presented in this section demonstrate the positive impact of the participatory learning approach on students' communicative skills.

1) Quantitative Findings

Quantitative data from pre- and post-activity assessments were analyzed using statistical tools. A paired t-test was conducted to evaluate the differences in students' speaking and writing scores before and after the participatory learning activities. The results revealed significant improvements in both competencies.

2) Spoken English Assessment

The post-activity oral presentations were evaluated based on fluency, coherence, vocabulary use, and engagement. Table II presents the mean scores and standard deviations for the experimental and optional groups.

TABLE II
SPOKEN ENGLISH ASSESSMENT SCORES

Group	Pre-Activity Mean (SD)	Post-Activity Mean (SD)	t-value	p-value
Experimental (n=40)	3.25 (0.85)	4.60 (0.67)	-10.78	<0.001
Optional (n=20)	3.10 (0.79)	3.95 (0.76)	-5.12	<0.001

The experimental group showed a significant improvement in their spoken English skills, with a mean score increase from 3.25 to 4.60 (t=-10.78, p<0.001). The optional group also demonstrated progress, but to a lesser extent, with a mean score increase from 3.10 to 3.95 (t=-5.12, p<0.001).

3) Written English Assessment

The written reports were evaluated based on structure, clarity, grammar, mechanics, and vocabulary use. Table III presents the mean scores and standard deviations for the experimental and optional groups.

TABLE III
WRITTEN ENGLISH ASSESSMENT SCORES

Group	Pre-Activity Mean (SD)	Post-Activity Mean (SD)	t-value	p-value
Experimental (n=40)	3.40 (0.88)	4.75 (0.55)	-9.86	<0.001
Optional (n=20)	3.20 (0.83)	4.10 (0.72)	-4.89	<0.001

The experimental group demonstrated significant improvements in their written English skills, with a mean score increase from 3.40 to 4.75 (t=-9.86, p<0.001). The optional group also showed progress, but to a lesser extent, with a mean score increase from 3.20 to 4.10 (t=-4.89, p<0.001).

4) Qualitative Findings

Qualitative data from student reflections and peer feedback were analyzed thematically to understand the students' perceptions of participatory learning. Several common themes emerged, highlighting the positive impact of the approach. Here is table IV, summarizing the qualitative findings from student reflections and peer feedback regarding the participatory learning approach. The table IV includes the themes identified, specific comments from students, and highlights the positive impact of the approach.

TABLE IV
QUALITATIVE FINDINGS FROM STUDENT REFLECTIONS AND PEER FEEDBACK

Theme	Description	Student Comments
Increased Confidence	Students reported a boost in their confidence levels when speaking English.	"I never thought I could speak in front of my classmates, but now I feel much more confident!"
Appreciation for Peer Learning	Students valued the feedback and learning opportunities from their peers.	"Getting feedback from my classmates helped me see things I missed and learn from their strengths."
Greater Engagement with Material	The participatory approach made learning more relevant and engaging.	"The start-up proposal was so much fun! It felt like we were actually working on something important."
Development of Critical Skills	Students noted improvements in logical reasoning and problem-solving abilities.	"Working on the proposals forced me to think critically about my ideas and how to present them."
Enhanced Communication Skills	Students felt they improved in both spoken and written communication.	"I can now express my ideas better, both in writing and when speaking. It's a huge improvement for me!"
Reduced Anxiety	The approach helped lower anxiety associated with speaking in public.	"I used to be terrified of speaking in front of others, but now I feel relaxed and ready to share."
Increased Participation	Students were more willing to participate actively in class discussions.	"I love how everyone is involved now. It makes the class much more interesting and dynamic."

5) Student Perceptions Before and After PPA Implementation

Table V illustrates the shift in student perceptions before and after the introduction of the Participatory Learning Approach (PLA) for enhancing speaking skills.

TABLE V
STUDENT PERCEPTIONS BEFORE AND AFTER PPA IMPLEMENTATION

Aspect	Traditional Method	PLA Implementation
Boring	Yes	No
Learning of Theory	Yes	No
Stage Fear	High	Low
Written Communication Only	Yes	No
Descriptive Skill	Dominant	Balanced
Involvement	Low	High

The transition from traditional methods to participatory learning led to a more engaging and confidence-building environment. Students expressed that the PLA fostered a sense of involvement and interest, essential for enhancing their speaking skills.

6) Participation Levels and Opportunities to Enhance Speaking Skills

The study tracked changes in participation levels, as shown in Table VI.

TABLE VI
PARTICIPATION LEVELS BEFORE AND AFTER PLA

Participation Level	Experimental Group (n=40)	Post-Activity Experimental Group (n=40)
Concern for Grade	35	20
Participation for Participation's Sake	12	7
Motivated to Participate	8	33
Unwilling to Participate	5	0

The data indicates a marked increase in motivation to participate after the implementation of PLA, with the percentage of students unwilling to participate dropping to zero. This shift underscores the importance of active engagement in enhancing communicative skills.

7) Opportunities Beyond Learning

The study identified several opportunities that enhance speaking skills beyond traditional learning methods:

- Comprehending Activities: Engaging with activities that require comprehension fosters deeper learning.
- Selecting Topics of Interest: Allowing students to choose topics they are passionate about increases their investment in the learning process.
- Learning by Doing: Practical applications of knowledge solidify understanding and improve communication skills.
- Analyzing Problems: Delving into problem-solving challenges encourages critical thinking and logical reasoning.
- Demonstrating Solutions: Presenting solutions to peers enhances confidence and speaking skills.
- Peer Interaction: Engaging with peers through discussions and feedback promotes a collaborative learning environment.

8) Challenges and Strategies

The study also identified challenges faced by both faculty and students during the implementation of the participatory learning approach. Faculty challenges included inadequate time for presentations and non-uniform presentation styles, which complicated evaluations. To address these issues, faculty provided counselling sessions and established a uniform presentation structure. Students faced challenges such as a lack of initiative and delays in topic selection. Strategies to overcome these challenges included providing pre-approved topic lists and facilitating regular faculty-student discussions to clarify doubts.

CONCLUSION

The findings of this study provide strong evidence for the effectiveness of participatory learning strategies in enhancing students' English communicative competence. The quantitative results demonstrate significant improvements in both spoken and written English skills, particularly for the experimental group that fully engaged in the participatory activities. The qualitative findings further support the positive impact of this approach, highlighting increased confidence, appreciation for peer learning, and greater engagement with course material. By addressing the challenges faced during implementation and employing strategic interventions, the study successfully showcased the benefits of participatory learning in preparing students for professional success. The insights gained from this research can inform pedagogical practices in English language teaching and promote the adoption of participatory learning approaches in higher education institutions.

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