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## The Effectiveness of the Experiential Learning Approach in Developing Collocations among Eleventh Graders in Gaza

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### Abstract:

This study aimed to investigate whether the experiential learning approach is beneficial for developing collocations among eleventh grade female students. The researcher employed a quasi-experimental approach to achieve the aim of this investigation. The researcher applied the experiment to a sample of eleventh grade female students and the required data were collected through the use of a collocations test. The results of the data analysis indicated a crucial role of the experiential learning approach in strengthening students' use of collocations. Participants in the experimental group outperformed those in the control group on both the oral and written collocation tests. Taken together, the researcher recommends that the Ministry of Education offer adequate facilities for teachers to incorporate the experiential learning strategy within education. Furthermore, the researcher advises teachers and supervisors to cooperate and determine the best way to implement the experiential learning approach. Moreover, the researcher suggests conducting studies regarding to which extent teachers use the experiential learning approach in teaching the English language and investigating its effect on developing other language skills such as writing, reading, listening, and grammar.

**Keywords:** Effectiveness, Experiential learning approach, Collocations, Eleventh graders.

### مدى فاعلية التعلم التجريبي في تنمية المتلازمات اللفظية لدى طلبة الصف الحادي عشر في غزة

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### الملخص:

هدفت الدراسة الحالية إلى الكشف عن مدى فاعلية منهج التعلم التجريبي في تنمية المتلازمات اللفظية لدى طالبات الصف الحادي عشر. استخدمت الباحثة دراسة شبه تجريبية لتحقيق أهداف الدراسة. وفي هذا السياق، طبقت الباحثة الدراسة على عينة من طالبات الصف الحادي عشر وجمعت البيانات المطلوبة باستخدام اختبار متلازمات لفظية. أشارت نتائج تحليل البيانات إلى الدور الفعال لمنهج التعلم التجريبي في تنمية استخدام الطلبة للمتلازمات اللفظية، حيث تفوقت الطالبات في المجموعة التجريبية على نظيرتهن في المجموعة الضابطة في الاختبار الكتابي والشفوي للمتلازمات اللفظية. وختاماً، توصي الباحثة وزارة التربية والتعليم بتزويد المعلمين بالتسهيلات الكافية لإدماج منهج التعلم التجريبي في التعليم. كذلك، تنصح الباحثة المعلمين والمشرفين بالتعاون معاً لتحديد الطريقة المثلى لتنفيذ منهج التعلم التجريبي، علاوة على ذلك، تقترح الباحثة إجراء دراسات حول مدى استخدام المعلمين لمنهج التعلم التجريبي في تدريس اللغة الانجليزية والتحقق من فاعليته في تنمية مهارات اللغة الأخرى مثل الكتابة والقراءة والاستماع والقواعد النحوية. كلمات مفتاحية: فاعلية، التعلم التجريبي، المتلازمات اللفظية، طلبة الصف الحادي عشر.

## **Introduction:**

Collocations are combinations of words that go together, such as crystal clear or cosmetic surgery. Put differently, once a person hears a word, he predicts the second or has an idea about it (Müller, 2008, p. 3). Learning collocations is essential since it makes a person's speech sounds more natural. Language users may avoid repetition and redundancy. Multiple choices enable students to use bitterly cold and pitch dark instead of "It was very cold and very dark". Thus, speech looks more precise and colourful. Overall, collocation is a crucial figure in writing proficiency. It gives a good impression of the user's expressions. An individual may not need to use collocations in informal conversations, but it would seem more diverse and comprehensible in formal writing (McCarthy & O'Dell, 2005).

It is necessary to enhance the usage of collocations in addition to decoding them through listening or reading. Eleventh graders must derive the meaning of the paragraphs included in the textbook or any talk matching their interests, ask reasonable questions and respond to them, conduct a clear conversation in terms of the passages' content, produce a logical oral and written presentation with a clear idea, write paragraphs expressing their thoughts and ideas in matching with the content of the curriculum and master writing a personal and formal letter (Venkateswaran, 2009). English students should possess a wide range of collocations to write and speak professionally. Yazdandoost & others (2014) confirmed a strong relationship between collocation knowledge and speaking and writing.

From this perspective, teaching collocation should take priority as it enhances confident speech using the most suitable strategies. According to Al-Shalabi (2015) and the Centre for Education Statistics and Evaluation (2020), employing active learning strategies leads to the most effective academic environment. Those strategies produce a student-centred class in which students actively engage in the learning process and use high-order thinking skills. Adopting such strategies motivates students to experience various situations and achieve lifelong learning.

Experiential learning is a type of learning via which students engage in concrete activities to experience a situation and reflect on these practices (Silberman, 2007). Then, students construct their knowledge and concepts and reuse them in real-life situations. Experiential learning offers a vibrant environment where students can learn, participate, and interact effectively. This environment encourages students to produce language in a cooperative and enjoyable atmosphere. Moreover, students are no more afraid of committing mistakes in speaking and worried in a learner-centred class,. Hence, the researcher suggests using experiential learning in developing students' use of collocations in speaking.

## **Statement of the Problem:**

From an eleventh-grade teacher perspective, the researcher noticed that students encounter difficulties in conveying their thoughts in the English language. Students focus on retaining separated words in place of collocations. As a result, they waste time searching for words that come together in their minds. The researcher interviewed a set of teachers to ensure that students seriously have this problem. The outcomes indicated a core problem concerning the usage of collocations and combining words. Based on this, the researcher confirmed the lack of using collocations with all its types among eleventh-grade students. To elaborate, they are afraid to commit mistakes in front of their classmates. In this sense, the researcher suggests using experiential learning approach-based educational activities. Experiential learning involves engaging students in experiences, leading them to discover knowledge and reflect

upon them. Therefore, the researcher assumed that students would be able to use collocations in both oral and written speech.

### **Questions of the Study:**

The main question of this study is as follows:

What is the effectiveness of the experiential learning approach on strengthening collocations among eleventh graders?

### **Sub-questions:**

1. What types of collocations are intended to be developed through the experiential learning approach among eleventh graders?
2. What is the effectiveness of using the experiential learning approach in developing collocations among eleventh graders?

### **Hypotheses of the Study:**

1. There are no statistically significant differences at ( $\alpha \leq .05$ ) in the total average score of the post-application of written collocations test between the experimental group and the control group.
2. There are no statistically significant differences at ( $\alpha \leq .05$ ) in the total average score of the post-application of oral collocations test between the experimental group and the control group.

### **Objectives of the study:**

This study aims to:

1. Identifying the types of collocations eleventh graders should develop.
2. Measuring the impact of adopting an experiential learning approach on developing collocations in written speech among eleventh graders.
3. Measuring the impact of adopting an experiential learning approach on developing collocations in oral speech among eleventh graders.

### **Significance of the Study:**

This study contributes to:

1. Drawing teachers' attention to improving collocations among students.
2. Raising teachers' awareness about the significance of using educational activities based on experiential learning theory.
3. Offering educational activities based on experiential learning theory in acquiring collocations.
4. Helping supervisors to design educational activities similar to those used in this study.
5. Providing researchers with a rich source of literature review and procedural methods.

### **Limitations of the Study:**

1. **Human limitations:**  
This study applied to eleventh female graders (Humanities).
2. **Objective limitations:**  
This study handled units 7 and 8 in English for Palestine 11th (reading book).
3. **Spatial limitations:**  
This study took place at Faisal Ibn Fahed Secondary School for girls.
4. **Time limitations:**  
This study took place in the academic year (2022-2023).

### **Variables of the study:**

The study includes both dependent and independent variables:

1. Independent variable: The experiential learning approach.

## 2. Dependent variables: Collocations

### Definitions of the Study:

- 1. Effectiveness:** It refers to what extent engaging students into the experiential learning activities can support and strengthen collocations acquirement.
- 2. Experiential learning:**  
The researcher defines it as a type of learning that provides students with the opportunity to participate in a real-life experience either inside or outside the classroom. Then, students practice a set of activities to observe the experience and deepen their thinking to determine theoretical knowledge. Eventually, students employ the recent knowledge in their lives.
- 3. Collocations:**  
The researcher defines it as compound words or clusters that go together. In this study, the researcher adopts lexical collocations (adjective + noun and verb + noun) and grammatical collocations (verb+ preposition and adverb+ adjective).
- 4. Eleventh graders:**  
Students who study in governorate schools at the age of 16 or 17.

### Literature review

This literature review discusses experiential learning as an independent variable and collocations as a dependent variable. Regarding the experiential learning approach, the researcher presents a variety of definitions, various theories, principles, styles, types and experiential learning-based activities. Next, it reviews the literature on collocations. It includes definitions, importance, types, methods to learn and activities to practice.

### Experiential learning:

#### Definition of Experiential Learning:

According to Kolb (2015), it is an individual holistic learning process that a person can apply in various situations and areas of life and it can aid in overcoming all the difficulties of learning.

Foster, Taylor & Walker (2021, p. 2) indicated that experiential learning is an umbrella term covering a set of approaches about hands-on learning which allow learners to engage in the learning process and give a true reflection on experience as a crucial part of the process.

Experiential learning refers to an active process via which learners construct knowledge outside their comfort zone in an unfamiliar environment (Zounková, Franc & Martin, 2004, p. 11). Alder (2016, P. 14) defines experiential learning as the intentional and conscious involvement in experience with the aim of observation and reflection. This reflection helps to draw conclusions and develop an understanding of the process. Thus, a person uses this understanding in new experiences and continues the learning cycle. Al Moula (2011) states that experiential learning is a type of learning in which students acquire knowledge through experience, reflect on it and obtain results.

#### Principles of experiential learning:

Beard (2023) points out eight principles for experiential learning design:

1. Experience design is a pivotal phase as it is significant for the learning process.
2. Both experience and learning play a significant role in experiential learning design.
3. Experiential learning affects the entire person concerning the inner experiences: cognitive, affective, etc. and outer experiences (culture, materials, spaces, power and interaction with others).
4. Experience should be efficient to help students construct their knowledge.

5. Experiential learning should include a memorable experience.
6. Conditions such as immersion, engagement, and motivation are vital factors in the learning process.
7. Learners are the origin of the richest resources.
8. Experience causes change for the “self” and others.

The researcher aligns with the author since learners have a broader conception of experience. They no longer see “concrete” as a synonym for experiencing. By adopting the previous principles, designers shed light on the interactive side of experiential learning. The researcher states that experiential learning is an integrated process that targets various aspects of learners’ personalities. Furthermore, it develops High-thinking skills among learners as they can assume responsibilities, solve problems and make decisions.

#### **Types of experiential learning:**

A teacher can employ experiential learning in two ways. The first occurs outside the classroom and is referred to as field-based learning. On the contrary, the second takes place in the learning environment within class time. It is termed classroom-based learning.

##### 1- Field-Based Learning:

It was first employed in higher education in the 1930s. This type includes experiences such as apprenticeships, internships, research fellowships, undergraduate research, service learning, student exchange, practicums, community-based learning, and cooperative education. Activities such as internships, practicums, service learning, and cooperative education are also known as work-based learning. It focuses on learning through reflection, discussing the experience and academic situations (Chan., 2022).

##### 2- Classroom-Based Learning and Teaching:

Learning inside the classroom could be seen as less effective than field-based learning in applying experience, in particular. In a class, a teacher gathers groups of students and exchanges ideas and thoughts about specific issues. Unfortunately, some are still not convened and take control of classes as teachers. Teachers can break this tradition and turn the class into an effective one using various approaches, such as case studies (Steele, 2023). This type includes games, role-play, simulations, debates, hands-on technology, discussions, group work and case studies. Educators and new pedagogies name these activities as active learning (Lewis & Williams, 1994).

Experiential learning can occur in the classroom through classroom-based approaches, such as inquiry, project-based learning, cooperative learning, collaborative learning, and problem-based learning. It can also be conducted through field-based learning. Students should solve problems and engage in the environment through these approaches. Earlier types can include group work, except for project-based learning, in which students work individually. In a student-centred class, students play active roles as they interact, create and discuss ideas to figure out an explanation (Wurdinger, 2005).

The researcher prioritises the lesson contents and objectives, the students’ needs and abilities, and the environmental factors in choosing the most suitable type of learning. For example, taking permission for one or two outdoor fields is possible, but for more than this number, it will be impossible. Furthermore, the lesson on amazing animals mentions animals that are not available in the Palestinian environment, so a project-based approach was the best to employ. On the other hand, experiential learning is not about giving a lesson inside or outside the school. It is about experiencing authentic situations and providing a reflection.

## Experiential learning theories:

### A- Kolb's (1984) model of experiential learning

This theory shows the major elements of learning by doing, the process and principles through which practice makes sense. In light of this theory, experiential learning includes four main stages: concrete experience, reflective observation, abstract conceptualisation, and active experimentation (Kolb & Kolb, 2011, P.12). Students can start the process at any stage, as it has neither a starting point nor an endpoint. (Kolb (1984) as mentioned in Alder, 2016, pp. 13-14) defines the four stages as follows:

**Table (1):** Stages of the experiential learning approach

No.	Phrase	Abbreviation
1.	Concrete Experience	CE
2.	Reflective Observation	RO
3.	Abstract Conceptualization	AC
4.	Active Experimentation	AE

- Concrete Experience (CE):

This is the first step, which includes either a planned experience or an unplanned one. Hence, the student may experience a situation intentionally or unexpectedly. In both types of experience, the student is involved in the action. There is no room for reflection.

- Reflective Observation (RO):

This is the second step in which the student takes a step back and makes a general view of the actions experienced throughout the process. This stage develops the skills of attending, making a comparison and producing outcomes. Then, the student can improve their vision and convey it to others. One's current vision (beliefs, attitudes, values) plays a significant role in verbalising and discussing perceptions and language patterns as well.

- Abstract Conceptualization (AC):

This is the third step. The student interprets the events noticed and endeavours to find how they are related to each other. The theory is helpful at this stage as it explains the events and frames them. Again, one's perception affects the interpretive range a person can consider.

- Active Experimentation (AE):

This is the fourth step in which the student constructs new conceptions that make assumptions about what might happen later or how the student should act to manage the next experience properly.

### Benefits of Experiential Learning:

Experiential learning has multiple benefits. First, it enhances high-level thinking skills, such as critical thinking, problem-solving, and effective communication. Second, it is a suitable environment to learn good morals and values. Hence, students are very conscious of the moral influence of individual and group practices. Third, experiential learning provides students with technological competencies that enable them to apply self-learning. On the social side, students widely recognise their rights and responsibilities as citizens of society. As they have the chance to communicate with, understand and respect students, there is a possibility for a harmonious life. Experiential learning enables students to understand themselves and discover their abilities, personalities and interests. Furthermore, it keeps

students updated with the changes occurring in the world and enhances student-centred classes, producing effective and happy learners (Biswal, 2014).

Chan (2023) explains that experiential learning allows students to experience things that are difficult to apply in traditional classrooms. Experiential learning benefits students in the light of relevance, holistic competence development, reflection, meaningful feedback, valuing mistakes, and experience.

1. **Relevance:** students believe that the curriculum doesn't match their real life. They criticise having more theoretical aspects than practical ones. University students involve this type of criticism in their evaluation reports. Experiential learning enables students to apply what they have acquired themselves. Thus, the learning process makes sense as students experience real situations and develop their relevance to them.
2. **Holistic Competency Development:** Students receive solutions to problems they face in traditional classrooms. They don't identify the problem or find the solution themselves. Yet, it is different when the teacher uses experiential learning. Students must think creatively and critically, discuss issues in groups, and try to find solutions. Experiential learning motivates them to be more independent and brave in solving their problems. Therefore, holistic competency is also significant for students' personal lives.
3. **Guide by Reflection:** Members can apply either intentional or spontaneous reflection in experiential learning. It is not necessary by design. For instance, when students visit an elderly home, they are exposed to a new experience. Then, they can think about it when going home or discussing it with their classmates. Such an experience is rare in learning, but by design. Thus, reflection guides students to get a clear picture and draw the concepts and ideas about the topic.
4. **Meaningful feedback:** An individual can receive feedback from teachers, tutors, peers, or themselves in classrooms. Feedback is not often included in experiential learning theories as it is not designed intentionally but rather spontaneously. Thus, teachers must structure experiential activities which help students practice constructive feedback, such as peer mentoring.
5. **Mistakes are valuable:** Students can't avoid trial and error in real life. Instead, experiential learning allows opportunities to commit mistakes and benefit from them. Therefore, there is no room for feeling afraid of doing something wrong. The learning process is more valuable than the outcomes of the learning.
6. **Experience:** Students have different prior knowledge and personalities. They also address their experiences differently. Upon exposing students to experience, teachers motivate them to learn and develop. This development is the actual value students get through experiential learning.

Moreover, the researcher indicates that experiential learning can enhance the psychological case among students. First, experiential learning motivates students and creates a stronger desire to learn. Second, it takes into consideration individual differences among students. So that they feel comfortable and relaxed in class. Third, students can retrieve the knowledge whenever needed. Engaging in the learning process encourages them to retain knowledge in the long-term memory rather than passively receiving information.

#### **Challenges of experiential learning:**

According to Stein & Kompf (2001), experiential learning provides a clearer perception, stating that learning occurs in most cases inside formal classrooms. Instead, it points out that learning is the product of experience regardless of the environment. More importantly, learning makes sense when we reflect upon the situation.

Wurdinger (2005) indicates that educators and students spend more time and make more effort while working through this process. It takes many classes in an academic semester to solve a problem, as they will undergo multiple trial sessions. According to Kolb's theory, students learn in a specific sequence of stages. As Moore (2013) states, experiential learning allows individuals to process an experience first, then observe and analyse the situation, construct new concepts and finally experience a new or similar situation. It serves as a pedagogical plan through which instructors guide their interns to work systematically and intentionally and motivate their students to recognise their own and others' styles of learning. Yet, Kolb made no mention of the ontological and phenomenological aspects of the learning cycle. He argues learners' styles of learning and ignores the scenes in which learning occurs in a specific order and form.

#### **Researcher's comments on experiential learning:**

According to the researcher, language is not something to learn but to practice. Students must speak, ask questions, respond to questions, and communicate within the classroom so that they have room to evaluate themselves and reflect on their experiences. From this perspective, students should be involved in the learning process. Experiential learning is an approach in which students experience an authentic situation.

#### **Collocations**

##### **Definition of collocations:**

Joshi (2020) points out that collocations are common compound words that collocate with each other and produce natural speech. Collocations are a familiar usage of two or three words together. For example, "She got yellow hair" is understandable, but it isn't familiar in the English language. "Yellow" collocates well with paint or flowers (McCarthy & O'Dell, 2017). As Woolard (2005, p. 6) states, collocations refer to the grammar of words as they show how words match and fit together. Collocation enables an individual to identify words that collocate before or after other words. In the same sense, Marks & Wooder (2007) identify collocations as a group of words that co-occur together and give a natural speech. It is usual to say take a photograph, but it is unusual to "make a photograph or do a photograph".

##### **Types of collocations:**

Collocations are divided into two types: grammatical collocations and lexical collocations. Grammatical collocations consist of a dominant word, such as a noun/ adjective/ verb and a preposition or grammatical construction, for example, an infinitive or a clause. On the other side, lexical collocations consist of structures such as noun-noun, verb-noun, adjective-noun, adverb-verb, and adverb-adjective (Benson et al., 1997: ix as cited in Chiekiezie, 2021).

Benson et al. (1997), as cited in Wouden (2002), categorise each class into subcategories. Grammatical collocations consist of (8) sub-types as follows:

- 1- Nouns that are followed by prepositions other than (of/by) as they are default. For example, love for, blockade against, and apathy towards.
- 2- Nouns that are followed by the infinitive form, as in the following examples: it was a pleasure to see you, and it is an attempt to do it.

3- Nouns that are followed by that clause are as follows: an agreement that would represent us in the court and an oath that he would do his duty.

4- A combination of nouns preceded by certain prepositions, such as by accident and to someone's advantage.

5- Adjectives that are followed by a preposition that may function as a free/predicate adjunct, such as fond of (children) and angry at (everyone).

6- A combination of adjectives followed by "to phrase" like the following sentences: she is easy to please, and it is necessary to study.

7- Adjectives that are followed by that clause, for example, it is imperative that I be there at 3:00 pm, and she was afraid that he would not attend the class.

A miscellaneous category, comprising nineteen verbal patterns of English.

As for the lexical collocations, it has seven subgroups:

1. A combination of verbs indicating creation and nouns or prepositional nouns. For example, conclude and do the laundry .

2. A combination of verbs that are synonyms of nullification or eradication. For example, dispel fear, override a veto, and quench one's thirst.

3. Compound words that consist of adjectives and nouns, such as strong/weak tea and reckless abandon.

4. A combination of nouns and verbs. Those verbs represent the properties of the nouns, such as swarm/ sting rage, bees buzz, and adjective modify.

5. Names for units associated with certain nouns, either group names such as a pride of lions and a school of whales or an individual item such as an article of clothing and a piece of advice .

6. A combination of adjectives and adverbs, such as deeply absorbed and strongly agree.

7. A combination of verbs and adverbs, such as "affect deeply and study hard.

According to Kolesnikova & Gelbukh (2012), there are six classes of collocations, namely:

1- Verb- noun: to make a decision, to take a walk.

2- Noun- noun: a heart of the desert, prime of life.

3- Adjective- noun: infinite patience, strong tea.

4- Adverb- verb: to laugh heartily, to walk steadily.

5- Noun- preposition: on the typewriter, by email.

6- Verb- preposition: fly by (a plane), go to (a park).

Hill (2000) classified collocations into 7 types. He adds adverb-adjective collocations to the six kinds mentioned earlier.

### **Significance of Collocations:**

Collocations are necessary parts of written and oral speech in the English language. Students who use collocations in their writing and speaking express a natural language and sound more like native speakers. More importantly, collocations make the language more precise since some single words, especially the more common ones, have various meanings that can distract the language receiver. Collocations surrounding the core item, in return, determine its accurate meaning (Oxford Collocations Dictionary: Dictionary for Students of English, 2003).

Looking at the most frequent words in the English language, it is obvious that active language includes a few words. 90 % of native speakers use (2000) words in their speech. This number equals the number of words in the dictionary that intermediate students can use. However, this doesn't mean that native speakers use the vocabulary of this level since their

speech is full of collocations made of those (2000) words. Thus, the difference between intermediate students and native speakers arises from the knowledge of combining collocations, not from that of those (2000) words. Therefore, what learners need to sound like native speakers is knowing how to combine words rather than learning more words. One more benefit of collocations is that the meaning of a word can be clear enough if it is collocated with another. For instance, the word “catch” is unproblematic when it has a literal meaning, like in the following collocation “catch a ball”. Yet, the following collocations “catch a bus”, “catch your name”, and “catch a flue” clarify various meanings for the word “catch”. Such words that have diversified meanings when collocated with another word are named “delexicalized”. De-lexicalised words lost their unique meaning due to the variety in usage. Examples of delexicalized words are verbs like take, get, go, etc., which have little semantic resemblance to the original dictionary meaning. However, there are delexicalized nouns like “way” which indicate different meanings in each collocation, such as “way to go”, “way off”, “a long way”, and “lose your way”. A language user should be aware of those delexicalized words that most collocations are made of. So, they are considered the most frequently used words in the English language. Some collocates, such as troops, people, resources, etc., show another meaning of the verb “commit” when associated with “crime” and some regrettable acts (Lackman, 2011).

Learning collocations provides a person with a natural way to express their feelings and thoughts. It is more natural to say strongly forbidden than strictly forbidden. Collocations allow a person to say something in various ways, as alternatives are available. An individual then uses colourful and precise language. Using “It was bitterly cold and pitch dark” is better than expressing “It was very cold and very dark”. In addition, collocations improve the style of writing of language users. It is good to say that poverty breeds rather than causes crime. People may not use them in informal language. Nevertheless, collocations offer a text of variety and facility to be read (McCarthy & O’Dell, 2005).

#### **Learning Collocations:**

Hoa & Huy (2022) indicate that several educational methods of learning collocations require students to:

1. Be aware of collocations and recognise them either in listening or reading.
2. Learn collocations as one segment, not individual words. For example, a student learns strongly support, not "strongly+ support".
3. Write down words that collocate with the new word; for example, write distinctly, vividly, rightly, and vaguely.
4. Read extensively as contexts expose students to vocabulary and collocations in a natural way.
5. Revise the learned material regularly. Students master collocations by practising them after learning.
6. Determine a specific technique to learn collocations by groups. A student can learn collocations together under one topic (weather, time, money, number, family) or those of the same word (take action, take an exam, take a chance).

Lewis (2000) states that the importance of collocations imposes similar attention on teachers as other aspects of language (pronunciation, grammar, intonation, stress). Attention appears through the following points:

1. Teaching individual collocations:

As a student learns individual words, collocations should be similarly learned. It is better to involve collocations in contexts than to leave students exposed to them by chance. It is pointless to learn a vocabulary apart from collocations. As a consequence, a teacher should teach a word with some of its collocations when presented for the first time. The meaning of a word is not enough unless a student knows how to use it productively. Not long ago, dictionaries were seen as decoding materials that helped students to check the meaning of words. It doesn't offer students the chance to construct sentences. However, when a student knows how to use a word, that means knowing aspects of the collocational field. Differences between some pairs, such as wide/abroad and meeting/appointment/date, are only clear due to the collocational knowledge.

2. Drawing students' attention to collocations:

Teachers should raise students' awareness of collocations as they are a key factor in learning English. Students then stop thinking about a word in isolation and search for two- or three-word expressions.

3. Extending what students already know:

A student who retains (2000) words may not be able to function properly, whereas a student with collocational competence will have more communication competence. Even with a limited vocabulary, several native speakers can function properly as they are collocational competent. ELT aims to spend more time on teaching common de-lexicalised verbs such as take, get, put, do, make, etc. Assuming that students with (2000) words have (6) collocations for each, then they know (12,000) expressions as follows:

Make: make an effort/ a meal/ friends/ a trouble/ profits

End: at the end/ in the end/ to the better end/ come to an end/ at the end of the day/ at a loose end.

4. Storing collocations:

All students need to have an organised lexical notebook. Students can decide to store items on specific pages, write them down, and review them when adding other similar items, so that they can constantly revisit all parts, through which the learning process is actualised. Students have to organise their notebooks as various areas of learning can be managed. Arranging collocations in such an arranged system will make the learning process easy, as in the following:

- Grammatically section like noun+ noun, adjective + noun, verb+ noun, and adverb+ adjective.
- By topic: talking about collocation related to the same topic, such as holiday, time, work, travel, etc.
- By common keywords such as take, make, do, get, speak, etc.

An individual stores language information in mental lexicons. It can be arranged in different types to retrieve them directly. On the other hand, arranging language in a notebook facilitates retrieving and revising more than listing information randomly.

The researcher advises teachers to consider students' level when choosing activities that raise their awareness of collocations and employing them. For instance, a teacher might show a video of kids conducting a physical game and use the target collocations. Upon analysing the video, a teacher can ask students to play the game using the learned collocations. Concerning high-level students, it is recommended that a teacher show them a dialogue between two people, involving the target collocations. And as a reflection, students can conduct a similar dialogue with their classmates.

### **Researcher's comments on collocations:**

The researcher confirmed the importance of collocations since they lead to language mastery. Students who don't know collocations find difficulty using words together as a unit. Hence, students may face challenges in producing language fluently. According to the researcher, it is a joint responsibility of the learning process members. A supervisor should draw teachers' attention to the necessity of collocations. Teachers, in their turn, should inform students about collocations and how to use them. As for the researcher, collocations encourage language senders to use brief phrases and units, and help language receivers deliver an understandable message.

### **Previous studies:**

#### **Previous studies related to Collocations:**

##### **Abdul-Aleim (2023)**

This study aimed to investigate whether a corpus-based collocation program enhances essay writing among third-year English majors in the Faculty of Education. This research utilized a quasi-experimental method with a pre-posttest group design. This research involved sixty English majors over eight weeks in the second semester of the 2021-2022 academic year. Half the subjects received corpus-based collocation teaching in writing essays for 10 classes, and the other half learn essay writing using the regular methods. A pre-post essay writing test and a rubric measured students' essay writing. In light of the study results, the experimental group outperformed the control group in the essay writing posttest. Hence, a corpus-based collocation program contributes to increasing EFL majors' collocational knowledge and developing well-written essays.

##### **Puimège, Perez, Peters (2023)**

Collocations and proficiency in oral English have a close relationship. This study aimed to measure L2 collocation processing and L2 collocational knowledge using typographic enhancement while reading. The researcher adopted a mixed experimental method. Sixty-one Dutch-speaking students from various majors at Flemish universities served as the sample of the study. The subjects conducted an interview and three posttests: a form recall test, a form recognition test and a sentence reading task. The outcomes of this study revealed that the effect of the typographic enhancement may not extend to later exposures. The outcomes of post-experiment interviews indicated that learners prioritise meaning over the form of the target collocations. Besides, participants were not able to recall collocations targeted a week later, although they can recognise their form. To conclude, teachers may maximise students' enhanced exposure to foster their memory and processing of collocations.

##### **Pham (2023)**

Collocations are crucial factors in language mastery. Yet, studies rarely draw attention to them. Hence, this study examined whether congruency affects adjective-noun collocations. In a descriptive study, the researcher employed three types of tests to fulfill the study's aim. These types are a receptive knowledge test, a productive knowledge test, and a paragraph writing test. A total of 72 English major undergraduates, aged 20-21 at a Vietnamese university, answered the tests. Having analysed the data using SPSS, the results indicated that, unlike the language transfer theory, congruent collocations present a challenge to writing well-formed lexical combinations in the paragraph writing test among students. Based on the outcomes shown, the researcher recommends considering both congruent and incongruent collocations in EFL classrooms.

### Sipayung & Saragih (2023)

This study aimed to explore English collocational competence and the mistakes made by Indonesian (EFL) students. This study employed a descriptive qualitative method with a case study design. (50) English majors took part in the study as participants. The researchers designed a 50-item completion test to assess students' understanding of (4) various lexical collocations (pure idioms, figurative idioms, free combination, and restricted collocations). The outcomes showed that pure idioms are the most challenging problem among students, while free combinations serve as the simplest type. Students' level of both figurative idioms and restricted collocations is roughly the same. Furthermore, students lack proficiency in English collocations. The researchers attributed this result to poor first language transfer and recommend utilising collocations in English frequently.

#### Comments on previous studies related to collocations:

After reviewing the previous studies, the researcher states the following points:

- **Objective:** Abdul-Aleim (2023) and Puimège, Perez, Peters (2023) investigate the role of collocations in developing reading and writing, whereas Pham (2023) and Sipayung & Saragih (2023) address collocational knowledge and strengthening collocations. The current study addresses collocations as a dependent variable. It determines collocations as a serious problem and decided to study the experiential learning effect on developing them.
- **Method:** Abdul-Aleim (2023) and Puimège, Perez, Peters (2023) uses the experimental approach, whereas Pham (2023) and Sipayung & Saragih (2023) employ the descriptive method to achieve their aim. Regarding the current study, the researcher uses an experimental method with a quasi-experimental design. The researcher attributes this variety to the different objectives.
- **Sample:** Students from various majors at universities serve as a sample for Abdul-Aleim (2023), Puimège, Perez, Peters (2023), Pham (2023) and Sipayung & Saragih (2023). The sample size ranges from 50 to 70 subjects. This study involves 60 female participants of the eleventh grade.
- **Tools:** The researcher notices a consensus among researchers on the test for collocation measurement. Puimège, Perez, Peters (2023) uses an interview as a second tool to discover students' use of collocations and teachers' and students' standpoints towards them. This study aligns with the previous studies as it conducts a pre-posttest to gather data.
- **Results:** Abdul-Aleim (2023) demonstrates a positive effect of corpus-based collocation on collocational knowledge. On the contrary, Puimège, Perez & Peters (2023) indicates an ineffectiveness of typographic enhancement since students can't recall collocations in later weeks. This study displayed a clear improvement in collocations. As for descriptive studies, they represented the degree to which collocations are used among students, the challenges they encountered and the recommendations for overcoming them.

#### Previous studies related to experiential learning:

##### Ismail & Saiful (2022)

The purpose of this study was to use experiential learning to strengthen reading comprehension among students. This study followed a pre-experimental approach with a group pre-posttest design. The researcher purposively selected thirty secondary students in the second semester of the STKIP Kie Raha Ternate English language program for the

academic year 2020–2021. Subjects conducted a reading comprehension test before and after the implementation of experiential learning. Based on the statistical analysis, the results indicated a significant difference between the students' mean scores in the pretest and post-test in reading. Therefore, experiential learning theory plays a major role in developing reading comprehension.

#### **Helate, Metaferia & Gezahegn (2022)**

This investigation aimed to evaluate the utilisation of primary EFL teachers of experiential learning through the integrative perspectives. Having adopted the concurrent mixed research design, the researchers drew 186 teachers to gather the needed data. The instruments employed are a questionnaire, document analysis and interviews. Drawing on the analysis, the study revealed that primary EFL teachers engage in developing activities and learning. Along with this result, they apply cognitive experiential learning and prefer diverging. In terms of the earlier outcomes, teachers are a way from the aims and scope of experiential learning, so it is suggested to incorporate activities leading to self-directed and autonomous learning of teachers within development programs for primary school teachers in EFL.

#### **Mushahari & Sharma (2022)**

This study aimed to explore the perceptions of pre-service teacher trainees towards the experiential learning approach. In addition, it attempted to identify the challenges they face throughout the application. Due to the descriptive method, the instruments of this study are a self-made 5-point Likert scale and a checklist. The data were gathered from a sample of 122 pre-service teachers from Turpez University who have already done their internship in schools. The findings explored a positive attitude towards the experiential learning approach. Furthermore, it showed no differences in responses based on gender.

#### **Ba'lousha, Asqoul & Abu Shawish (2021)**

This study presented a proposed program and examined its impact on enhancing teaching performance and speaking skills development among English language majors at the Islamic University. This study adopted the quasi-experimental approach with a group design. The researchers used a pre-posttest and a speaking observation card to gather the required data. The chosen instruments were applied to a random sample of twenty English language majors. According to the statistical analysis, the proposed program proved to develop English language majors' cognition of teaching performance and development in speaking skills.

#### **Comments on previous studies related to experiential learning:**

After reviewing the previous studies, the researcher states the following points:

- **Objective:** Ismail & Saiful (2022) and Ba'lousha, Asqoul & Abu Shawish (2021) aimed to investigate the experiential learning approach on speaking, reading and language proficiency and performance. Regarding the current research, it aligns with the experiential learning approach as an independent variable. Yet, it targeted collocations as dependent variable. Other studies demonstrated the perceptions of English language majors, teachers and trainees towards the experiential learning approach.
- **Method:** According to the researcher's point of view, studies employ different methodologies according to the objectives the researchers seek to achieve. The current study followed the experimental approach. It is in agreement with Asqoul & Abu Shawish (2021) and Ismail & Saiful (2022). Helate, Metaferia & Gezahegn (2022)

- employed the explanatory approach and Mushahari & Sharma (2022) utilized the descriptive approach.
- **Sample:** Isamil & Saiful (2022) selected thirty members and Balousha, Asqoul & Abu Shawish (2021) chose twenty trainees. Helate, Metaferia & Gezahegn (2022) applied the paper to 186 teachers. Concerning Mushahari & Sharma (2022), it surveyed 122 pre-service teachers. The researcher interprets this variety in terms of the nature of the research and the size of the population available.
  - **Tools:** Ismail & Saiful (2022) and Ba'lousha, Asqoul, & Abu Shawish (2021) used a pre-posttest to compare the level of skill performance before and after the treatment. They agree with the current study as it also used a pre-posttest. Ba'lousha, Asqoul, & Abu Shawish (2021) noticed also students' skills using observation cards. Helate, Metaferia, Gezahegn (2022) utilized document analysis and showed the perceptions using a questionnaire. Mushahari & Sharma (2022) employed a scale and a checklist as instruments.
  - **Results:** Ismail & Saiful (2022) and Ba'lousha, Asqoul, & Abu Shawish (2021) approved the efficiency of the experiential learning approach on English language proficiency and reading. Similarly, this study showed a positive effect of the experiential learning approach on strengthening collocations. Mushahari & Sharma (2022) revealed positive opinions of subjects about using the experiential learning approach in learning. Moreover, Helate, Metaferia & Gezahegn (2022) showed that teachers are far from the aims of experiential learning.

### Methodology

This section introduces the procedures adopted throughout the study. It fully describes the methodology of the study, population, sample, instruments, pilot study and research design. It also shows the statistical treatment of the study outcomes.

#### Research design:

The researcher employed a quasi-experimental approach with an experimental group and a control group. Considering this approach, the experimental group learns collocations through the experiential learning approach, whereas the control group studies collocations using the traditional method.

This study adopts the quantitative approach to collect the required data. It employs a collocations test as an instrument. The collocations test has two forms: a written collocations test and an oral collocations test. The application lasts for six weeks under the direction of the researcher in both groups.

#### Sample of the Study:

The researcher selected a purposive sample of eleventh-graders studying at Faisal Ibn Fahed Secondary School for Girls. This sample consists of (80) subjects distributed equally into two groups: an experimental group and a control group; the experimental group consists of (40) students, and the control group includes (40) students as well.

#### Study Tools:

The researcher designed written and oral tests to measure students' use of collocations.

#### Collocations Test

##### Written collocations test:

##### Aim of the written test:

The written collocations test aims to check students' ability to use natural collocations in their writing.

#### Steps of the written test:

Designing the collocations written test passed through the following stages. To begin with, the researcher conducted a content analysis for collocations involved in units (7 & 8) of English for Palestine 11. Then, the researcher classified the collocations into four types and determined the relative weight of each. These collocations include adjective-noun, verb-noun, verb-preposition, and adverb-adjective. Considering the relative weight, the items of the four types are structured as shown in the following table. Each item has one mark.

**Table (2):** Distribution of Test Items

No.	Type	Items	Marks
1	Verb+ preposition	5	5
2	Adverb+ adjective	4	4
3	Verb+ noun	5	5
4	Adjective+ noun	6	6

#### Description of the written test:

In a continuation of designing the test, the researcher employed four activities to measure the use of collocations. The researcher found these activities while constructing the literature review.

The first exercise is "Choose the suitable preposition." It measures the use of verb-preposition collocations. The meaning of the phrasal verbs as a unit is very different from the meaning of the individual verb and that of the individual particle, for example, (put يضع)/ (put on يبرندي) and (put off يؤجل). From this perspective, this exercise investigates whether students can pick a suitable preposition that enhances the context.

The second exercise is "Replace the underlined mistakes with the correct adverbs". It measures the use of "adverb-adjective collocations." As some adverbs have similar meanings, choosing the correct adverb is confusing. Therefore, students work to give the missed adverbs that collocate with the adjectives.

The third exercise is "Complete the sentences using the suitable tense of verbs in the box." It measures the use of verb-noun collocations. For instance: "Make a mistake is correct, but do a mistake is wrong". So, the student's role is to pick the suitable verb before using the correct form.

The fourth exercise is "Match adjectives with the nouns they collocate with." Matching is one of the questions that best measures the ability to construct adjective+ noun collocations. Hence, students have to combine a natural adjective-noun collocation.

#### Pilot study

The test was applied to a random sample of 40 students from Faisal Ibn Fahed Secondary School for girls, as they have the same characteristics as the study sample. The results were recorded and statistically analysed to assess the validity and reliability of the test, as well as the time needed. The researcher modified the test items in light of the statistical results.

#### Validity of the test

##### The referee validity

The researcher presented the test to a jury of experts in teaching English in Gaza universities and to experienced teachers and supervisors in schools and the Ministry of Education. They complimented the researcher's efforts in designing the written collocations test and presented a few recommendations that the researcher considered later.

### The Internal Consistency Validity

. The researcher calculated the validity using the Pearson Formula. Table (3) shows the correlation coefficient of every item on the speaking scale.

**Table (3):** The correlation coefficient of every of the written collocations test

No.		Pearson Correlation		No.	Pearson Correlation		No.	Pearson Correlation
1	Phrasal verbs	.439**	Adverbs+ Adjectives collocations	1	.600**	Collocations Verbs+ Nouns	1	.449**
2		.383*		2	.722**		2	.553**
3		.451**		3	.571**		3	.475**
4		.477**		4	.511**		4	.513**
5		.346*		5	.722**		5	.722**
1	Adjectives+ Nouns	.563**		1	.600**		1	.449**
2		.405**		2	.722**		2	.553**
3		.465**		3	.571**		3	.475**
4		.563**		4	.511**		4	.513**
5		.595**		5	.722**		5	.722**
6		.427**		6	.722**		6	.722**

\*r table value at df (38) and sig. level (0.05) = 0.304

\*\*r table value at df (38) and sig. level (0.01) = 0.393

As the table shows, the scale has a high validity as there is a significant correlation at (0.01), indicating a consistency among the items.

**Table (4):** Pearson Correlation coefficient for each skill in the written collocations test.

Skill	Pearson Correlation
Phrasal verbs	.634**
Adverbs+ Adjectives collocations	.834**
Verbs+ Nouns Collocations	.872**
Adjectives+ Nouns Collocations	.881**

\*r table value at df (38) and sig. level (0.05) = 0.304

\*\*r table value at df (38) and sig. level (0.01) = 0.393

Table (4) finds a correlation between the four domains and the total degree. On the other hand, each scope is correlated to the rest of the others at a significant level (0.01 and 0.05). This result indicates a high internal consistency of the **written collocations test**, confirming the validity of the test.

### Reliability of the test

### Split-Half Method

Upon measuring reliability by the Split-half technique, table (5) points out the coefficients of the **domains of the written collocations test**.

**Table (5):** Split half coefficients of the domains of the written collocations test

Skill	No. of Items	KR20	Split half coefficients of the test domains
Phrasal verbs	5	0.820	0.714
Adverbs+ Adjectives collocations	4	0.869	0.815
Verbs+ Nouns Collocations	5	0.863	0.832
Adjectives+ Nouns Collocations	6	0.874	0.862
Total	20	0.717	0.817

The results discovered that the Split-half coefficient is (0.817), which shows high reliability of the test.

### Oral collocations test:

#### Aim of the oral test:

The oral collocations test measures students' ability to employ collocations in their speaking.

#### Steps of the test:

The researcher conducted the test in terms of units (7 and 8). The researcher analysed the two units. Each unit includes (3) main topics. In this context, the researcher set a question for each topic. Hence, the test consists of (6) questions as shown in the following table.

**Table (6):** Oral collocations test

Units	Topics	Questions
1. Food on Table	A- Slow Food	A1- How can you make your food healthy?
	B- Genetically-Modified Food	B1- What are the advantages and disadvantages of genetically modified food?
	C- Pies & Tarts	C1- What is the recipe for onion tart?
2. Amazing Animals.	D- 5 Amazing Animals	D1- - Name your favourite animal and describe it.
	E- Pandas	E1- Why are Pandas endangered species?
	F- Opinion Expression	F1- Express your opinion about the following comments: (agree or disagree and why)

### Description of the test:

The researcher applied the oral test after the experiment. The researcher assessed students' speaking in the light of the final SOLOM (Students' Oral Language Observation Matrix). The San Jose Area Bilingual Consortium and the Bilingual Office of the California Department of Education originally developed this SOLOM. It is currently supported by the Centre for Applied Linguistics (CAL), existing within the public domain, and has been adapted for state use by the OSDE. The matrix consists of five criteria: comprehension, fluency, vocabulary, pronunciation and grammar.

### Validity of the test:

#### The referee validity

The researcher presented the test to a jury of experts in teaching the English language in Gaza universities and to experienced teachers and supervisors in schools and the Ministry of Education.

#### The Internal Consistency Validity

This validity was calculated by using the Pearson Formula. Table (7) shows the correlation coefficient of every item of the oral collocations test.

**Table (7): The correlation coefficient of every item of the oral collocations test**

No.		Pearson Correlation		No.	Pearson Correlation		No.	Pearson Correlation
1	Comprehension	.670**	Fluency	1	.804**	Vocabulary	1	.811**
2		.809**		2	.865**		2	.826**
3		.852**		3	.825**		3	.880**
4		.882**		4	.895**		4	.863**
5		.878**		5	.867**		5	.867**
6		.814**		6	.803**		6	.778**
7		.746**		7	.792**		7	.797**
1	Pronunciation	.707**	Grammar	1	.735**			
2		.816**		2	.748**			
3		.902**		3	.844**			
4		.845**		4	.890**			
5		.814**		5	.818**			
6		.752**		6	.787**			
7		.844**		7	.841**			

\*r table value at df (38) and sig. level (0.05) = 0.304

\*\*r table value at df (38) and sig. level (0.01) = 0.393

The table shows a significant correlation among the test items at (0.01) based on consistency between the items, which indicates a high validity of the study oral test.

**Table (8): Pearson Correlation coefficient for every skill in the oral collocations test**

Skill	Pearson Correlation
Comprehension	.975**
Fluency	.985**
Vocabulary	.980**

Pronunciation	.982**
Grammar	.978**

\*r table value at df (38) and sig. level (0.05) = 0.304

\*\*r table value at df (38) and sig. level (0.01) = 0.393

Table (8) introduces a high internal consistency of the oral collocations test since the correlation of each domain and the other skills is significant at (0.01, 0.05), which strengthens the validity of the test.

#### Reliability of the test

#### Split-Half Method

Table (9) shows the results of using Guttman Split half coefficients of the domains of the oral test.

**Table (9):** Split half coefficients of the oral collocations test

Skill	No. of items	Split half coefficients of the test domains
Comprehension	7	0.900
Fluency	7	0.786
Vocabulary	7	0.929
Pronunciation	7	0.883
Grammar	7	0.897
Total	35	0.985

According to Table (9), the Guttman Split-half coefficient is (0.985) which presents a high and strong reliability of the test.

#### Procedures of the study:

1. Reviewing literature and previous studies related to both English collocations and experiential learning to benefit from their procedures, tools and recommendations.
2. Designing an academic achievement test based on English for Palestine 11.
3. Presenting the test to several specialists, including professors of teaching methodology, supervisors of the English language and experienced teachers to benefit from their experience.
4. Conducting the test on a pilot study to measure its suitability (validity and reliability) for the study.
5. Applying the pretest to the control and the experimental groups in the first term of the scholastic year (2020- 2021). Then, the researcher will record and analyse the results statistically.
6. Checking the equivalence of both groups through the pretest and experimentation.
7. Conducting the posttest on the experimental and the control groups. Then, the researcher will record and analyse the results statistically.
8. Presenting the summary, the suggestions and the recommendations in light of the study conclusions.

#### Statistical Procedures:

The researcher employs:

1. **SPSS** to analyse data
2. **Pearson correlation** to assess the validity of the test.

3. **The Split-half** method and **Kuder Richardson-20** to assess the test's reliability.
4. **T-test** independent Sample to measure the statistical differences between the control and experimental groups on the posttest.
5. **Eta Square** to measure the size effect.

### Results & Data analysis

#### Answer to the first question:

The first question was framed as follows:

#### What types of collocations are intended to be developed through the experiential learning approach among eleventh graders?

The answer to this question is included within the methodology section, and particularly in the steps of the written collocations test.

#### Answer to the second question:

The second question was framed as follows:

#### Are there statistically significant differences at ( $\alpha \leq .05$ ) in the total average score of the post-application on collocations test between the experimental group and the control group?

To answer this question, the researcher tested the following two null hypotheses:

##### 1- The first hypothesis:

There are no statistically significant differences at ( $\alpha \leq .05$ ) in the total average score of the post-application of written collocations test between the experimental group and the control group.

To test the first hypothesis, the researcher computed the means and standard deviations of the results from both groups on the post-test. An independent samples t-test was used to check the significance of the differences. Table (10) shows the results produced.

**Table (10): T. test independent sample results of differences between the experimental and the control group in the post-written collocation test**

Skill	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Phrasal verbs	experimenta 1	40	3.775	0.862	3.766	0.000	sig. at 0.01
	Control	40	2.950	1.085			
Adverbs+ Adjectives collocations	experimenta 1	40	3.075	0.829	3.963	0.000	sig. at 0.01
	Control	40	2.225	1.074			
Verbs+ Nouns Collocations	experimenta 1	40	3.725	0.847	5.154	0.000	sig. at 0.01
	Control	40	2.675	0.971			
Adjectives+ Nouns Collocations Phrasal verbs	experimenta 1	40	4.450	1.239	5.316	0.000	sig. at 0.01
	Control	40	2.775	1.561			

Total	experimenta l	40	15.025	2.931	5.884	0.000	sig. at 0.01
	Control	40	10.625	3.712			

“t” table value at (78) df. at (0.05) sig. level equal 2.00

“t” table value at (78) df. at (0.01) sig. level equal 2.66

Table (10) shows that the T. computed value is higher than the T. table value in the test. Thus, there are significant differences at ( $\alpha \leq 0.01$ ) in the total average score on the post-test between the experimental and control groups in favour of the experimental one. The mean of the experimental group on the post-test is (15.025), whereas that of the control group is (10.625). This result shows that the Experiential learning approach is more effective than the traditional method in developing the students' collocations.

Table (11) shows the effect size of the experiential learning approach on the written collocations test.

**Table (11):** The Effect Size of the experiential learning approach on the experimental group in the post-written Test

Skill	t value	$\eta^2$	d	Effect volume
Phrasal verbs	3.766	0.154	0.853	Large
Adverbs+ Adjectives collocations	3.963	0.168	0.898	Large
Verbs+ Nouns Collocations	5.154	0.254	1.167	Large
Adjectives+ Nouns Collocations Phrasal verbs	5.316	0.266	1.204	Large
Total	5.884	0.307	1.332	Large

Table (11) shows a large effect size of the experiential learning approach on students' written collocations test. Considering the result, the experiential learning approach enhances the usage of collocations in writing. On one hand, students' interaction within a concrete experience helped them acquire collocations through evaluation and analysis. Self-learning, in turn, leads to retaining knowledge in long-term memory. Therefore, students can employ it in their writings. On the other hand, the experiential learning guide, designed for the current study, provides students with opportunities to organise knowledge and apply it in new class and non-class activities since practice plays a core role in developing skills among students.

Furthermore, the experiential learning approach doesn't target catching mistakes. Instead, it is about learning itself. Once students commit mistakes, they can correct themselves through feedback and evaluation processes. In this sense, students can use collocations correctly in their written expression.

In conclusion, the researcher ascribes this result to:

- Connection between theory and application.
- Self-learning
- Learner-centred class
- Constructive purpose of Learning
- Active strategies

f. Self and group feedback

This result is in agreement with all the studies related to collocations except for Puimège, Perez & Peters (2023). Hence, the current research supports the theory concerning the significance of the experiential learning approach in enhancing written collocations.

**2- The second hypothesis:**

There are no statistically significant differences at ( $\alpha \leq .05$ ) in the total average score of the post-application of oral collocation test between the experimental group and the control group.

The researcher computed the means and standard deviations of the results from both groups on the post-test to examine the second hypothesis. An independent Sample T-test was adopted to investigate whether the differences were significant. Table (12) describes the results obtained.

**Table (12):** T. test independent sample results of differences between the experimental and the control group in the post-oral collocation test

Skill	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Comprehension	Experimental	40	22.975	2.787	15.603	0.000	sig. at 0.01
	Control	40	14.650	1.902			
Fluency	Experimental	40	22.525	2.460	20.474	0.000	sig. at 0.01
	Control	40	13.150	1.528			
Vocabulary	Experimental	40	23.425	2.960	17.231	0.000	sig. at 0.01
	Control	40	14.175	1.662			
Pronunciation	Experimental	40	22.675	2.615	18.858	0.000	sig. at 0.01
	Control	40	13.225	1.790			
Grammar	Experimental	40	22.425	2.763	18.103	0.000	sig. at 0.01
	Control	40	12.700	1.977			
SUM	Experimental	40	114.025	11.430	22.451	0.000	sig. at 0.01
	Control	40	67.900	6.180			

“t” table value at (78) d f. at (0.05) sig. level equal 2.00

“t” table value at (78) d f. at (0.01) sig. level equal 2.66

According to Table (12), the T. computed value is larger than the T. table value in the test, indicating significant differences at ( $\alpha \leq 0.01$ ) in the total average score of the post-test between the experimental and control group in favour of the experimental group. The mean of the experimental group on the post-test is (114.025), whereas that of the control group is (67.900). This result confirms the effectiveness of employing the Experiential learning approach compared to the traditional method in developing the use of oral collocations.

To demonstrate the extent to which the experimental group's achievement on the oral collocations test is affected by the Experiential learning approach, the researcher employed the "Effect Size" technique (Afana, 2000, p. 42). The researcher computed " $\eta^2$ " using the following formula:

$$\eta^2 = \frac{t^2}{t^2 + df}$$

And "d" value using the following formula:

$$\frac{2t}{\sqrt{df}}$$

$$D =$$

**Table (13):** The Table References to Determine the Level of Size Effect ( $\eta^2$ ) and (d)

Test	Effect volume		
	Small	Medium	Large
$\eta^2$	0.01	0.06	0.14
D	0.2	0.5	0.8

The results of " $\eta^2$ " and "d" values shown in Table (13) indicate a large effect size of using the experiential learning approach on the post-test

Table (14) shows the effect size of using the experiential learning approach of the post-oral collocations test.

**Table (14):** The Effect Size of the Experiential Learning Approach on the Experimental Group in the Post- Oral Test

	t value	$\eta^2$	d	Effect volume
Comprehension	15.603	0.757	3.533	Large
Fluency	20.474	0.843	4.637	Large
Vocabulary	17.231	0.792	3.902	Large
Pronunciation	18.858	0.820	4.270	Large
Grammar	18.103	0.808	4.100	Large
SUM	22.451	0.866	5.084	Large

Table (14) shows a large effect size of the experiential learning approach on students' oral collocations test. This result displays that the experiential learning approach is beneficial. The researcher ascribes this positive effect to the following:

1. Oral Communication as students discuss, ask and answer questions, evaluate, simulate and express opinions.
2. Targeting various learning styles (visual, social, and kinesthetic.)
3. Using active learning strategies, enabling students to practice the language orally .
4. Exposure to different contexts helps students enrich their words and collocations.
5. Raising students' awareness towards collocations motivates them to use them in their speaking.

6. Interaction in pairs or groups and conducting role-playing and interviews enhance students' oral performance.
7. Being a part of the learning process encourages students to speak up .
8. Turning theory into active experimentation.

### **Conclusion:**

By conducting this study, the researcher concluded the following points:

- 1- Experiential learning is one of the modern significant approaches enhancing the educational process.
- 2- Collocations are crucial part of language production.
- 3- Experience alone doesn't make a sense. It should be followed by reflection to help students build knowledge themselves.
- 4- Experiential learning approach is effective for strengthening collocations.

### **Recommendations:**

The researcher recommends:

1. The Ministry of Education to provide adequate facilities for teachers to engage the experiential learning in education.
2. Teachers and supervisors to cooperate and identify the best way to conduct the experiential learning approach.
3. Supervisors to introduce workshops about using experiential learning approach to match learning objectives.
4. Educationalists to spread the awareness about collocations through students meetings, social media groups, etc.
5. Teachers to design experiential learning based activities considering the literature review of the current study.

### **Suggestions for future research:**

The researcher suggests other researchers to conduct:

1. Studies about using experiential learning approach to develop other language skills such as listening, speaking, writing, grammar, and reading.
2. Studies regarding to which extent teachers use the experiential learning approach in teaching the English language.

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