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Enhancing English Majoring Student's Speaking Skill's Teaching Performance through an Experiential Learning-Based Programme

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Abstract

The current paper explored Experiential Learning standards, methodologies and techniques via designing a training programme and investigated its effect on IUG English majoring students in enhancing teaching performance cognition and in improving teaching speaking skill. The researchers followed the quasi-experimental approach with a one sample design of a pre-posttest. The Wilcoxon Signed Ranks Test for two linked samples was used to test the differences in the means in the cognitive test before and after the application of the proposed programme based on EL. The researchers used an observation card for assessing female students' practices in teaching speaking skill according to ECRIF framework. They compared the sum of responses, means, std. deviation and the percentage weight and rank of each field to a criterion value. The results showed that there were statistically significant differences between the pre and post applications of the cognitive test in favor of the posttest. It was found that IUG English majoring students' performance of teaching speaking skill was above (80%). The paper concluded with the confirmation of the effectiveness of the proposed programme based on EL in enhancing the teaching performance cognition as well as improving the practices of teaching speaking skill for IUG English majoring students.

Keywords: Experiential Learning – Teaching performance – Speaking skill.

تعزيز الأداء التدريسي لمهارة التحدث لدى طالبات قسم اللغة الإنجليزية من خلال برنامج قائم على التعلم الخبراتي المخلص:

يستكشف هذا البحث معايير ومنهجيات وتقنيات التعلم الخبراتي من خلال تصميم برنامج تدريبي والتحقق من أثره على تنمية الجانب المعرفي للأداء التدريسي وتحسين الأداء التدريسي العملي لمهارة التحدث لدى طالبات قسم اللغة الإنجليزية بالجامعة الإسلامية. اتبع الباحثون المنهج شبه التجريبي بتصميم عينة واحدة مع اختبار قبلي بعدي. وتم استخدام اختبار ويلكوكسون لعينتين مرتبطتين لاختبار الفروق بين متوسطات درجات الاختبار المعرفي قبل وبعد تطبيق البرنامج المقترح القائم على التعلم الخبراتي. واستخدم الباحثون بطاقة ملاحظة لتقييم ممارسات الطالبات في تدريس مهارة التحدث وفقاً لإطار إيكراف ECRIF. عبر مقارنة مجموع الاستجابات و المتوسطات و الانحراف المعياري و الأوزان النسبية و الرتب لكل حقل بمحك ثابت وتشير النتائج إلى وجود فروق ذات دلالة إحصائية بين التطبيق السابق و اللاحق للاختبار المعرفي لصالح التطبيق البعدي، ووجد أن أداء الطالبات المعلمات بقسم اللغة الإنجليزية في تدريس مهارة التحدث يتجاوز 80% . و اختتم البحث بتأكيد الفعالية العالية للبرنامج المقترح القائم على التعلم الخبراتي في تنمية الجانب المعرفي للأداء التدريسي والجانب التطبيقي لتدريس مهارة التحدث للطالبات المعلمات بقسم اللغة الإنجليزية بالجامعة الإسلامية.

كلمات مفتاحية: التعلم الخبراتي - الأداء التدريسي_ مهارة التحدث

Introduction:

Teacher is the most prominent component of the teaching and learning process, since he is the one who controls, interacts, supports, prompts, organizes, teaches, helps, guides and assesses our children. His role is so crucial and inevitable in the pedagogical process. Teacher's role is normally assigned according to the learning activity as well as the stage of the lesson. Thus the teacher should have various skills and qualities to fit the different roles he has.

"Teacher quality is always cited as the most significant efficiency of teacher preparation programs" (Katitia, 2015) and according to U.S. Department of Education (2014), "Teachers in The Top 20% of performance generate 5-6 more months of student learning each year than low-performance teachers." So, qualifying great teachers has a direct impact on the learning and creativity of students. Researchers' readings through the top educational systems in the world confirm that the most important element in a student's success is a strong teacher, therefore; excellent teachers are especially important for our students and the low achievers in particular.

Due to their central role in the enterprise of teaching-learning process, teachers require functional and sufficient preparation to adequately carry out their roles and responsibilities in order to enable them lead a better learning for students. Better learning means using better educational strategies which have changed and improved along with the new updates in all fields, nevertheless, students in universities still learn by hearing, reading and sometimes writing. A number of university professors do not tend to vary their teaching methods and practices and hence their students who are pre-service teachers go to schools as teachers with the traditional methods of teaching. That is to say the former keep themselves in their comfort zone using conventional instruction. Seed (2008, p.209-224), pointed that "universities are exploring ways to better prepare teachers for the classroom and to keep them there. Building cohorts of pre-service teachers is one of the ways currently under scrutiny." Hence; the researchers decided to shed the lights on the development of the Islamic University of Gaza (IUG) English majoring students teaching practices in light of the twenty first century skills and requirements.

Accordingly, the researchers scouted some great teachers' views as a pilot study for the most effective training they got and they touched realistic results after implementing its techniques i.e. the training which makes a real difference in their performance. The conclusion of their views was that courses which depend on direct application and teaching through practical experience affect more. This conclusion leads the researchers to study multiple educational theories then linking the teachers' views with 'The Experiential Learning theory' (EL) and its strategies to be the base of the proposed programme for this study. The researchers expect that it could positively affect the teaching performance for English majoring students, since practical application and experimentation is the core of it.

▪ What is Experiential Learning?

The Experiential Learning Center (ELC) at the university of Colorado definition was "Experiential Learning is a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting." ELC determined a variety of activities encompassed in Experiential Learning as internships, service learning, undergraduate research, study abroad, and other creative and professional work experiences. "Well-planned, supervised and assessed Experiential Learning programs can stimulate academic inquiry by

promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills." (ELC)

The following components make the learning experiential:

1. Reflection, critical analysis and synthesis.
2. Responsibility of results, initiatives, and decisions making.
3. Engaging learners in creative, intellectual, emotional, social or physical opportunities.
4. The ability to benefit from successes and failures.

Experiential Learning (EL) is an almost old theory, which has a rich literature. "Experiential Learning is aligned with the constructivist theory of learning" in that the "outcomes of the learning process are varied and often unpredictable" and "learners play a critical role in assessing their own learning" (Wurdinger, 2005, p. 69).

McGlenn, (2003, p. 143-147), asserts that the idea of Experiential Learning " is at the heart of the learning theories of Dewey (1933) and Kolb (1984), who contend that "the cycle of learning is composed of these essential components: concrete experiences, reflection, formation of concepts and generalizations, and testing concepts in new situations."

In another context, Kolb and Kolb (2017, p. 10), pointed out that Experiential Learning Theory "was created to provide an intellectual foundation for the practice of Experiential Learning responding to John Dewey's call for a theory of experience to guide educational innovation. EL Theory is a synthesis of the works of those great scholars who gave experience a central role in their theories of human learning and development. We have come to call them the 'foundational scholars of Experiential Learning': William James, John Dewey, Kurt Lewin, Jean Piaget, Lev Vygotsky, Carl Jung, Mary Parker Follet, Carl Rogers, and Paulo Freire."

As explained by Chapman, McPhee, and Proudman (1995, p. 243): "Simple participation in a prescribed set of learning experiences does not make something experiential. The experiential methodology is not linear, cyclical, or even patterned. It is a series of working principles, all of which are equally important or must be present to varying degrees at some time during Experiential Learning. These principles are required no matter what activity the student is engaged in or where the learning takes place".

The only reason to invest in training is to achieve results. However, "teaching experientially is both exciting and risky, exciting because learners actively engage in their own learning and risky because the outcomes of any experiential exercise are never certain" (Morrison-Shetlar & Heinrich, 1999, p.5), through taking results' ownership by participants and allowing them opportunities for developing their knowledge and practice by demonstrating, observing, collaborating, reflecting and working in real or semi-real circumstances.

The educational literature encourages integrating EL in preparing teachers and in teaching as a whole. Whitney, (2017) in his article '10 ways Experiential Learning creates long-term performance impact' considered "(70 percent) of job knowledge is acquired through experience, and the typical retention rate for traditional learning is just 5 percent, experiential learning (learning by doing) should be a key to all corporate learning strategies." As that, Selingo (2016) argues that "co-curricular experiential learning experiences are what distinguish successful careers from drifters."

Teachers' preparation programmes should be based on experiential learning for the following reasons as Whitney, (2017) stated in the same article,

1. **Immediate feedback:** teachers can see the effects of their decisions immediately.
2. **Learning from mistakes without consequences:** It is remarkable of creating a secure environment where teachers can participate and formulate their experiences by themselves. Those experiences are real not simulated to real ones.
3. **Real-time feedback:** immediate learning environment leads to gap closing.

4. **Powerful metaphors:** metaphors created by EL are related to reality and its impression lasts for a long time after finishing the training.
5. **Impression lasts longer:** catching participants up in the effective themes of stories enhances the magic of imagination.
6. **Connection to professional reality:** EL relates the increase in performance to the behavior of participants and that correlate reality to results.
7. **Conviction to change:** personally noticing the good results of changing in behavior ultimately builds a conviction of performance change.
8. **Incorporating a powerful debrief:** The practice of reflecting on participants' own decisions and outcomes turns the reflection benefits into success.
9. **Fun to encourage behavior change:** creating a funny and positive atmosphere, is leveraging the opportunity for behavior change and experimenting innovative approaches and ideas.
10. **Versatility:** The results are powerful since they adaptable to a specific outcome, rather than a generic presentation.

Lewis et al., (1994, p.7) divided EL into two major categories: "field-based experiences and classroom-based learning. Field-based learning is the oldest and most established form of Experiential Learning, having been integrated into higher education in the 1930s. Field-based learning includes internships, practicums, cooperative education, and service learning. Classroom-based Experiential Learning can take a multitude of forms, including role-playing, games, case studies, simulations, presentations, and various types of group work." And the four components of The Experiential Learning Cycle are: "Action / Reflection and experience / abstraction." (Kolb & Kolb, 2017, p. 11).

In the e-book "Teaching in the digital age", for William, (2015) and in chapter 3 'Methods of Teaching: Campus Focus' under the title 'Experiential Learning: learning by doing', the author mentioned a wide range of design models that aim to embed learning within real world contexts, including:

- laboratory, workshop or studio work;
- apprenticeship;
- problem-based learning;
- case-based learning;
- project-based learning;
- inquiry-based learning;
- cooperative (work- or community-based) learning.

Kolb and Kolb (2017: p. 40) assured that they " believe that Experiential Learning will play a central role in transforming higher education in the face of the (creative Destruction) of educational technology, providing a learning platform to rebuild the educational system to empower individual learners and build learning communities." So, ultimately, the best approach for teachers' internship to acquire experiential learning in their classrooms is experientially. From this point on, the researchers decided to design a programme based on EL and to investigate its effectiveness on developing the teaching performance and the practices of teaching speaking skill for IUG English majoring students.

Teaching performance consists of many branched components, which includes everything teachers do inside the classroom and sometimes out the classroom like planning. And it contains all the necessary knowledge and skills for teachers to be qualified for the mission of teaching. So, the researchers confined their study to develop the cognition of teaching performance in its three stages: planning, implementation and assessment, and to measure one aspect of teaching performance's

practicum which is teaching speaking skill for IUG English majoring students by preparing and implementing a programme based on EL.

Reviewing literature got a high efficacy in developing the researchers' ideas and vision. The researchers divided the previous studies into two dimensions; the first is previous studies which demonstrated or examined The Experiential Learning (EL) whereas, in the second dimension are the studies which focus on speaking skill and improving teaching speaking skill as a communicative skill.

In the dimension of EL studies, the results of Hamer's study (2000) indicated the improvement of student's learning through multiple experiential techniques. Moreover, the type of information learned by students were influencing. A point of agreement between the current study and Hamer (2000) that the Experiential learning techniques approved as a positive influencer in increasing student' learning.

Obenchain and Ives (2006) conducted a pretest-posttest to study "Experiential Education in the Classroom and Academic Outcomes: For Those Who Want it All." using measures of higher order thinking skills (HOTs), and lower order thinking skills (LOTs) in six 12th-grade American Government classrooms taught by three experienced teachers over one semester. Experiential Education was proved to be successful in leveraging HOT skills for learners that provides an indication of the success of using experiential principles in teachers' training.

There are many other studies like; Seed (2008), Burke (2013), Abu- Assab (2015) and Al-feel and Abu-Elela (2015) which found that EL improve students' skills and knowledge in different fields. A remarkable study for Leslie et al. (2017) proved that Kolb's cycle of experiential learning theory-which is described as a dynamic view of learning based on a learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction- had a positive impact on teacher's knowledge of education and that is the same purpose of the current study.

In addition, Tinkler et al. (2019) examined in their study" Critical Service-Learning: Learning Through Experience to Advance Teacher Education" teacher candidates' perceptions of a critical service-learning experience in a literacy methods course. This study contributed in enriching the importance of learning by experience in the success of teachers. All of the above studies affirmed that Experiential Learning should be the core of teachers' preparation programmes.

Regarding the second dimension of Teaching speaking skill, Colvin and Tobler (2013) worked on a noticeable weakness at higher education speaking course. Their work enhanced the methodology of the current study and that was represented in employing service-learning which is one of the Experiential Learning's techniques, and describing its effect on high education student in speaking course.

"The use of ECRIF Framework to improve the speaking skills in EFL classes for 9th graders of conversational English workshop at CTP Santa" was investigated by Cordelo and Pere (2014). The common factor was experimenting ECRIF framework which is the researcher used in this study to teach speaking for students and to prepare English teachers for planning their speaking lessons according to it. By the same token, Abu Shawish (2016) highlighted the selection of ECRIF framework to teach speaking skill as one of the frameworks which goes along the tenets of Experiential learning. In the same context, Tosuncuoglu, (2017) in his article demonstrated in his article that ECRIF (Encounter, Clarity, Remember, Internalize, Fluency) is the solution for learning English language skills, therefore the researchers adopted ECRIF framework as a context to train teachers for using it to teach speaking skill and as a criteria for teachers performance to be assessed upon it since ECRIF matches with the core and philosophy of Experiential Learning.

The researchers considered Cyphert, Dodge and Duclos (Wilson) (2016) as a reference for the current study, since successful Experiential Learning has been proven to improve student performance in communication.

The above previous studies support the researchers' choice for Experiential Learning as successful approach in training teachers to increase their proficiency in teaching, also the choice of ECRIF as an experiential framework for teaching speaking skill.

Rationale of the Study

From the standpoint of the continuing reform for teachers' preparation programmes and in order to reach the global teacher who turns the equation, leads the change and is capable of creating a Palestinian scientific revolution that can change the face of life to reach the ranks of educational developed countries, the idea of this paper blossomed as a step forward improving the process of English language teacher's preparation programmes.

Statement of the Problem

Through their work as supervisors at IUG, the researchers have noticed that the teaching performance of student-teachers who are the graduates of English language educational preparation programmes- was devilishly disappointing. student-teachers' practical performance is mostly insufficient and most of them lack the capabilities of the great qualified teacher.

The researchers' next step was applying a pilot study for English language supervisors in different universities and schools to explore if they felt such a problem as the researchers did. The results assured that most of them agreed the researchers' notices, so, there is a sense for a problem.

The problem is represented in the student-teachers' lack of the necessary pedagogical knowledge and skills in light of modern educational standards that empower student-teachers to be highly qualified teachers who are able to adapt to the rapid future changes. Out of that, the researchers deduced that there is a need to rethink of teachers' preparation programmes and reformulate a new programme based on proven effective educational theories in order to qualify English teachers properly.

Purpose of the Study

The study aims at:

1. Determining the main standards for EL to be the base for the English language teacher's preparation programme.
2. Testing the effect of a proposed programme based on EL in enhancing the cognition of teaching performance of IUG English majoring students.
3. Examining the level of teaching speaking skill's performance for IUG English majoring students after training via a proposed programme based on EL.

The Study Questions

The study aims to answer the following main question:

What is the effect of an Experiential Learning based programme on enhancing English majoring students' speaking skill's teaching performance?

The following three sub-questions merged from the aforementioned major question:

- ✓ What are the standards of the proposed programme based on EL?
- ✓ Are there statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of cognitive pre and post-tests for IUG English majoring students?

- ✓ To what extent can IUG English majoring students acquire teaching speaking skill as an indicator for the teaching performance?

Hypotheses of the Study

The following two hypotheses were formulated in light of the research questions:

- 1- There are no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of cognitive pre and post-tests for IUG English majoring students.
- 2- IUG English majoring students will be unable to acquire teaching speaking skill as an indicator for the teaching performance at an average of 80%.

Limitations of the study:

The researchers confined the current study to the following determinants:

- English majoring students in the third year – second semester at The Islamic University of Gaza in Palestine who were enrolled in their first Practical Training were taken as a sample for the study. Those are teaching from grades five to ten.
- The study was implemented in the first semester of the academic year 2019-2020.
- The study focused on the cognition of teaching performance in its three stages: Planning & preparation, implementation and assessment. It was confined to the practices of teaching speaking skill only.

Operational Definitions of Terms

Experiential Learning (EL):

Experiential Learning (EL) is a high level active involvement process through which real experiences build learners cognition and practices. It is learning by doing where students are imposed to a concrete experience in the classroom and learn by themselves, from their peers or from the groups they constitute.

Teaching performance:

Observed pedagogical practices consist of knowledge and skills; carried out by the teacher during the course of teaching according to criteria previously identified in order to achieve the educational objectives.

The researchers identified the cognition of teaching performance to include the knowledge that teacher should acquire to be a qualified teacher based on EL and for the practice side, the researchers focused on teaching speaking skill according to **(ECREF) Framework** which could be defined as a framework for teaching speaking skill consists of five stages: Encountering, Clarifying, Remembering, Internalizing, and using language Fluently.

Speaking Skill:

It is a productive skill of language which is used for communication, it includes receiving information, processing them then producing meaningful words according to the context and situation.

IUG English Majoring Students:

IUG English Majoring Students are those who are at their third year in the Faculty of education, English Language department at The Islamic University of Gaza (IUG) who are involved in the practical training and teaching grades five to ten.

The Study Design

To answer the study questions, the researchers employed the quasi-experimental approach of the one group design with pre-post-test to check IUG English majoring students' cognition of teaching performance. The practices of teaching speaking skill are checked through an observation card. The study took place during the first semester of the academic year 2019/2020 and its randomly chosen sample consisted of (21) junior female student-teachers majoring in English at the faculty of education at IUG who teach students from fifth to tenth grade. Those student-teachers are

enrolled in their first practical training in schools with no previous practical background of teaching in schools.

The current study will be carried out through the following procedures:

- 1) Determining the list of EL standards to be included in the proposed programme.
- 2) Designing the proposed programme in light of EL standards.
- 3) Preparing the study tools (Cognition Test & Teaching speaking observation card).
- 4) Arbitrating the program and tools.
- 5) Conducting the pre-test of the study.
- 6) Teaching the proposed programme.
- 7) Conducting the Post-test.
- 8) Filling in the observation card according to recorded video lessons for each student teacher by two observers.
- 9) Analyzing the data and interpret the results using SPSS.

Experiential Learning (EL) Standards:

Screening and incorporating the guidelines of three universities (University of Toronto, University of Calgary / Canada and Miami University of Oxford), the researchers framed experiential learning's standards to be the criteria followed in setting the objectives, methods, techniques and activities of the programme for this study as shown in table (1) below.

**Table (1)
Experiential Learning (EL) Standards**

Main Standards	Sub-main Standards
Connections among experiences:	Meaningfully synthesis of experience including life experiences and academic experiences by selecting substantial examples from life or work based-practice experiences and link them to the knowledge.
	Bridging new experiences with previous ones.
	Broadening points of view and acknowledging perspectives other than one.
	Practicing authentic learning activities that present most of the cognitive demands the participants would encounter in the "real world".
Adaptation of situations:	Adapting and applying skills, abilities, theories and methodologies from one situation to another for problem solving and understanding contribution
Reflection and self-assessment:	Making plans building on past experiences to make new visions for self-future.
	Evaluating own behavior's changes over time within complex contextual factors recognition.
	Raising self-awareness by articulating and describing strengths and challenges, successes and failures within self-performances to harvest the learning from experiences.
Curiosity:	Explore topics with some evidence of depth.
Initiative:	Completing the required missions and generating opportunities to expand cognition, hone practices and abilities and produce new knowledge relevant to their work
Independence:	Applying the knowledge and skills of performance in novel situations independently with showing evidence.
Collaboration/ Teamwork:	Treating and communicating with collaborated work-team respectfully and politely.
	Conveying a positive image about the collaboration and its achievements

	through positive tone, body language and facial expressions.
	Motivating others by expressing team's ability to accomplish tasks and showing confidence of their powers.
	Providing encouragement and assistance to work-team.
	Involving whole person's senses, personality and emotions

According to the above list of skills, the researchers designed a training programme based on EL, which consists of 5 Modules addressing fifth to 10 the grade curriculum and implemented in four months and contains the trainer's guide- participants' worksheets- Whats app group for communicating and reflecting – Google Classroom. The modules addressed the three stages of teaching: Planning, implementation and assessment. The content of the programme encompasses all the required skills which needed basically for forming a qualified teacher. The main focus was participants' acquisition of knowledge of teaching the four skills and practices of teaching speaking skill.

Table (2)
The Contents of the proposed programme based on EL

No.	Module Title	Content
1	Orientation Module	Making mistakes – reflection – lesson sequence observation – behavioral objectives - giving and receiving feedback.
2	Speaking	Speaking awareness – ECRIF framework - Speaking sample lesson- Communicative strategies- teaching grammar _ functional language – teaching pronunciation – speaking skill related terms- case study.
3	Listening	PDP framework -listening awareness _ listening sample lesson _ Active listening skills - listening sub-skills _ case study _ Differentiation _ using audio books and stories_ songs and music - Class management.
4	Reading	Reading awareness – reading sample lesson – case study – teaching vocabulary – language experience approach – reading sub-skills – contextual cues _Technology in teaching.
5	Writing	Writing awareness _ Raime's framework – Writing sample lesson _ case study _ Questioning _ Assessment strategies and techniques

Tools and Instruments

I. The Study Tools

Using the quasi-experimental approach, the tools of the current study will be as follows:

- ✓ A list of EL standards to be included in the proposed programme.
- ✓ A proposed programme in the light of EL standards to be taught for IUG English Majoring Students,
- ✓ A pre & post cognition of teaching performance test.(see appendix 1)
- ✓ An observation card for the practices of teaching speaking skill. (see appendix 2)

A pre-post-test

The researchers built the intended test to measure the cognition of teaching performance for IUG English majoring Student- teachers after experimenting a proposed programme based on Experiential Learning (EL). The cognitive pre-post-test consists of 19 questions and 61 items with 583

100 marks were distributed according to the three main stages of teaching (planning-implementation-assessment) covering the five modules of the programme according the following table of specifications.

Table (3)

Table of Specifications

No.		planning	implementation	assessment	total
1	Module 1	13	0	0	13%
2	Module 2	3	16	1	20%
3	Module 3	3	14	3	20%
4	Module 4	3	17	3	23%
5	Module 5	2	14	8	24%
	Total	24%	61%	15%	100%

Validity and reliability

Validity of the test:

The researchers checked the validity of the cognitive pre-post-test. The following steps were adopted:

Referee Validity:

A group of experienced English language and methodology specialists in Gaza universities and schools refereed the cognitive test. Their recommendations were the reason for some modifications to be made for example the time of test was very short, so, the researchers doubled the time of the test. In addition, they omitted one question since its content was so difficult and some questions were reformulated to be clearer for participants.

The pilot study:

A randomly sample of (40) English language IUG graduate students were chosen to sit for the test. The reliability had been measured after recording and analyzing the results statistically. The test items were edited in the light of the statistical results.

Internal consistency validity:

The researchers used Pearson correlation coefficient to compute the internal consistency of the cognitive test's items. To calculate the internal consistency validity, Pearson Correlation was also used to compute the correlation of: the items with their domains, the items with the total test, and the domains with the whole test. Table (4) describes the internal consistency of the cognitive test questions where the planning domain contains 20 items, the implementation domain contains 29 items and the assessment domain contains 12 items.

Table (4)

Correlation coefficient of every item of the cognitive test

	Items	Pearson correlation		Items	Pearson correlation		Items	Pearson correlation
planning	1	**0.581	implementation	1	*0.329	assessment	1	**0.806
	2	*0.358		2	*0.369		2	**0.717
	3	**0.401		3	**0.572		3	**0.728
	4	**0.553		4	**0.513		4	**0.911
	5	*0.315		5	*0.327		5	**0.846
	6	**0.524		6	**0.457		6	**0.885
	7	**0.430		7	*0.375		7	**0.841
	8	**0.486		8	**0.398		8	**0.882
	9	**0.641		9	**0.608		9	**0.348
	10	**0.559		10	*0.390		10	**0.786
	11	*0.352		11	**0.596		11	**0.915
	12	**0.423		12	**0.603		12	**0.786
	13	**0.426		13	**0.489			
	14	**0.639		14	**0.575			
	15	**0.553		15	**0.563			
	16	**0.638		16	**0.506			
	17	**0.569		17	**0.611			
	18	**0.463		18	**0.631			
	19	**0.396		19	**0.827			
	20	*0.380		20	**0.842			
		21	*0.314					
		22	**0.573					

	23	**0.803
	24	**0.771
	25	**0.799
	26	**0.794
	27	**0.614
	28	**0.797
	29	**0.439

*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 that correlations of the test items were significant at (0.05, 0.01) which indicates that there was a consistency between the items, thereby the test was highly valid for the study.

Table (5)

Pearson Correlation coefficient for every scope in the cognitive test

Scope	Pearson Correlation	Sig. level
planning	**0.567	sig. at 0.01
implementation	**0.939	sig. at 0.01
assessment	**0.691	sig. at 0.01

*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 shown in table (5), there is a correlation between the scopes and the total degree and each scope with the other scopes at sig. level (0.01) that shows a high internal consistency of the test skills which reinforces the validity of the test.

Reliability of the test

The reliability of the test was measured by the Spilt- half method.

Split-Half Method

The reliability of the test was measured by the Spilt- half techniques. Table (6) shows and Split half coefficients of the cognitive test.

Table (6)

Split half coefficients of the cognitive test domains

Scope	No. of items	Split half coefficients of the test domains
planning	20	0.776
implementation	29	0.813
assessment	12	0.886
total	61	0.882

The results clarified that the Spilt-half coefficient is (0.882) and this indicates that the reliability of the test was high and strong.

Difficulty coefficient of the test

The coefficient of difficulty of each item for the pilot study (40 graduates) was computed and it found that it wobbled between (0.32 – 0.77) with total average (0.52), so, each item is in the normal limit of difficulties or in other words it is acceptable according to the perspectives of assessment and evaluation specialists.

Discrimination coefficient:

Discrimination encompasses the test ability to differentiate between the high achievers and the low achievers. The discrimination coefficient was calculated, it wobbled between (0.27 – 0.73) with total average (0.54), so, each item is in the normal limit of difficulties or in other words it is acceptable according to the perspectives of assessment and evaluation specialists.

Speaking lesson observation card:

To determine the participants' practical performance in teaching speaking skill, an observation card according to ECRIF Framework was used. It was composed of (6) domains, involving (30) items as shown in Table (7) below. The observation card's items were built by the researchers taking into account English supervisors' and experts' opinions.

Table (7)

Domains	No. of items
SMART STUDENT LEARNING OBJECTIVES	2
Encounter	3
Clarify	3
Remember	7
Internalize	7
Fluency	8
Total	30

5.1.1. The validity of the speaking lesson observation card

In order to measure the validity of the speaking lesson observation card, the researchers used the referee validity. The speaking lesson observation card was introduced to experienced English language specialists and supervisors. The items of the speaking lesson observation card were modified according to their recommendations.

5.1.2. The reliability of the speaking lesson observation card

To find the reliability of the speaking lesson observation card, the researchers used the agreement method of observers (one of the researchers and another experienced English teacher).

Each observer was working independently of the other and they used the same criteria to record the practical performance of participants that occur during the observation period. In the light of this , the reliability of the speaking lesson observation card was measured by using cooper equation.

$$\text{Coefficient of agreement} = \frac{\text{points of agreement}}{\text{Points of agreement} + \text{points of disagreement}} \times 100$$

According to that, the researcher and the other observer observed five female participant's performance.

Table (8)
Percentage of Agreement between observers to assess the Reliability of the speaking lesson observation card

Group	First observer	Second observer	No. of disagreement	Percentage
participant 1	143	141	2	98.60
participant 2	139	134	5	96.40
participant 3	134	132	2	98.51
participant 4	147	144	3	97.96
participant 5	150	146	4	97.33
Total Reliability of the Card				97.76

Out of Table (8), the researchers extracted that the highest percentage of agreement between observers was (98.60), the lowest percentage of agreement was (96.40) and the total reliability was (97.76). Therefore, these percentages indicated that the speaking lesson observation card is highly reliable.

Results:

First Question Findings:

The first question is stated as: What are the standards of the proposed programme based on EL?

This question was answered earlier in Table (1). In brief, the standards included connection among experiences, adaptation of situations, reflection and self-assessment, curiosity, initiative, independence and collaboration/ teamwork. Those standards constitute the core of EL since they eliminate the elements needed for the EL environment.

Second Question Findings:

The second question is stated as: Are there statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of cognitive pre & post-tests for IUG English majoring students?

Based on the second question, the first hypothesis is stated as: There are no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of cognitive pre & post-tests for IUG English majoring students.

To test this hypothesis, Wilcoxon Signed Ranks Test was used to test the differences between the participant's performance in the pre and post application of the cognitive test. The

mean ranks of the results of the pre and posttest were also calculated. Table (9) below displays the results of these differences.

Table (9)

Wilcoxon signed ranks test for results of differences between cognitive pre and posttest for teaching performance

Domain	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. value	Sig. level
planning	Negative Ranks	0	0.000	0.000	4.037	0.000	sig. at 0.01
	Positive Ranks	21	11.000	231.000			
	Ties	0					
implementation	Negative Ranks	0	0.000	0.000	4.016	0.000	sig. at 0.05
	Positive Ranks	21	11.000	231.000			
	Ties	0					
assessment	Negative Ranks	0	0.000	0.000	4.090	0.000	sig. at 0.01
	Positive Ranks	21	11.000	231.000			
	Ties	0					
Total	Negative Ranks	0	0.000	0.000	4.016	0.000	sig. at 0.01
	Positive Ranks	21	11.000	231.000			
	Ties	0					

"Z" table value at (0.05) sig. level equal 1.96

"Z" table value at (0.01) sig. level equal 2.58

The results outlined in Table (9) indicate that the computed (z) value (4.016) was greater in cognitive test total score of the posttest than the tabled (z) value (2.58) at $(\alpha \leq 0.01)$. This means that there were statistically significant differences between the pre and post applications of the cognitive test in favor of the posttest application, which means that the Proposed Programme which based on EL was effective and influential in raising IUG majoring students' cognition of teaching performance.

Regarding the effect size of applying the proposed programme on developing IUG English majoring students' cognition of teaching performance in the post application of the cognitive test. (Afana 2000:42):

$$\eta^2 = \frac{Z^2}{N}$$

$$Z^2 + 4$$

Table (10)

"Z" value, eta square " η^2 ", for each domain and the total degree

Domain	Z	Z ²	Z ² + 4	η^2	Size effect
planning	4.037	16.293	20.293	0.803	Large
implementation	4.016	16.128	20.128	0.801	Large
assessment	4.090	16.725	20.725	0.807	Large
Total	4.016	16.131	20.131	0.801	Large

Table (10) shows that there is a Large effect size for each domain and the total score of the test (0.801), that means the proposed programme based on the Experiential Learning (EL) intervention has a large effect in improving the teaching performance of the experimental group.

Third Question Findings:

The third question is stated as: To what extent can IUG English majoring students acquire teaching speaking skill as an indicator for the teaching performance?

Based on the third question, the second hypothesis is stated as: IUG English majoring students cannot acquire teaching speaking skill as an indicator for the teaching performance at an average of 80%.

To answer this question and test this hypothesis, the researchers used the sum of responses, means, std. deviation and the percentage weight and rank of each field from the observation card as in table (11).

Table (11)

Sum of responses, means, std. deviation, and the % weight and rank of the observation card.

Field	Mean	Std. Deviation	% weight	t	Sig. value	sig. level
SMART STUDENT LEARNING OBJECTIVES	9.238	1.338	92.38	4.240	0.000	sig. at 0.01

Encounter	14.190	1.470	94.60	6.827	0.000	sig. at 0.01
Clarify	14.238	1.480	94.92	6.930	0.000	sig. at 0.01
Remember	32.095	2.755	91.70	6.812	0.000	sig. at 0.01
Internalize	32.333	3.568	92.38	5.565	0.000	sig. at 0.01
Fluency	35.429	5.163	88.57	3.043	0.006	sig. at 0.01
sum	137.524	11.492	91.68	6.988	0.000	sig. at 0.01

Table (12) shows that, percentage weight equals (91.68%) and mean = (137.524). The mean is clearly larger than the middle value (120) which is calculated by multiplying the highest score in the observation card (5) and the number of items (30) = 150. The 80% of 150 is 120 and this is the criterion value that compared to the total mean. This means that the significant differences indicate that the results of the calculated percentage are larger than the predicted percentage (80%). This result demonstrates that IUG English majoring student's performance of teaching speaking skill is above 80 % after application of the proposed programme based on EL.

Findings:

The results of the paper assured that the proposed programme based on EL was successful in empowering the teaching performance cognition and it also improved the practices of teaching speaking skill for IUG English majoring students. Based on the cognitive content of the programme, the student-teachers gained the knowledge of giving and receiving feedback, reflection strategies, setting SMART objectives for lessons in the first module. The second module equipped student-teachers with a sample lesson plan for speaking lessons according to ECRIF Framework and a theoretical input for that framework to be aware of speaking skill and the techniques used for teaching it. In the same module, student- teachers learned how to teach the communicative strategies, the functional language, grammar and pronunciation. Module 3 includes listening skill's sample lesson, the sub-skills of listening, differentiation, songs and classroom management. Student-teachers studied reading sample lesson, reading sub-skills, vocabulary teaching and using technology while teaching in module 4. The last module addressed the writing skill and the subskills of it, questioning techniques, curriculum adaptation and lastly learners' assessment.

The five modules were presented in an experiential framework and contained experiential methods and techniques. The large effect size confirmed that the components of the programme enhance the student-teachers' knowledge on teaching English language in a sound manner. Eventually, they could be able to invest that knowledge in their future career while teaching English which will be beneficial to their students.

Improving the practices of teaching speaking skill was one of the basic objectives of this paper, in order to achieve this objective; the second module prepared student-teachers for

teaching speaking skill theoretically, then they applied this knowledge practically in their classes according to ECRIF framework. While observing the videos of their practical application, researchers noticed that student-teachers have modeled speaking lessons proficiently. The researchers attribute this mastery to the tenets of experiential learning, which includes watching a live model for a speaking lesson with interaction, reflection and direct application and the cycle keeps rounding till student-teachers hone their skills appropriately.

Depending on ECRIF framework, Student-teachers encountered their students to the new language in various ways to arouse their motivation to learn new information. The second step was clarifying meanings, giving learners the opportunity to ask questions in order to distinguish the usage of the new language. Remembering and internalizing are two crucial steps in this process where student-teachers help their learners in moving new input from short-term memory into long-term memory then to link it their experiences and to use the new language in new contexts and in their own life. The last step in teaching by ECRIF framework is the fluent use of language; thereby, student- teachers encouraged learners to use the new language spontaneously in communicating. Getting to this result could be considered the highest aim of each English language teacher.

By looking at the results of the current study, they agreed with the results of Hamer (2000), Obenchain and Ives (2006), Seed (2008), Burke (2013), Abu- Assab (2015), Al-feel and Abu-Elela (2015), Leslie et al. (2017) and Tinkler et al. (2019) in emphasizing the effectiveness of Experiential learning in education. The results also were aligned with Colvin and Tobler (2013), Cordelo and Pere (2014), Abu Shawish (2016) and Tosuncuoglu, (2017) findings which showed how ECRIF framework is able to improve teaching speaking and communicative skills for teachers.

The researchers think that despite the differences between the present study and the previous related studies in terms of the sample, study instruments, the geographical region to which participants belong and the educational environment, they agreed on the importance of non-traditional education in enhancing both teachers and students' abilities. Experiential learning proved positive and helpful in both the learning and teaching processes. Teachers minimize their talking time and effort and save their voice and students get all involved in the learning activity which is the center and the focus of the learning process. Students learn by themselves depending on their own abilities, or from their peers or from the group they are members in.

Hence, EL plays a positive role in the students' motivation for learning as they feel that they are important for the group and the group is important for them. This arouses students' interests in what they are learning and in what they are doing. Teachers do not tell; however, they elicit the answers from the students. Teachers' very essential role according to EL philosophy is the selection of the suitable activities and tasks inside the classroom, assigning the groups and pairs and swopping their roles from one time to another as well as assigning home-works and assignments.

Regarding the ECRIF framework for teaching speaking skill and which is based on EL cycle, despite the fact that it has five stages which makes it a challenge for some teachers, it proved effective in teaching speaking skill since it starts with availing a concrete experience, personalizing

the experience and reaching generalizations where the objectives are met. Through ECRIF students do different activities and tasks in a specific periods of time and they exchange their experiences. Here students' talking time is maximized to over than 70% and the teacher's main tasks are specified to clarifying the target language whether a grammar point or new key vocabulary and giving instructions for the different activities and checking them. The teacher gears the activities towards the lesson objectives.

Conclusion:

To Conclude, the proposed programme based on EL was highly effective in leveraging the cognitive teaching performance and the practices of teaching speaking skill for IUG English majoring students. The researchers noticed the obvious interaction between participants in training classes and the positive atmosphere while practicing various missions which leads into generating much new and creative ideas in teaching. The high-degree acquisition of the basics of EL theoretically and practically could assure the promoting of teaching performance for student-teachers by using experientially based programme.

From the researchers' observation during the intervention, the instructional process was relaxing and enjoyable for both students and teachers. Everyone knows his roles well and is required to accomplish them properly. So, the proposed program did not enforce teachers to be slaves of the textbooks, but to be creative and always think of doing one thing in different ways. Therefore, teachers get absorbed in the instructional process and show passion towards it and towards their students.

Recommendations

Based on the current study results, the researchers set the following recommendations:

- Benefiting from the proposed programme which is based on EL in training English language student-teachers at different educational collages to develop their teaching performance in their practicums at schools.
- Training English language teachers in general and novice teachers in particular on how to apply the EL cycle in their classrooms.
- Extending the scope of EL to teaching other school subjects other than English.
- Training teaching training programmes' instructors according to the approaches, methodologies and techniques of EL to offer better opportunities for students' full absorption of the EL theory and practice.
- Encouraging teachers on using ECRIF framework in teaching speaking skill in their classrooms.
- Inviting educators and policy makers to be open-minded to new educational techniques, methods, and theories in order to improve the way teachers teach English in their classes.

Some other research may focus on investigating other frameworks such as the PDP and Raime's Chart aligned with EL in raising teachers' performance of teaching other English language skills. The researchers also suggest that future studies could examine the effect of other educational

theories and methods on developing English language teachers' performance for the high importance of this issue.

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