



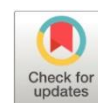


Aprendizaje experiencial para desarrollar la producción oral en el aprendizaje de un idioma extranjero

Experiential Learning to enhance the oral production in the EFL Learning

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Palabras claves:

Aprendizaje
experiencial,
aprendizaje de
idiomas,
comunicación,
aprendizaje
active,
producción oral

Resumen

Introducción: el Aprendizaje Experiencial es un enfoque educativo que sugiere que el individuo aprende mejor mediante la experiencia, la reflexión y la práctica. Además, motiva a los estudiantes a desarrollar las habilidades del idioma inglés a través de la colaboración y la cooperación en tareas específicas que involucran el uso del idioma en situaciones reales. **Objetivo:** esta investigación tiene como fin investigar la efectividad del Aprendizaje Experiencial en el desarrollo de la capacidad de comunicación de los estudiantes. **Metodología:** el estudio se desarrolló a al amparo del enfoque mixto de la investigación científica, combinando elementos tanto cualitativos como cuantitativos. La población estuvo constituida por 63 estudiantes la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Nacional de Chimborazo de la ciudad de Riobamba. Antes y después de la intervención se administró el Examen Preliminar de inglés de Cambridge B1 para la destreza de hablar. La intervención se estructuró en torno a la incorporación de las cuatro fases del Aprendizaje Experiencial, del ciclo de Kolb. Posteriormente, se diseñaron una serie de planes de lecciones para abordar temas alineados con el nivel B1. Además, se realizó una entrevista semiestructurada, con el objetivo de obtener las percepciones y perspectivas de los alumnos con respecto a sus experiencias con la aplicación del enfoque de Aprendizaje Experiencial. Los datos se analizaron utilizando las pruebas de Shapiro-Wilk y Kolmogorov-Smirnov. **Resultados:** los resultados muestran que los alumnos mejoraron notablemente su capacidad de comunicación. **Conclusión:** se pudo concluir que el ciclo de Aprendizaje Experiencial juega un papel importante en la conexión de las experiencias de los estudiantes para fomentar el uso práctico del lenguaje en contextos de la vida real. **Área de estudio general:** Ciencias de la Educación y Formación Profesional o no Profesional. **Área de estudio específica:** Educación.

Keywords:

Experiential
Learning,
language
Learning,

Abstract

Introduction: experiential Learning approach focuses on the idea that individuals learn best by experience, reflection, and practice. It motivates learners to foster English language skills through collaborating and cooperating on specific tasks that engage

communication,
active learning
oral production

students in real situations that allow them to face real-life challenges. **Objective:** this study aimed to investigate the effectiveness of Experiential Learning on developing students' ability to communicate. **Methodology:** this research employed a mixed-methods approach, combining both qualitative and quantitative elements. The population consisted of 63 students from the Pedagogy of National and Foreign Languages Major at Universidad Nacional de Chimborazo in the city of Riobamba. The Cambridge Preliminary English Test on speaking B1 was administrated before and after the intervention. This examination was utilized to evaluate the proficiency of the participants. The treatment was structured around the incorporation of the four phases of Experiential Learning, as suggested in Kolb's cycle. Subsequently, a series of lesson plans were designed to address topics aligned with the B1 level. Additionally, a semi-structured interview was conducted to elicit the insights and perspectives of the learners concerning their experiences with the application of the Experiential Learning approach. The Shapiro-Wilk and Kolmogorov-Smirnov tests were applied to analyze the data from the pre and posttests. **Findings:** the findings show that learners notably improved their ability to communicate. **Conclusion:** the experiential Learning cycle plays a significant role in connecting students' experiences to foster practical language usage in real-life contexts.

Introduction

Nowadays, communicating effectively in a foreign language is crucial to success in different areas, such as science, technology, education, business, tourism, etcetera. Language is the tool we use to convey meaning; with it, clear communication is possible. Achieving our goals relies on using it appropriately. For this reason, having the language as a means that individuals worldwide can use to talk to each other, interact, and express thoughts, feelings, and emotions is meaningful. Besides, as English is considered a *lingua franca* and it is spoken worldwide, even in countries where it is not an official language, it serves as that common language, making it possible for people from different countries to connect and understand each other (Rao, 2019).

In the area of language education, the pursuit of effective pedagogical methods has always been a paramount concern. Oral production in foreign language learning plays a significant role because this skill is considered the most vital among the four fundamental language abilities. Beyond its linguistic significance, speaking connects individuals to the culture embedded in the language. Moreover, this productive skill allows people to actively engage in conversations and understand spoken language, which are essential elements for effective communication. In addition, the importance of oral production has been increasing in several contexts over the years, because it fosters cultural understanding. Through oral practice, English language learners (ELLs) increase their lexicon, internalize grammar points, and improve their speaking sub-skills, such as pronunciation, intonation, fluency, accuracy, and so forth (Omidbakhsh, 2021).

In this context, educators and researchers have continuously sought innovative methodologies to facilitate and enhance the development of oral production. Therefore, the role of teaching English as a foreign language remains profoundly significant, as it equips students with the ability to meaningfully engage with the global community, fostering enriching intercultural exchanges and facilitating personal growth. Consequently, appropriate teaching strategies, methods, and goal setting tailored to students' needs, preferences, and learning styles are paramount prior to course design. This approach establishes a purposeful and enjoyable learning atmosphere where students and instructors collaborate harmoniously towards a shared educational objective.

A promising methodology that has gained substantial attention in language teaching is Experiential learning. It is a pedagogical approach that highlights education through firsthand experiences and active participation rather than relying solely on conventional classroom instruction. It differs from many other cognitive approaches because it emphasizes that the student has experience as the initial trigger for learning. Moreover, it offers several advantages, including critical thinking, active engagement, collaboration, interaction, and increased motivation. Consequently, these benefits will contribute to an impactful learning journey that allows learners to succeed in their academic pursuits and future careers (Morris, 2020).

This study explores into the multifaceted realm of Experiential learning to enhance oral production in language learning. By combining theoretical insights and practical applications, this study aims to elucidate how experiential learning can foster learners' ability to communicate. The research is developed in a higher education institution with B1 students. The main objective is to help pupils develop their communicative competence.

To achieve the goal, lesson plans are constructed upon Kolb's Experiential Learning cycle (Kolb, 1984), systematically integrated into language classes. This pedagogical approach

provides learners with several opportunities to apply the language in authentic, real-life contexts.

This paper is structured into six sections. A comprehensive literature review concerning Experiential learning theory and its implication on oral production is provided. Subsequently, the methodology and how this study was conducted is detailed in the Methods and Material section. Thereafter, the Results are presented followed by the Discussion section which main aim is to interpret the information presented in the previous section. Additionally, the Conclusion section shows the main findings of this study. Finally, the bibliographical references are presented.

Literature Review

Experiential Learning

Experience refers to people's positive, negative, or unusual perceptions throughout their personal and educational trajectories. It holds a crucial role in the realm of the teaching and learning process, resonating with teachers and students, particularly in the context of acquiring proficiency in English as a foreign language. In this regard, the Experiential Learning approach emphasizes the learners' experience during their learning process. This approach underscores that learning through experience is also linked with learning through action, learning by doing, and learning through discovery and exploration.

Additionally, experience is obtained by actively engaging with the world and participating in meaningful activities. When learners act, they are exposed to different challenges and situations, providing valuable learning opportunities. Moreover, it creates a deeper level of involvement and connection with the subject matter, making the learning significant and impactful. These approaches tailor to individuals' natural curiosity, promote a holistic understanding of skill, and encourage autonomy. By embracing these elements, pupils can acquire knowledge and cultivate a more profound sense of mastery and lifelong learning (Safriani, 2015).

Different studies confirm that Experiential Learning facilitates language learning because pupils are engaged in dealing with the language in practical tasks that require language use during all the stages of this process (Villarroel et al., 2021). Furthermore, it contributes to develop learners' autonomy (Boggu & Sundarsingh, 2019; Espinar & Viguera, 2020).

Experiential Learning Cycle by David Kolb

According to Kolb (1984), experiential learning encompasses four main elements; the Concrete Experience (CE) is the initial stage that serves as the foundation for the learning process. This process begins with a direct experience with an event or situation. The

second element is observation and reflection, where the students start to reflect on the experience, considering what happened and what was observed during the experience. This process allows them to analyze the experience from different perspectives. The third element is the formation of abstract concepts, where the pupil engages in abstract and critical thinking. Simply put, they connect the sense of the experience with existing knowledge. Finally, in the last element, testing in a new situation, the learners apply what they have obtained from the observation and reflection, and formation of abstract concepts. This process encourages them to modify their behavior based on the learners' lessons, leading to a new experiential learning cycle.

The experiential learning cycle is the most widely recognized in Experiential Learning Theory (ELT) because it emphasizes how learning and experience are closely related. According to David Kolb & Alice Kolb (2017), learning is an endlessly recurring cycle, not a linear process, because this cycle involves a constant interchange between the internal world and the external environment of the learners. Learning is also compared to an ongoing life process, such as breathing, because individuals can absorb new skills and knowledge and subsequently express what they have learned in significant ways. Another prominent characteristic of this cycle is that experience is vital for learning. All four elements of the cycle involve experiences. However, the immediate experience starts learning because our everyday activities and actions are genuinely influenced by past experiences and habits, making them a routine. For this reason, it is crucial to create learning experiences, such as role-plays, projects, and discussions where students are experiencing and not only going through the motions of the assignments.

Kolb's Learning Styles

Kolb (1984) argued that individuals have different preferences in receiving information: testing in a new situation/formation of abstract concepts and processing it: observation and reflection. The author identified four main learning styles according to the combination of their preferences: converge, diverge, assimilator, and accommodator. Diverge people prefer to obtain information and view situations from different perspectives, while assimilators prefer to analyze and synthesize abstract concepts in a very structured manner. Converge are excellent hands-on students who highlight the application of theories in practical situations. Accommodators are individuals who love to take risks and learn from their mistakes. Therefore, they seek to engage directly in new experiences to relate active experimentation and concrete experience in their learning approach. Finally, it is essential to consider that while Kolb's learning styles theories have been widely discussed and applied in various educational contexts due to it helps students to understand their strengths and weaknesses and consequently to choose the best way for them to learn, it has also received criticism for lacking empirical solid evidence to support what he claims.

Experiential Learning and language learning

In various English language classes worldwide, learners participate in different tasks where they are given opportunities to use the language in real-life examples. Educators provide exercises to help students practice it in diverse ways, considering that the main goal is to help them become familiar with the language and enhance their skills through practice. These activities provide them with concrete experience in learning the target language. Implementing Experiential Learning to teach English in the classrooms is fundamental because it assumes that students learn the language significantly when they develop collaborative assignments. Instructors must allow them to work in groups or pairs according to the task. Another feature of EL in-language teaching is contextualizing language in real word scenarios that encompasses the four English language skills (listening, reading, writing, and speaking). According to Brown (2007), this approach focuses on the physical aspects of language learning by involving learners in actions that reinforce language use to apply their multiple skills in practical situations inside and outside the classroom.

The Experiential Learning approach motivates learners to foster English language skills through the experience of collaborating and cooperating on specific tasks rather than only examining discrete elements of the language. It implies significant student benefits, such as increased motivation, investment, and cultural understanding. In addition, multiple language strategies and assignments are closely related to the principle of EL. These strategies can be grouped into two categories. First, implementing learner-centered methods like research projects in groups, field trips, or technology tasks promotes a deeper understanding of the subject matter as the students become active learners in their learning process. Moreover, it encourages teamwork because they can learn from each other, acquire new skills, share opinions, solve problems, and enhance communication skills. Secondly, employing teacher-controlled techniques, such as visuals, strategic games, and incorporating media and technology in the classroom, can cater to various students' learning styles and catch their attention by making their learning experience more engaging and meaningful (Safriani, 2015).

Oral Production

Nowadays, there is an urgent need for individuals to speak English well, because it is considered a core subject in public and private educational settings in different countries, especially in Latin America. In this sense, it is required for students to master the language, explicitly speaking, and for educators to know how to teach the language and its skills. Moreover, numerous language learners are highly interested in acquiring speaking skills and fostering them because the ability to communicate orally provides them with numerous benefits, such as participating in real-life conversations.

Currently, in this globalized world, being capable of interacting with individuals in a foreign language is of paramount importance. Among the array of language skills, speaking is a crucial competency that individuals need to engage meaningfully with others. This skill also permits them to express themselves, understand and respond to spoken language, connect with others, and, most importantly, convey meaning (Al-Sobhi & Preece, 2018). Therefore, speaking is considered one of the most demanding skills to be mastered when learning a language. It involves the learner being able to interact fluently in real-life situations. Therefore, teaching speaking in the language classroom is essential for helping them communicate effectively (Hidayat, 2023).

Enhancing learners' oral proficiency remains a cornerstone in language education. Therefore, it is imperative to provide students with many opportunities to immerse themselves in language within the classroom environment. In this context, speaking activities play a significant role in helping them develop their ability to communicate effectively. These tasks should expose students to use the language in authentic communication (Nunan, 1991). In this regard, being able to interact with others involves various aspects that contribute to effective communication. These crucial aspects involve fluency to allow learners to produce language without hesitations. Additionally, pronunciation and accuracy contribute to making the meaning of the message clear (Celce-Murcia, 2007). In addition, vocabulary is another component that facilitates communication; it allows people to easily convey their ideas and express a message.

Methodology

This research employed a mixed-methods approach, combining both qualitative and quantitative elements. The study adopted a quasi-experimental design. The investigation spanned a duration of three months, during which the Experiential Learning Approach was implemented as the chosen methodology to enhance learners' oral production. This approach centers around the concept that pupils learn through experience.

The research cohort was comprised of 63 students from a public university in the city of Riobamba. These individuals were actively enrolled in English B1 classes, an integral component of their academic curriculum. As subjects of study, these learners constituted an appropriate sample for assessing the efficacy of the Experiential Learning Approach in enhancing their oral communication skills.

The treatment was structured around the incorporation of the four phases of Experiential Learning, as suggested in Kolb's cycle. This model encompasses four distinct stages: commencing with Concrete Experience, followed by Reflective Observation, then Abstract Conceptualization, and culminating in Active Experimentation. Each of these phases enable students to use the language for effective communication through the engagement in practical tasks.

Subsequently, the speaking section of the Preliminary English test from Cambridge was conducted as an initial test, followed by the development of a series of lesson plans designed with the focus of adapting Kolb's Experiential Learning cycle. These lesson plans were tailored to address topics aligned with the B1 level. The instructional sessions were implemented twice a week, spanning two hours each. The activity from the lesson plans required students to use the language for communicating in real-life situations, thereby requiring students to engage in effective communication. After the intervention, a posttest was conducted to assess the effectiveness of the Experiential Learning Approach. This examination was utilized to evaluate the proficiency of the participants. The rubric that was part of this process evaluated the following criteria: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication. This assessment sought to measure the extent of improvement resulting from the instructional strategy. Additionally, a semi-structured interview was conducted, aimed at eliciting the insights and perspectives of the learners concerning their experiences with the application of the Experiential Learning approach.

The interviews were conducted individually. The respondents were students from a public university. The questions of the interview were open-ended. They were constructed based on the objectives of the study. Prior to starting the interviews, the participants were briefed about the purpose of the study, and their informed consent to participate was obtained. During the interviews, participants were encouraged to share their subjective experiences related to the applied methodology. The responses were recorded in audio to ensure accurate transcription and subsequent analysis. This process enabled a profound understanding of the participants' experiences and opinions, thereby contributing to a more comprehensive insight into the relationship between experiential learning and the development of oral proficiency. The data from the interview were transcribed. Then, it was analyzed in ATLAS.ti software, version 9. This kind of analysis allows to create codes and use them as tools to visualize the main findings.

A statistical analysis of two repeated measures was developed with a numerical random variable to determine if there are significant differences between the scores obtained by the students in the Speaking post-test compared to those in the pre-test, as well as in each of the parameters of the rubric (Grammar & vocabulary, discourse management, pronunciation, interactive communication). For this purpose, the assumptions of normal distribution of the two data sets were initially checked using the Kolmogorov-Smirnov test and homogeneity of variances with the Levene test. When applying the Kolmogorov-Smirnov test, it was determined that there is no normal distribution of the data (p -value < 0.05). Therefore, it was necessary to apply the non-parametric Wilcoxon test.

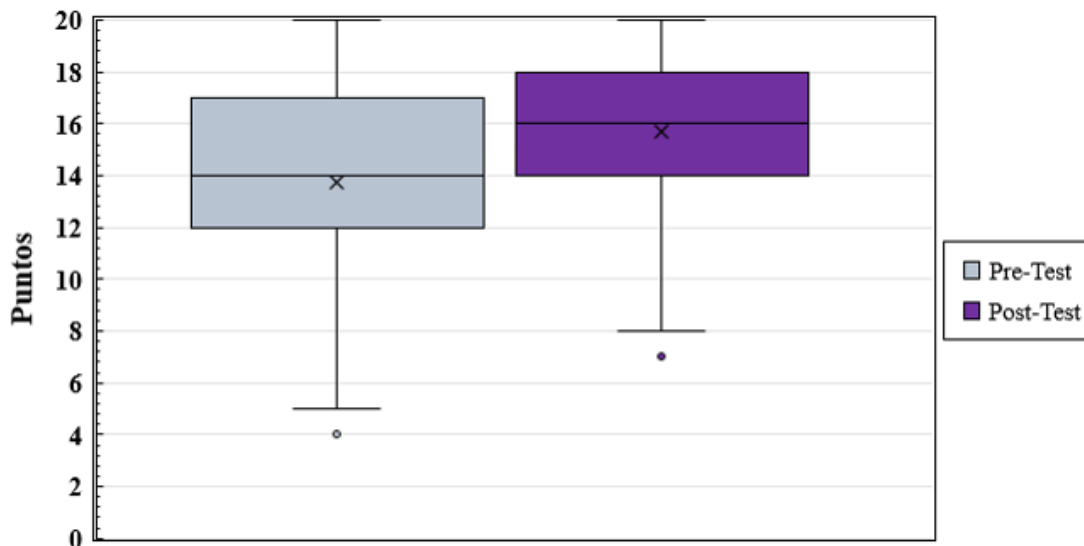
Results

After conducting data analysis, a comparison of information was performed. Therefore, various tests were utilized to reach the results.

Figure 1 presents a comparison between the pre-test and the post-test scores on the Speaking Preliminary English Test examination over 20 points.

Figure 1

Pre – test and post – test results



Based on the preceding box plot, the dataset's positioning in relation to the pre-test is apparent. In this context, The Shapiro-Wilk and Kolmogorov-Smirnov tests were applied to determine the significance level between the pre and post - test.

Table 1

Pre – test and post – test rubric criteria

Descriptors		Minimum	Mean	Maximum	Wilcoxon test p-value
Grammar and Vocabulary ¹	Pre-Test	1	3.32	5	0.1227
	Post-Test	1	3.51	5	
Discourse Management ¹	Pre-Test	1	3.44	5	0.00024***
	Post-Test	1	3.92	5	
Pronunciation ¹	Pre-Test	1	3.59	5	0.0074**
	Post-Test	2	3.98	5	

Table 1

Pre – test and post – test rubric criteria (continuation)

Descriptors		Minimum	Mean	Maximum	Wilcoxon test p-value
Interactive Communication ¹	Pre-Test	1	3.41	5	< 0.001***
	Post-Test	1	4.27	5	
Test Speaking ²	Pre-Test	4	13.76	20	< 0.001***
	Post-Test	7	15.68	20	

Note: Significance codes: p-value 0 ‘****’ 0.001 ‘***’ 0.01 ‘**’ 0.05 ‘.’ 0.1 ‘.’ 1.

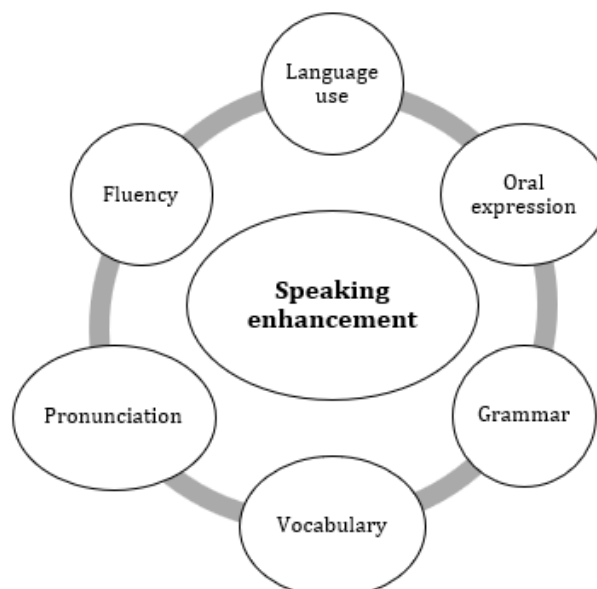
¹ The subskills were evaluated over 5 points. ² The overall score of the speaking test is out of 20 points.

This table displays a descriptive summary of the scores obtained by the research participants in the Speaking PET test, pre-and post. It shows detailed information regarding the sub-skills: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication. Additionally, the statistical significance according to the Wilcoxon Test.

Experiential Learning to develop oral competence had a favorable effect on the development of Speaking ability (p-value < 0.001) because the post-test scores were significantly higher than the pre-test. Similarly, the improvement was significant in the case of Discourse Management (p-value = 0.00024), Pronunciation (p-value = 0.0074), and Interactive Communication (p-value < 0.001) skills. On the other hand, in Grammar and Vocabulary, there was no significant improvement (p-value = 0.1227).

Figure 2

Semi – structured interview findings



These findings derive from the comprehensive analysis of semi-structured interviews that were conducted as a component of this study, focusing on the integration of Experiential Learning to enhance oral proficiency. These interviews were strategically designed to elicit qualitative nuances, providing a deep understanding of participants' viewpoints and engagements with Experiential Learning within the realm of spoken language advancement. The results clearly highlight the elements that students recognize as integral to their improvement. These encompass language utilization, oral expression, grammatical accuracy, vocabulary enrichment, pronunciation refinement, and overall fluency.

Discussion

The findings of this study show positive results in terms of students' oral performance when employing Experiential Learning as an approach to teach English as a foreign language. As illustrated in Figure No. 1, a marked disparity between Pre-test and Post-test scores is evident. In the initial evaluation the mean stands at 13.76 points. On the other hand, the mean in the final test is 15.68. In this context, the scores for the pre-test exhibit a variation spanning from 5 to 20 points, with an outlier score of 4 points observed in a single student's results. Additionally, the plot visually represents the central tendency through the median value of 14. Shifting focus to the post-test, a similar pattern emerges depicting the dataset's range. On the contrary, in the post-test, the graph depicts the overall interval in which the collected data is situated. The scores experienced changes ranging from 8 to 20 points, with the presence of an outlier student with a score of 7 points. Likewise, the diagram illustrates the value of the median, which is 16. Hence, the post-test results of the Speaking PET test have exceeded the pre-test scores. The students attained an average score of 13.76 in the pre-test, whereas their performance elevated to an average of 15.68 in the post-test.

The data derived from the post-test reveal a substantial increase aptitude for effective communication, encompassing the articulation and production of ideas. This advancement could be attributed to the incorporation of Experiential Learning by means of lesson plans which encompassed a variety of activities demanding students to use the language in authentic, real-life scenarios. Therefore, a notable enhancement was observed in their ability to interact with others. As a result, pupils demonstrated a noteworthy improvement in their conversational proficiency. This was evident in their reduced hesitancy while employing the language, improved comprehension, and active participation in dialogues. Moreover, they displayed a better ability to effectively convey their thoughts, ideas, and emotions. These findings align with the study "The Effectiveness of The Experiential Learning Activities in Developing English Speaking Skills for Students at Thai Nguyen University of Economics and Business Administration

– TNU in 2017 that agrees with the idea that pupils boosted their speaking abilities after the applications of Experiential Learning activities (ThiHuongLan et al., 2017).

In this context, Experiential Learning is an appropriate methodological approach within the language classroom for foreign language education. This approach offers a valuable opportunity for learners to be immersed in practical activities that connect learning and experience. Additionally, it opens a plethora of activities for individuals to engage actively in tasks that require language use to convey different language functions by performing significant and practical tasks. Additionally, it breaks the idea of traditional methodologies of memorization and mechanical repetition. In contrast, it promotes using the language spontaneously and with communicative purposes. These results are consistent with the study “Improving Speaking Skill for Technical Students at IUH Through Experiential Activities,” that supports the idea that EL contributes to the development of communication skills and motivation (Minh & Kim, 2021).

Additionally, Table 1 provides detailed information of the rubric’s criteria evaluated on a 5-point scale, employed to appraise learners' speaking proficiency before and after the intervention. In this regard, the first criterion is Grammar and Vocabulary with a p-value indicating significance below 0.05. Pupils show a good degree in the use of language and lexical patterns. However, they did not have significant improvement in this component. The second parameter is Discourse Management exhibits a p-value of 0.00024, demonstrating evident enhancement students’ ability to convey information and keep a conversation. Furthermore, learners produced more complex ideas despite few hesitations.

The third descriptor is Pronunciation, showcases a p-value of 0.0074. Their speech was intelligible. Therefore, they could understand and be understood by others. Finally, in Interactive Communication, the p-value is < 0.001 . Participants could actively engage in a conversation They could initiate, maintain, and conclude an interaction. They provided thoughtful contributions to keep the conversation going.

To recapitulate, the criteria that display a significant increase encompass Discourse Management, Pronunciation, and Interactive Communication. However, Grammar and Vocabulary sustain their initial levels. In this light, the study population substantially boost their ability to communicate and use the language as in real-life situations. It goes beyond the mere act of using language patters. Conversely, it involves the learners in situations that require them to clearly express a message, to understand and be understood by others. Additionally, it will facilitate the communication and assimilation of added information.

Regarding the data extracted from the semi-structured interviews, as depicted in Figure 2, it is evident that students attribute enhanced oral production to the incorporation of

Experiential Learning techniques. Notably, areas such as fluency, language usage, and oral expression have been underscored by the students. They perceive a noticeable improvement in their conversational fluidity and their capacity to maintain engaging dialogues. Furthermore, the integration of Experiential Learning has proven advantageous in refining grammar, pronunciation, and vocabulary skills. Students unanimously concur that their exposure to new linguistic and grammatical constructs occurred organically during task completion. Likewise, their pronunciation demonstrated marked progress, rendering their speech smoother and more comprehensible.

Conclusions

- Experiential Learning approach centers around the concept that individuals learn best by experience, reflection, and practice. It constitutes a pedagogical approach that highlights education through firsthand experiences and active participation rather than relying solely on conventional classroom instruction. It emphasizes how learning and experience are closely related and contribute to help pupils internalize and use the language appropriately. Under this light, EL encourages students to foster their linguistic abilities by working collaboratively and using the language for communicative purposes.
- Additionally, the framework of Kolb's Experiential Learning cycle, comprising its four distinct stages, offers both educators and learners the opportunity to foster language learning. The cycle commences with a concrete experience that requires a process of reflection about what they are doing with the language (experience). This process is followed by abstract thinking to help pupils convey what they have done. Under this premise, experiential learning activities get students engaged in a process of reflection when using the language. These tasks not only allow learners to develop their ability to communicate but equip them with the capacity to meaningfully engage with the global community, fostering enriching intercultural exchanges and facilitating personal growth.
- Furthermore, speaking is the primary way of human connection. Developing speaking skills allows individuals to interact with the society. Besides, oral production is considered the primary skill to teach students in an English language classroom. This process requires the creation of a dynamic learning environment where pupils are engaged in meaningful real-life conversations and activities. Nonetheless, for educators, it is essential to look for new methodological approaches when teaching this skill, such as introducing relevant topics with new vocabulary and phrases, implementing activities that involve authentic language use while also providing constructive feedback.
- Finally, based on the findings presented in this study, instructors should consider this innovative pedagogical approach when teaching a foreign language due to the many benefits it offers in the teaching and learning process. However, future

research should be conducted to assess the use of Experiential learning in other aspects of language teaching.

Conflict of Interest

Authors must declare whether there is a conflict of interest in relation to the submitted article.

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