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THESIS:

**"The Effect of Experiential Learning on Improving the Performance of EFL Students in
the High School "Hivzi Sylejmani" Fushë Kosovë"**

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Tetovo, February, 2021

Dedication

This study is wholeheartedly dedicated to my beloved parents who have been my source of inspiration and gave me the strength to complete this thesis.

Declaration

I, the undersigned, hereby declare that this research thesis is my own original work and that all sources have been accurately reported and acknowledged.

The present thesis has not been in its entirety or part submitted to another university for the award of an academic degree in this form.

Signature: _____

Diellza Berjani

Date:

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First and foremost, I would like to thank God the Almighty for giving me the strength, health and, knowledge to complete this thesis. Without his blessings, this achievement would not have been possible.

Furthermore, I would like to express my deepest gratitude and appreciation to my mentor, Professor Veronika Kareva, for her constant guidance, support and encouragement throughout the completion of this study. Without her persistent help, the goal of this study would not have been accomplished.

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Abstract

Experiential learning is referred to as any learning that helps students apply their knowledge and conceptual understanding of real-world problems in settings directed and facilitated by the teacher. Experiential learning is also defined as a technique where students learn by doing and then reflecting on those experiences. This means that students can create experiences in the classroom on their own, namely without the teachers' assistance, and thus develop skills in learning English. It is also worth mentioning that experiential learning can have a positive impact on increasing students' motivation. Learning through experience offers opportunities to support students' learning. As the engagement of students in learning through experience increases their motivation to learn, the students can understand the importance of such a method. This study is going to look into the effectiveness of experiential learning on improving students' performance. The approach of experiential learning is a four-stage cycle, in which the concrete experiences provide a basis for observations and reflections. The experiential learning approach encourages diverse activities where students have the opportunity to reflect, develop knowledge and apply what they have learned in their daily real-life situations.

The purpose of choosing this topic was to analyze how the experiential learning approach affects the improvement in students' performance and what are the effects of such learning on students. This study is aimed to examine the effect of experiential learning on students with regard to the improvement of their English as a Foreign Language (EFL) performance in the classroom. Qualitative and quantitative research has been conducted with the aim of measuring the objectives. This research has been conducted with high school students (10th graders) and English language professors of the High School "Hivzi Sylejmani" in Fushe Kosove, Kosove. The sample included seventy-seven students who took a pre-test before using experiential learning and a post-test after a month using experiential learning in their lessons. Furthermore, students had to complete a questionnaire at the end of the month on the effectiveness of experiential learning. In addition, four English professors were interviewed whereby answered questions expressing their opinions and suggestions on the experiential learning approach. During this period, the researcher observed and kept notes on the progress of the teaching process. The teacher, together with the researcher, used the experiential learning approach to find out the answers to this experiment. As mentioned above, the duration of the research was a

Experiential learning

month. The data collected revealed that experiential learning has a positive effect on improving students' performance.

Key words: *Experiential learning, students, teachers, performance...*

Parathënia

Mësimi përvojor I referohet çdo lloj mësimi që I ndihmon studentët t'i zbatojnë njohuritë e tyre dhe të kuptuarit conceptual të problemeve të botës reale në mjedise të drejtuara dhe të lehtësuara nga mësimdhënësi. Mësimi përvojor përcaktohet po ashtu si një teknikë ku studentët mësojnë duke bërë dhe më pas duke reflektuar mbi ato përvoja. Kjo nënkupton që studentët mund të krijojnë përvoja në klasë vetë, përkatësisht pa ndihmën e mësimdhënësve, dhe kështu të zhvillojnë aftësi për të mësuar gjuhën angleze. Gjithashtu, vlen të theksohet se mësimi përvojor mund të ketë një ndikim pozitiv në rritjen e motivimit të studentëve. Të mësuarit përmes përvojës ofron mundësi për të mbështetur të mësuarit e studentëve. Pasi që angazhimi I studentëve për të mësuar përmes përvojës rrit motivimin e tyre për të mësuar, studentët mund ta kuptojnë rëndësinë e një metode të tillë. Studimi do të shqyrtoj efektivitetin e mësimi përvojor në përmirësimin e performances së studentëve. Qasja e mësimi përvojorë është një cikël me katër faza, në të cilat përvojat konkrete ofrojnë një bazë për vëzhgime dhe reflektime. Qasja e mësimi përvojor inkurajon zhvillimin e aktiviteteve të ndryshme ku studentët kanë mundësi të reflektojnë, zhvillojnë njohuri dhe t'i zbatojnë ato që kanë mësuar në situata të jetës së tyre të përditshme.

Qëllimi I përzgjedhjes së kësaj teme ishte të analizohej se si qasja e mësimi përvojor ndikon në përmirësimin e performances së studentëve dhe cilat janë efektet e një mësimi të tillë tek studentët. Ky studim ka për qëllim të shqyrtojë efektin e mësimi përvojor tek studentët në lidhje me përmirësimin e performances së tyre në gjuhën angleze si gjuhë e huaj (EFL) në klasë. Një hulumtim cilësor dhe sasior është realizuar me qëllim të matjes së objektivave. Ky hulumtim është realizuar me nxënës të shkollës së mesme (nxënës të klasave të 10-ta) dhe profesorë të gjuhës angleze të shkollës së mesme “Hivzi Sylejmani” në Fushë Kosovë, Kosovë. Mostra përfshinte shtatëdhjetë e shtatë student që iu nënshtruan një testi para se të përdorin mësimin përvojor dhe një testi tjetër pas një muaji duke përdorur mësimin përvojor në mësimet e tyre. Për më tepër, studentët duhej të plotësonin një pyetësor në fund të muajit mbi efektivitetin e mësimi përvojor. Për më tepër, katër profesorë të gjuhës angleze u intervistuan duke iu përgjigjur pyetjeve dhe duke shprehur mendimet dhe sugjerimet e tyre mbi qasjen e mësimi përvojor. Gjatë kësaj periudhe, hulumtuesi vëzhgoi dhe mbajti shënime mbi ecurinë e procesit mësimor. Mësimdhënësi, së bashku me hulumtuesin, përdorën qasjen e mësimi përvojor për t'i zbuluar

përgjigjet e këtij eksperimenti. Siç u përmend më lart, kohëzgjatja e hulumtimit ishte një muaj. Të dhënat e mbledhura zbuluan se mësimi përvojor ka një efekt pozitiv në përmirësimin e performances së studentëve.

Fjalët kyçe: Mësimi përvojor, studentët, mësimdhënësit, performanca...

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CHAPTER 1: INTRODUCTION

“Education is a social process; education is growth; education is not preparation for life but is life itself.” — John Dewey.

1.1 Background of the study

The education system around the world continues to evolve. In the past times, the course content was profoundly teacher-centered. By the beginning of the 20th century, the role of personal experience in the learning process began to be discussed. This field of study which was developed was called experiential learning.

The experiential learning approach is best defined as the process of making meanings through direct experiences. This process has been recognized for its educational value in higher education. This learning approach is commonly called “learning by doing” as the students are engaged in a variety of activities that require effective observation and reflection. This learning approach supplies learners’ with the opportunity to gain new skills and knowledge from first-hand experiences after reflecting on them, which at the end will be put into practice.

Learning from experience is an approach that encourages the development of different activities where learners can reflect on those activities, develop knowledge, and also apply what they have learned to new situations in their everyday life. This sort of learning depends on the basic skills one possesses, where the main aim is on how to adequately act on more complicated events that can occur in the future. The teaching and learning time can be expanded in that form that will include off-school learning activities and experiences. Such activities and experiences are supposed to drawn-out the constructed knowledge and skills gained into use in later stages.

The first one who connected the experience and abstract learning was John Dewey. He understood that having an experience is not the same as learning from it and therefore the action and thought have to be linked. John Dewey states that: “An ounce of experience is better than a ton of theory simply because it is only in experience that any theory has vital and verifiable significance” (Dewey 1916, pg.144). He further suggests that the quality of the experience is essential in progressive education. He also maintains that in order for education to be progressive, a solid philosophy must exist that privileges experience that are creative and fruitful

and that enhance subsequent learning. Usually, the classroom serves as a place for experiential learning over different activities; problem-based learning, experiment art projects, and so on. Experiential learning may include laboratory work, problem-solving, field trips, and a range of other activities included in academic coursework (Roberts, 2006).

Throughout the experiential learning, the immediate personal experience is the main point of learning as it gives meaning to the abstract concepts and at the same time it allows students to test the effectiveness of the ideas that were discovered during the learning process (Nunan, 1993).

There are many students who spend a lot of time trying to memorize learning materials but they hardly succeed. Because of this, the students lack interest in what they learn. They feel that memorizing, which is followed by low interest, is the factor for their low achievement. The students were in need of a new and better effective way of learning. Learning from experience is a new approach that can be used in the classroom and, as this approach involves active learning, it is recommended as a principle of good practice for excellence in education. When students face new learning and they have little or no experience in this area, it is very important for a teacher to support students and to offer them multiple possibilities in order to understand the information easier. The role of the teacher is that of a facilitator; a teacher will provide direction when students' frustration may create a negative environment of learning. Learning from experience introduces new perspectives to the students and it promotes reflecting on the experience to develop new skills and new ways of thinking for students. While using the experiential learning approach in the classroom, students cooperate and learn more from one another. Experiential learning is created to engage students in direct experiences, which are linked to real-world problems and situations. In here, the teacher should facilitate the learning process rather than direct students in the learning process. The students will apply what they have learned in the present experience and what they have learned from past experiences to similar or different situations. Furthermore, students will explore how to apply the new learning process to a different situation. The students will finally discuss how to build more effective behaviors from what they have learned and how solutions to problems raised can be useful in future situations (Kolb, 1984).

Experiential learning

In real-life situations, Bound and Miller believes that experiential learning gives students the opportunity to take what they learn in class and apply it in real-world situations. They think that taking learning beyond the campus provides students with new perspectives and immediate experience while allowing them to make personal contact with the community and do things in ways they may never have thought possible. Through this practical approach to learning, students gain confidence in their own abilities, discover creative ways to overcome obstacles and turn a class project into a life experience (Bound & Miller, 1996).

Experiential learning includes different points of learning. Those points of experiential learning include student engagement, cooperation, creativity, teamwork and leadership. Experiential learning methods are often perceived to be associated with hands-on learning, project-based learning, and work outside of the classroom where students engage in leadership and team-building activities. Conversely, those students who frequently took a leadership role in the classroom unexpectedly faced a new reality of struggling with a challenge or having to seek assistance from others. This was frequently seen outside the classroom where students had the freedom to explore their potential, with a physical challenge or a problem-solving activity where the input of the student was valuable to the success of the group. Not only the students were capable of facing challenges but they were also physically involved in the situation as well. Those students who rarely offered an opinion in the classroom, or raised their hands to answer a question, became outgoing explorers during an activity. An example of experiential learning is to take them to a park where they can observe and learn how to practically plant trees instead of theoretically teaching them how to keep the environment clean or how to plant trees. In this way, students will gain more knowledge and they will have their own experiences instead of just hearing or learning about others' experiences (William, 2010).

Lewis and Williams claim that experiential learning is learning from experience. However, experience does not produce much learning because activities in daily lives are conducted without awareness or intention. Experiential learning includes different ways of learning and one of these forms or principles is the active engagement. This principle involves the thoughts, feelings and physical activity of the student. Lewis and Williams also claims that experiential learning could take various shapes such as different activities, games, journeys and, what is more important, cooperative learning. They states that experiential learning can be divided into two

major groups. The first one is field-based learning which includes practicums, cooperative learning, service learning and internships. The second one is classroom-based learning which can be in the form of games, role-plays, case studies, presentations and so on (Lewis & Williams, 1994).

According to Beard and Wilson, experiential learning involves all learning forms such as games, role play, free time activities, etc. One of the main concepts of the experiential learning approach is the active involvement of all students through their emotions, ideas, feelings and physical activity (Beard & Wilson, 2006).

According to Kolb, experiential learning can motivate students as well. When students are engaged in the learning experiences, they develop increased motivation to learn. Students are also often inspired and motivated when they are provided new opportunities for practice and feedback (Kolb, 1984).

Traditional education is focused more on the intellectual aspect of a person. It focuses more on memory and how that person acquires knowledge. In contrast, experiential learning pays more attention to the whole person. Knowledge is best acquired by experience which is put in the reflection.

Freire also states that students learn more effectively when what they will learn has a direct relation with their reality. Moreover, when teachers add new information to the prior knowledge of the students, they immediately activate their curiosity and interest (Freire, 1996).

Hamer proposes that the use of experiential learning techniques encourages students learning and also facilitates it even beyond the classroom (Hamer, 2000).

Moving beyond the theoretical benefits of experiential learning, I wanted to discover whether students found experiential teaching techniques more engaging, interesting and enjoyable than traditional classroom instructions. This inquiry guided my research from theory to practice.

1.2 Statement of the problem

As mentioned above, students use memorization as a method to study and consequently, they cannot understand or absorb the material very well, which results in them lacking the interest to learn further. This will lead to students' low achievement and unsatisfactory performance. I

proposed to use the experiential learning approach in order for students to enhance the learning of English as a foreign language and to improve their performance of learning as well. As a researcher, I suggest that experiential learning could offer a solid base on teaching the English language in an attractive and conducive environment which may lead to students' success in the future.

1.3 Significance of the study

As it was said above, experiential learning benefits people to learn with more practical methods and achieve greater results. Considering that the world is changing and different techniques are being implemented in education systems, such methodology would prepare students for a better future. Until recent years in our country, didactic learning styles have dominated in the education system, meaning that students had a passive role in the learning process. We have seen a change from the traditional learning styles where no more active learning techniques are implemented within classrooms such as experiential learning. Observing the traditional learning styles, we have noticed that active learning techniques are not being implemented within classrooms. Although experiential learning is gaining popularity among different global educational institutions, it still remains uncommon in our country. This method of learning is more interactive, makes learning relatable to students, increases the effectiveness of learning, and increases students' engagement by encouraging collaboration, links theory to practice and leads to the development of skills for lifelong learning and so on. Students' cognitive and social skills can be enhanced by implementing experiential learning methods, which would also positively impact their motivation and exam scores. Through experiential learning, students become naturally interested in the learning process and enable the professor to guide them through it rather than simply directing them to specific things and thus increasing their dependency throughout their learning. Students can be active in their learning and are personally involved in the way they direct their learning. Although there's a greater level of independence, students are not alone; professors still guide and facilitate the learning process.

1.4 Structure of the thesis

This research consists of five chapters which are divided as follows: Introduction; Literature review; Research methodology; Findings; and Discussion and conclusion.

The first chapter includes the introduction which provides an overview of the experiential learning approach, its importance and definition, as well as how it improves the performance of EFL students in the High School “Hivzi Sylejmani” in Fushe Kosove. The second chapter comprises a literature review, the primary focus of which is the theory of experiential learning. It explores different studies and various viewpoints regarding this topic since not all researchers share the same opinion. This chapter is divided into more sections according to the importance and with the aim of simplifying the information being discussed. The third chapter deals with study procedures and methodology. It incorporates the design of the study, research questions, hypotheses, participants, data collection and instruments. The fourth chapter reveals the results of all gathered data from student’s pre-test and post-test, the questionnaire and teachers’ interviews. Whereas, the last chapter provides an overall conclusion, limitations of the study and recommendations for further research. The end of the section constitutes the bibliography which is followed by appendixes.

1.5 Research questions

This study sought to provide satisfactory answers to the following questions:

- What is the effect of experiential learning in teaching English?
- Does experiential learning improve students’ performance?
- What is the motivation to learn the English language among students who were taught with an experiential learning approach?
- Does experiential learning help students learn the English language more easily?
- Do professors use experiential learning in their classrooms in order to help students improve their learning performance?

- Does the use of experiential learning help students gain proficiency in the English language?

1.6 Objectives of the thesis

General objective:

This study intends to show the effectiveness of teaching and learning the English language using experiential learning. Furthermore, this thesis will discover whether English professors find it easier teaching the English language to high school students by using experiential learning and whether students will achieve greater results by learning English using this learning method.

Specific objectives:

- To find out if experiential learning is effective and beneficial in teaching English as a foreign language;
- To find out if high school students and English professors prefer experiential learning more than the traditional method;
- To find out if the use of experiential learning facilitates the learning of the English language.

1.7 Hypotheses

- The use of experiential learning in learning English as a foreign language has a positive outcome in improving students' performance;
- The use of experiential learning increases students' motivation and they become more collaborative.

1.8 Summary

This chapter indicates the definition and the importance of the experiential learning approach and how it can improve the performance of students. It presents the statement of the problem, the significance of the study, the structure of the thesis, research questions and hypotheses. It furthermore highlights the general and specific objectives of the study.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction to literature review

This chapter covers the review and analysis of books and other sources written and researched earlier that are directly related to the theme of this research paper - The effect of experiential learning on improving EFL students' performance. The literature review is divided into parts according to their significance in order to simplify the information being addressed. Experiential learning is well-known for its function to higher education in teaching and learning and also for facilitating the educational experiences inside and outside the classroom. It includes labs, debates, simulations and co-operation between students whereas outside the classroom, this kind of learning includes service learning and student-initiated engagement. Experiential learning is a teaching approach that aims to present opportunities focusing on materials and skills that are directly related to a student's life and have a positive impact on their learning motivation. When students achieve a high level of motivation to learn, they tend to be more easily involved in the learning process as they are more satisfied and appreciate the learning more. There is a way that learning from experience can increase students' motivation by giving them autonomy in their learning, whereby students need to take lead in identifying and implementing solutions to various problems they face, as well as take their own decisions in situations that shape their learning (Svinicki & McKeachie, 2014). Wurdinger and Clarson (2010) claim that a lot of teachers teach by lecturing for the sole reason that they are used with that teaching method. Accordingly, Wurdinger and Clarson advise teachers to try involving students actively in the learning process through different activities such as discussion, group work, hands-on participation and application of information beyond the classroom. This process leads to the experiential learning concept which shows that all students are involved in the learning content which they have a personal interest in, desire for or need. This learning approach gives learners the opportunity to gain new skills and knowledge from first-hand experiences, to reflect on those experiences then after and finally to turn them into practical experiences. According to Carlson & Maxa (1998), experiential learning includes a phase called the conceptualization phase which helps students to deepen and further expand their knowledge

about a concept or a situation by cementing their experience through generalizations and applications. Learning from experience is an approach that promotes learning through critical reflection. The critical reflection process helps students to create deep, real and lasting thoughts among the basic knowledge acquired before, the learning experienced as a result of an action in experiential learning and the situation or context where the learning took place. Originally, students may “have the experience but miss the meaning” without a critical reflection (Eliot, 1943, as cited in Ash & Clayton, 2009, p. 27).

Enright (1980) claim that people have to learn from experiences and they developed high capacities to do so. For instance, a newborn is fascinated by the surrounding and continually explores new things and experiments in order to learn more about it.

2.2 Experiential learning theory

Experiential learning theory defines learning as “the process whereby knowledge is created through the transformation of experience” (Kolb 1984, p.41). It is the combination of grasping as well as transforming an experience that results in knowledge. In recent years, teachers noticed that there is an increasing change in students' interests. This change is best described as a departure from the traditional teaching method which is teacher-centered to another paradigm that is focused more on students and is designed to produce learning to develop critical thinking. According to Lantis et al. (2000), this transformation was appropriate and necessary.

John Dewey is considered the creator of experiential education. Dewey presented how significant experience is in education by stating that “there is an intimate and necessary relation between the processes of actual experience and education” (1938, p.7). John Dewey was against the traditional teaching method, a method that was passive, teacher-centered and focused on memorizing words. As Dewey claim, knowledge is not something that can be transferred to students for future use; knowledge is described as understanding something based on the previous experience to test new concepts and new practices (Roberts, 2003). For Dewey, “Education must be conceived as a continuing reconstruction of experience... the process and the goal of education are one and the same thing” (John Dewey, 1897, p. 79). His theory of experience has influenced and continues to influence to this day the design of educational approaches which include outdoor education, experiential education and adult training. John

Dewey's theory of experience is based on two principles: continuity and interaction. Continuity refers to the idea that every experience is stored and is maintained to be carried out into the future regardless one likes it or not. All people learn something from each of their experiences, whether it is positive or negative, and these kinds of experiences affect the future experiences that people will face. The interaction is built upon the continuity concept and it explains how past experiences interact with present experiences to create someone's present experience. Kolb stresses that the theory of learning from experience is very dynamic from the view of learning and a holistic theory that defines learning as the main process that involves the whole student; learning through experience is all the time present in human activity. There is another explanation why this approach is called "experiential" and the reason for this is because of the intellectual origin of John Dewey's, Lewin and Piaget's experiential work. Summarizing all together, Dewey's philosophical paradigm, Piaget's cognitive development genetic epistemology and Lewin's social psychology form a special dimension on learning development (Kolb, 1984).

2.3 Kolb's experiential learning cycle

Kolb's experiential learning theory (ELT) is a learning theory developed by David A. Kolb in 1984. It is a well-known premise that shows how students can learn experientially. According to Kolb (1984), experiential learning theory provides a multilinear model of students' development. This approach is called experiential learning because experience plays a major role in the learning process. "Learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p.38). Kolb build his theory of six prepositions based on the work of many influential 20th century scholars such as John Dewey, Kurt Lewin, Carl Jung, Jean Piaget and so many others who placed experience as a major role in their theories. Those six propositions are:

- Learning should be based on the process and the main focus should be on students' engagement in the learning process;
- Learning is a process where learners' ideas can be examined, tested and adjusted;

Experiential learning

- Learning process can encounter some difficulties or conflicts during the time when students are trying to reach a solution;
- Learning is a comprehensive process of thinking, feeling, behaving and perceiving;
- Learning stems from the student's interaction with the environment and how they build new experiences based on previous ones;
- Learning is based on a constructivist theory that learning is created and recreated by the student.

Experiential learning describes the process of learning as such as to enable the students to do something, then to think about what they have done and to draw some conclusions, and finally, to act based on those conclusions. Kolb's experiential learning theory is represented on two levels. The first level is a four-stage cycle of learning and the second level is four separated learning styles. The learning cycle which was developed by Kolb involves four stages: concrete experience, reflective observation, abstract conceptualization and active experimentation.

1. **Concrete experience:** when a learner encounters a new learning experience, situation or reinterpretation of an existing learning experience;
2. **Reflective observation:** at this point, a student reviews and reflects on the new experience he/she has encountered and identifies any discrepancies between experience and understanding;
3. **Abstract conceptualization:** this means that a learner develops a new concept or idea or changes a current abstract concept through the reflective cycle;
4. **Active experimentation:** in this stage, a learner is able to apply what he/she learned to the world to see the results it shows.

The figure below demonstrates the experiential learning cycle by Kolb:

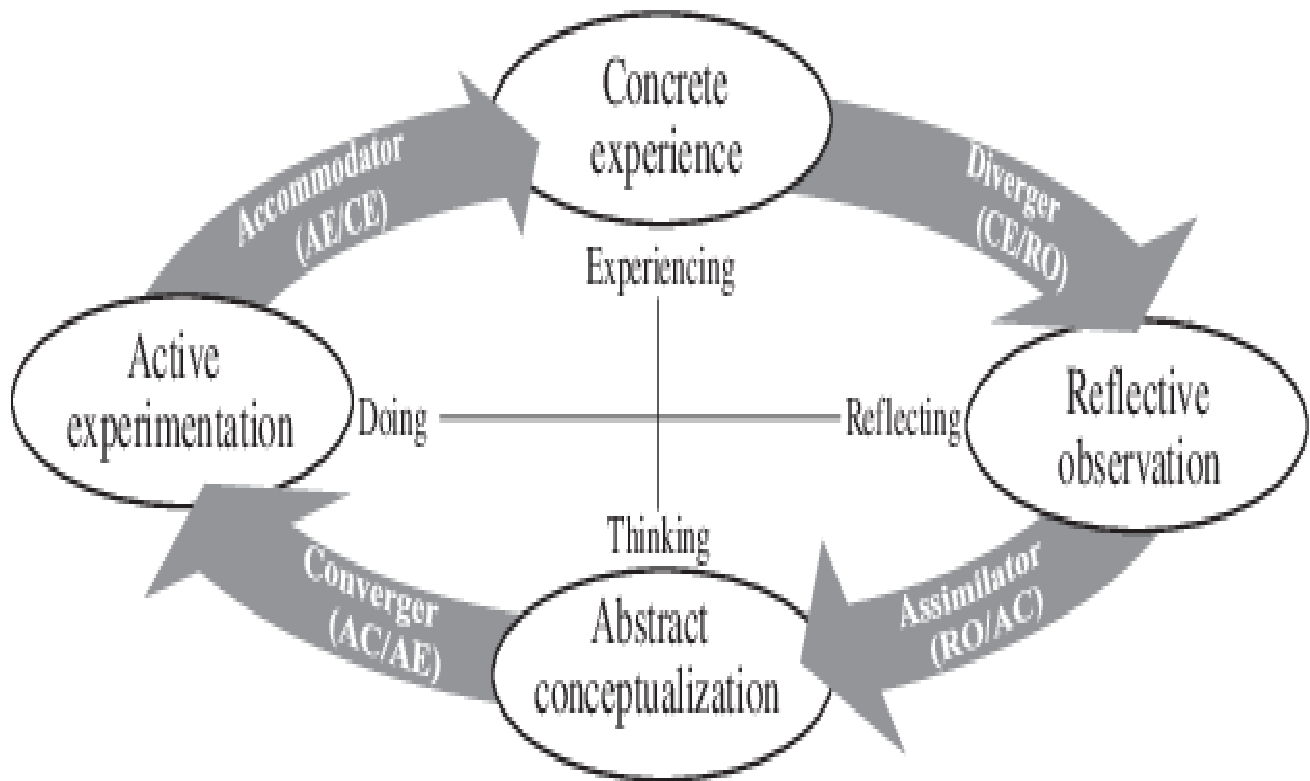


Figure 1: *The experiential learning cycle* (Bergsteiner & Avery, 2014, p. 264)

Kolb points out that learning involves the acquisition of abstract concepts that can be applied flexibly in different situations. In Kolb's theory, new experiences provide the principal impetus for the development of new concepts.

Teachers should use both the learning cycle and learning styles of Kolb to create more suitable learning experiences for their students. Teachers should ensure that activities are properly designed and implemented in ways that offer students the opportunity to engage in a manner that suits them best.

The figure below shows some activities that support Kolb's experiential learning theory of the four-stage learning cycle.

CONCRETE EXPERIENCE	REFLECTIVE OBSERVATION	ABSTRACT CONCEPTUALIZATI ON	ACTIVE EXPERIMENTATI ON
<ul style="list-style-type: none"> • Readings • Examples • Fieldwork • Problem sets • Trigger films • Observations • Laboratories • Simulations/ games • Text reading 	<ul style="list-style-type: none"> • Journals • Discussion • Brainstorming • Rhetorical questions • Thought questions • Logs 	<ul style="list-style-type: none"> • Lecture • Papers • Projects • Analogies • Model building 	<ul style="list-style-type: none"> • Projects • Fieldwork • Homework • Laboratory • Case study • Simulations

Figure 2: *Teaching activities that support different aspects of the learning cycle*

Kolb in 1984 identified four learning styles such as: diverging, assimilating, converging and accommodating. These styles underline the conditions in which students learn better.

Kolb states why different students prefer a single different particular type of learning. There are a lot of various factors which influence students preferred style, and these factors are for example, social environment, educational experiences also the individual's basic cognitive structure.

The learning style which was developed by Kolb is best explained in two points: one involves how a person understands and processes the information and the other includes the processed information as active experimentation or reflective observation.

1. **Diverging style:** (feeling and watching). Students who are more into this kind of style prefer to watch rather than do. They also have a strong imagination, and they collect different information to solve problems that appear in the classroom. These students are

usually emotional, strong in arts, prefer to work in groups, and are open-minded towards receiving feedback. David A. Kolb named this style “diverging” for the reason that these people perform better in situations that require the generation of ideas such as brainstorming. The characteristics of this learning style are concrete experience and reflective observation.

2. **Assimilating style:** (watching and thinking). Students who prefer this kind of learning style require good and clear information. They are more interested in ideas and abstract concepts and less focused on people. Students with this learning style prefer more to read and lectures as well as to explore analytical models. Characteristics of this learning style are abstract conceptualization and reflective observation.
3. **Converging style:** (doing and thinking). People who prefer this learning style can solve problems and apply their learning to practical issues and find solutions. Students with this style tend to be unemotional. Converging learners like to experiment with new ideas, stimulate and work with practical applications. Theoretical conceptualization and dynamic experimentation are learning qualities.
4. **Accommodating style:** (doing and feeling). People who prefer this learning style are more likely to do things practically. People with an accommodating style are more attracted to new challenges and enjoy experiences. People who belong to this style commonly act on their gut instinct rather than logical analysis. The characteristics of the accommodating style are concrete experience and active experimentation.

The figure below demonstrates the experiential learning styles by Kolb:

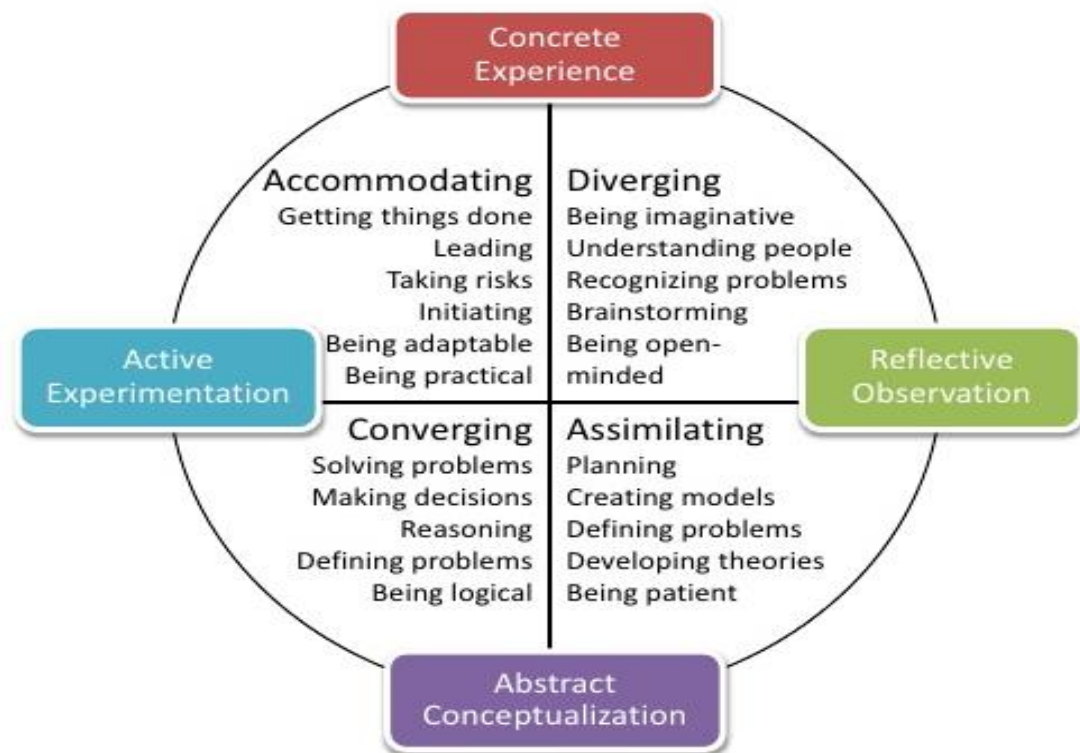


Figure 3: Kolb's learning style. *The learning style inventory* (Kolb, 1984, p.10)

Richardson (1994) asserts that based on Kolb's experiential learning cycle, these four learning styles allow students to learn the content based on the learning style that suits them best.

2.4 Experiential learning and experiential education

Experiential learning and experiential education are terms that appear to be the same but in fact, are not. It is argued that the most effective and efficient type of learning occurs through experience and reflection on doing, which is known as experiential learning. Many people have heard the term "experiential learning" but not quite so many understand it. Learning from experience is the process from which learners expand their knowledge from direct experiences outside the traditional environment. By the age of one, we all had our own painful encounters

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with experiential learning. For instance, our first attempts to walk - we tried, we failed, we tried again, we cried, and in the end, we made it.

Experiential learning can be explicitly used for learning a new skill or improving the skills we already possess. For example, one first has to expose themselves to a situation to experience. After reflecting on what happened, one should try to understand the relationships to form an abstract concept. Lastly, one should decide what to do differently next time and then do it again.

Experiential education is a hands-on form of learning that begins with a concrete experience. After students solve a problem, they reflect on the process and then will be able to apply the lessons learned more broadly to their lives. Experiential education is also the structure through which a teacher will pass information to a student, potentially leading to learning. Experiential education is a theory of teaching in which teachers actively engage with the students in direct experiences.

Christian M. Itin cites two definitions; one for experiential learning and one for experiential education. The experiential learning definition comes from the educational researcher Arthur W. Chickering in 1976; he asserts that “experiential learning happens when changes in feelings, judgments, knowledge or skills result for a particular person from living through an event or events” (p.91). The other definition comes from the Association for Experiential Education in 1994 that asserts that “experiential education is a process through which a learner constructs knowledge, skill and value from direct experience” (Itin, 1999, p.91).

So, experiential learning is considered as the change that appears in an individual. This change is a result of reflection that came from direct experience and follows in new abstracts and applications.

“Experiential learning rests within the student and does not necessarily require a teacher” (Itin, 1999, p.92). On the other hand, “experiential education while also drawing on direct experience must include the role of the teacher” (Itin, 1999, p.92).

2.5 The role of teachers and students in experiential learning

The role of the teachers is significant in all aspects of life. Teachers play an important role in affecting students learning motivation and outcomes. Most teaching, especially at the high school level, involves the teacher as the central role and the students as the passive recipients and therefore the traditional method is more preferred by some teachers. The experiential learning approach requires that these roles be changed in order for students to play an active role in the experience, followed by reflection as a method for processing and understanding. Education needed a change from being teacher-centered to student-centered.

This change encourages educators to provide different roles to students in order to expand their own professionalism in performing their new function (Ifanti & Vasiliki, 2011). For students to improve their learning, teachers must first improve their quality of teaching. Furthermore, teachers should develop students' cognition and meta-cognition. Teachers should transition from being the sources of information to facilitating information. However, the process of becoming a learning facilitator is not less difficult than becoming a source of information. This is because teachers should have more knowledge on the learning content and they should also know how to manage their classroom, create materials and assess. As Esteve (2000) states, teachers should transform their teaching into facilitating, organizing and counseling their students' learning.

According to Darling-Hammond, teachers should also be “diagnosticians, knowledge organizers and professional or skilled coaches” (Darling-Hammond, 2006). It is expected that the various roles of teachers in managing the classroom and teaching might affect the learning achievement of the students.

Warren (1995) states that in order for students to take control of their own learning, the teacher must become an integral member of the group. However, after students gain self-determination and responsibility, the teacher's role as a leader occurs only in situations when the group lacks the abilities to deal with the obstacles they face. He concludes that once students have been provided with the necessary skills and information, the instructor steps back and serves as a resource person, supporter and facilitator. Learning is problem-solving and is most effective when it is initiated by the student and facilitated by the teacher.

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Schank (1995) declares that the aim of a good teacher should be to expose students to different kinds of situations that make them curious enough to learn independently. The instructor should also be able to provide help for the students to discover suitable experiences, and answer their questions or at least suggest ways to find the answers. On the other hand, learners are not completely to teach themselves, but the teacher takes on the role of a guider and facilitates the learning process.

Wurdinger and Clarson (2010) claim that learners like to be involved in personal, social and practical problems. That being said, students should be free in the classroom as long as they step forward in the learning process. They further suggest that learners will assess their own progress of success in the learning process - this being the main means of assessment. Learners will learn from experience after a period of time and then they will become open to change. This change is going to lead students to rely less on the instructor and more on fellow peers, improve their skills in discovering and learning from authentic experiences, as well as provide the opportunity to self-evaluate equally their performance.

The figure below shows the role of teachers and students in experiential learning approach.

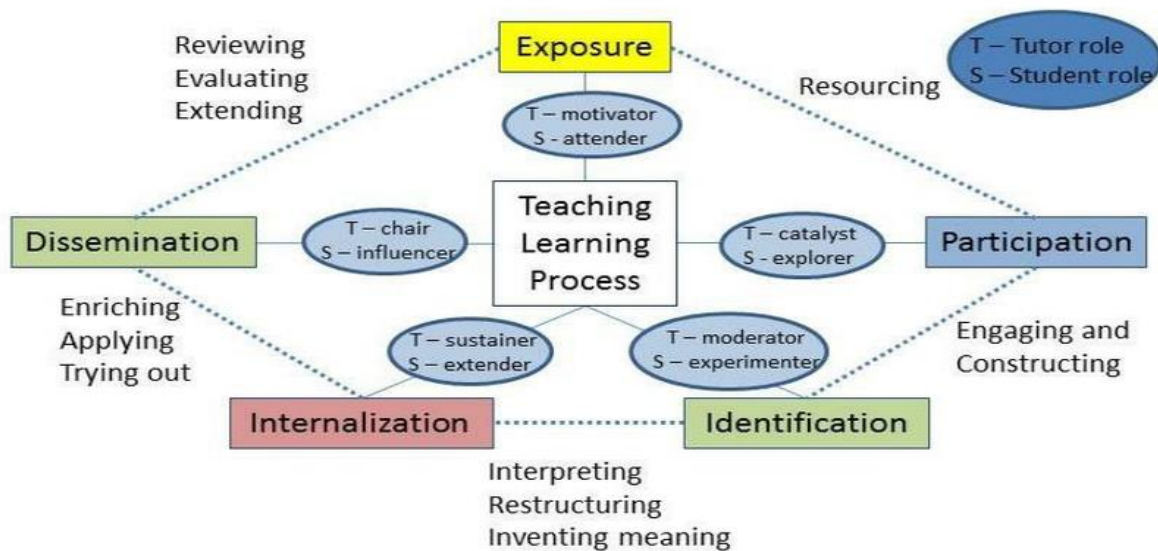


Figure 4: Roles of teacher and learners in experiential taxonomy (adapted from Johnston, 1984)

Below are shown four common roles that the teacher plays in experiential learning.

2.5.1 The teacher as a facilitator

Unfortunately, most classes in our country still include teachers as authority and students as passive recipients. However, teachers who are more professionally prepared and are well-versed in experiential learning act as facilitators. Acting as a facilitator means placing students at the center and involving them actively in learning, as well as involving them in the decision making and problem-solving processes. Being a facilitator also means transferring knowledge into the real world. In this situation, teachers create a warm and affirmative style to draw out students' interests and motivate them. This learning approach is very useful for developing strong relationships with students. These kinds of activities include brainstorming and group discussions.

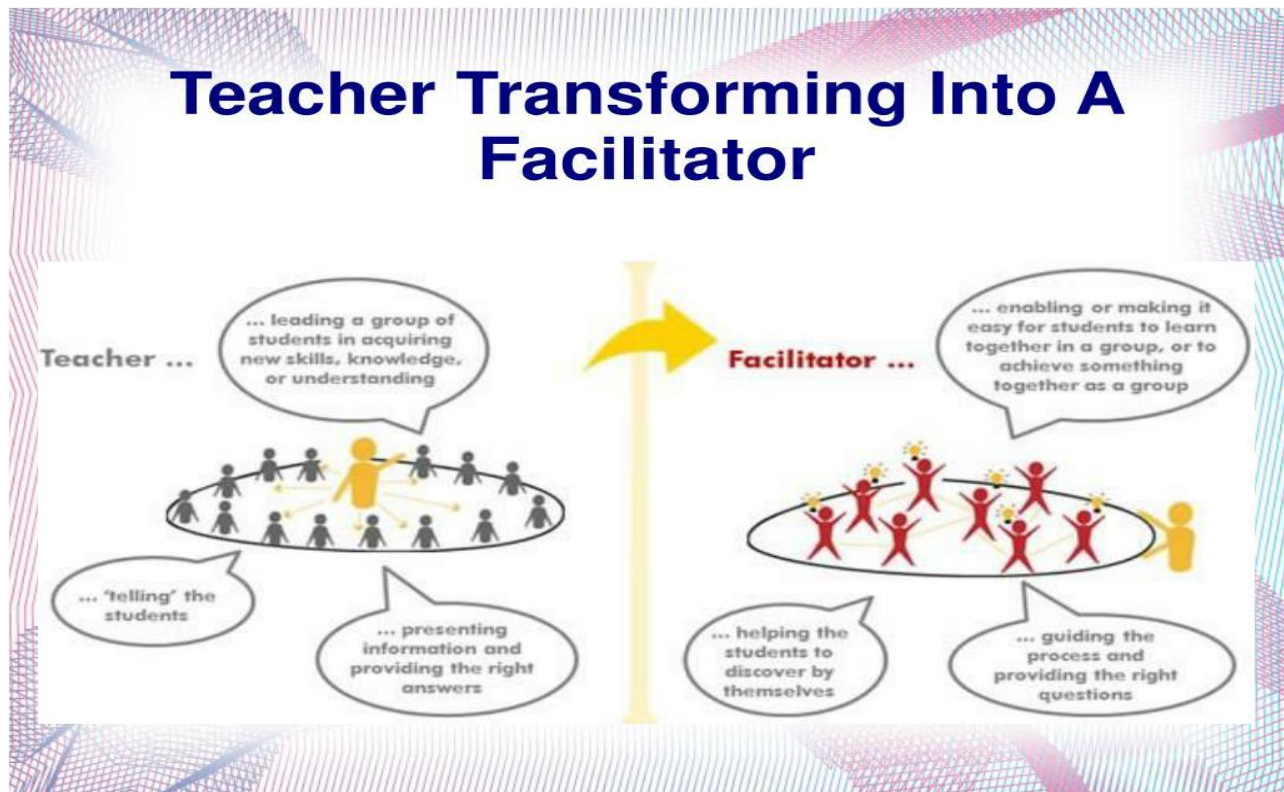


Figure 5: *How a teacher can transform into a facilitator*

2.5.2 The teacher as a subject expert

Teachers as subject experts generally help students organize and connect their reflections to the knowledge base of the subject. In this type of learning, students often learn through examples, modeling and encouraging their critical thinking. In order to be able to do this, teachers need to constantly develop themselves. The need to constantly develop themselves is essential to the achievement of their students. Teachers should be aware of the developments in their profession. To endorse this, schools must understand that teachers need more opportunities to be creative in order to grow their professional preparation. Naturally, this learning style will develop teachers who are experts in the subject and passionate advocated in their profession.

2.5.3 The teacher as a standard setter/evaluator

Within a subject area that has specific performance requirements, the standard setter or evaluator role is vital. In this position, teachers adopt an analytical, results-oriented style to help learners assess their learning; this promotes the development of thinking.

2.5.4 The teacher as a coach

The role of the teacher as a coach includes collaboration and stimulating learning, which helps students to use their prior knowledge to achieve their goals. Based on this approach, teachers also work one at a time to personalize the experience that is focused on the content of the student's life. The teacher as a coach includes providing feedback to their students and using instructional techniques such as fieldwork and applied projects.

As mentioned above, learning from experience is defined best as "learning by doing". The experiences of designed learning must promote an immersive experience. Students are those who play an active role in the experience most of the time and is followed by reflection as a method for understanding the experience and giving sense to it. While the teachers are not in the central role, they should play a crucial role in orchestrating learning in their classrooms.

2.6 Experiential learning activities

Experiential learning refers to an education that is child-driven and combines knowledge, skills and experience which is usually uncommon to acquire within traditional classroom teaching styles. Lessons can include hand-on instructions although it could also include things such as internships, field trips, studies abroad, field research and service-learning projects. Thus, through transformative experiences that peak students' interests and stimulate their curiosity, they gain an enduring appreciation for education. Experiential learning comes in many forms and it contains a wide range of strategies as well as activities that can be used by teachers.

Using experiential learning activities in the classroom can help students to:

- **Remain focused** — students are less likely to be uninterested if they are actively engaging in the learning process
- **Learn differently** — students are able to learn in a dynamic and innovative way as they are more involved in the learning process and are involved emotionally.
- **Learn faster** — learning from first-hand experiences entails great problem-solving and critical thinking. These ultimately enhance student commitment, learning and improve content retention

Letting students work independently on projects is very important for experiential learning in high school. They need to be encouraged to use their creativity in order to make the projects interesting and fun whilst still being educational. Experiential learning activities reduce the knowing-doing gap as students gather knowledge in different situations and apply it successfully in an engaging and safe environment.

Applying experiential learning activities helps students improve their grades, create a deeper understanding of the content, increases student engagement, helps students associate new concepts with things they already know, and encourages critical thinking skills.

The following are some examples of how experiential learning can be applied by teachers. Teachers can modify such activities or even create their own experiential activities.

- **Project work**

In this activity, the teacher gives students a task to work on, alone or in groups for a period of time. The purpose of this activity is to help students be more responsible and collaborate with each other in the given task. When teachers offer these types of formalized activities to the learners, they facilitate their participation in meaningful activities. This means that instead of relying on the spontaneous interest and reaction of the learners, teachers design activities that will help promote interest and interaction (Willis & Willis, 2007).

- **Pro and con grid**

The pro and con grid activities require students to create a list of advantages or disadvantages related to the subject matter, helping them to look at the topic from different perspectives and develop analytical and evaluative skills. By motivating students to consider a subject from various angles, we are moving them in a new, original direction to approach a lesson or task.

- **Role plays**

Specific role play is one of the most popular activities. This activity requires students to take on an imaginary role that they will play. Students perform tasks and make decisions that are similar to what people in those positions might face (Gentry, 1990).

- **Service learning**

Such types of activities include community service experiences. This activity is performed outside the classroom but always related to the course materials. Students participate in a community service activity, and then they are required to reflect on these activities in order to better understand the material content (Moore, 2010).

- **Cross age peer tutoring**

This activity is considered to be an approach to peer learning. During this activity, a student helps and guides another student on the material, in which the first student is proficient and the second one is a novice. Overall, peer learning activities have a lot of advantages, such as:

improving students' critical skills, improving comfort and openness and so on. When a learner is prompted to explain content to a colleague, it can help both parties to strengthen their skills by questioning each other's views and exchanging feedback. By means of this activity, they are putting the knowledge and skills they have developed into practice.

- **Critique/evaluation**

In this activity, students are asked to criticize a company or an organization managing strategy. This activity is usually organized in smaller groups. Then, the class discuss about the evaluation they have made (Gentry, 1990).

- **Practicum**

This type of experiential learning activity typically in a course or exercise includes practical experience in a work environment, whether paid or not, as well as theoretical research, including supervised experience as a competent professional instructor (Moore, 2010).

- **Student-generated test questions**

This type of activity offers the opportunity for students to ask questions rather than simply answering them. By repositioning the approach of the students to a lesson by provoking a series of questions and answers, this activity builds understanding of the participants by involving them in a process of inquiry and reflection, which is the heart and soul of experiential learning.

- **Community based research**

Teachers and students co-operate with local organizations during this activity; carry researchers and students to meet the needs of a chosen community. The students will gain immediate research experience as a result (Moore, 2010).

Harmin (1994) states that experiential learning strategies minimize students' need to push and pull, struggling to make them learn. This kind of strategy aims to naturally catch up with students in learning and develop engagement between students and, in the process, the development of some of the students' most constructive potentials comes as a result. Therefore, students become

more mature and responsible after each month, and the classroom gradually becomes a fun and enjoyable, thriving learning environment.

2.7 Assessment of experiential learning

Assessment is an important part of the cycle of experiential learning. It offers a basis for “participants as well as teachers to confirm and reflect on the learning and development that has and is taking place”. In addition, proper methods of assessment engender a “reflective process that ensures continuous growth long after specific learning opportunities have been completed” (Bassett & Jackson, 1994, p.73). Without the appropriate evaluation tool like self-assessment, the teacher may not realize that significant learning has taken place. Thus, classroom teachers should “also looks for assessment techniques that measure more than just the ability to remember the information” (Wurdinger, 2005, p.69).

The assessment of experiential learning activities presents teachers with different kinds of problems. As in experiential learning activities, the means are as important as the ends. It is also important to examine assessment as more than outcome measurement.

“While outcomes are important to measure, they reflect the assessment end product, not a complete assessment cycle” (Qualters, 2010, p.56). Therefore, “unique assessment methods need to be devised to measure success in both the process and the product, each area requires separate learning outcomes and criteria” (Moon, 2004, p.155).

Another difficulty that appears when developing assessments is related to the variability of experiential activities. As students work on different projects and participate in different external activities, they cannot all be expected to learn exactly the same things, but the important thing is that each student can take away something different from the experience. There is also a variation among the different students, beyond the variation of the activities.

Effective assessment methods should be able to take these variables into account, and be able to both “separate perceived learning from genuine learning” as well as capture accurate levels of growth and change in students (Qualters, 2010, p.59).

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To create effective assessment methods, Qualters recommends asking these following questions which he called “essential questions”:

1. What is the reason we are doing the assessment?
2. What exactly are we assessing?
3. How should we assess in the broadest terms?
4. How will the results be used? (Qualters, 2010, p.56)

Teachers then can develop their assessment strategy with the answers to these questions. It is important to keep in mind that these assessments should be student-centered. When teachers give students an active role in their learning, they should also give them a role in assessing their own learning.

Wurdinger reports three ways in which students in experiential learning may conduct self-assessment:

1. Student involved assessment allows them to decide how their work is going to be judged. Students choose what criteria they can use to assess their work, or help create a rubric for grading.
2. Records kept by students allow them to keep track of their work. This could be achieved by creating a portfolio that documents students’ progress over time.
3. Student involved communication allows students to present their learning to an audience, for instance through an exhibit or conference (Wurdinger, 2005, p.70).

2.8 Criticism of experiential learning

Regardless of the fact that experiential learning approach has many benefits, this learning approach has been criticized by some educationalists for certain reasons. For instance, Schank (1995) lists two reasons why learning through experience is not a standard educational form. Firstly, he claims that experiential learning is a difficult approach to apply to the classroom

without doing devices, but in many cases, it is hard to define what to do regardless of a given topic or issue. However, when the devices are usable, learning by doing is easier to apply. Second issue is that most educators and psychologists have not really understood how learning by doing works and thus hate to insist upon it.

As Knobloch (2003) states, even though experiential learning has been a basic component of education for many years, its application in education is not so large. Moreover, since experiential learning models do not fully direct their pedagogy, teachers sometimes exclude this method when working with students.

Paddleford (2010) states that the reason why experiential learning approach is criticized is because it is seen as a method for time and money. He says that the educators need to learn various elements to be able to create a purposeful and differentiated lesson. This means that teachers should be very clear when they lecture and they also need to be very prepared. This takes careful planning, which consumes time. According to Paddleford, money can be also a disadvantage of this learning approach since it exposes students to continuous hands-on learning.

According to Beard and Wilson (2006), learning from experience also has its difficulties because not all experiences that we encounter in life can be positive or enjoyable. They also claim that one reason against experiential learning is the difficulty students face when linking it to complex fields of technology.

Kayes (2002) believes that experiential learning does not properly explain the role that non-reflective experience plays in the learning process. Although the theory is good at analyzing how learning occurs in people, on the other hand, it does little to look at learning occurring in larger groups of society. Furthermore, he added that learning styles cannot be stable over time.

2.9 Summary

To summarize, the experiential learning approach is very beneficial for students and, including it more in the teaching process, professors will ease students' perception and acquiring knowledge. Furthermore, learning from experience achieves the goals of the educational system by engaging

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students, improving their critical thinking skills and increasing awareness of students' desires and learning preferences. The strategy allows for flexibility and hands-on learning that is translated into increased students' motivation. This is because experiential learning is more focused on the process rather than the product and therefore students are able to acquire self-efficacy as they can see their accomplishments and their activities will not be compared to the other students. Finally, experiential learning focuses on the learning and engagement of the students, which is the educational system's current objective. Ultimately, academic achievement is heightened if this is well planned and performed correctly.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction of the research design and methodology

This chapter deals with the description of the study regarding the effect of experiential learning on improving EFL students' performance. It thoroughly examines its effect on supporting and helping students to learn. This research covers the effect of experiential learning with 10th-grade students. This research provides data gathered and main findings derived from the performance of learners who included experiential learning in their lessons and from questionnaires as well. Furthermore, the overall design of the study has a detailed description about the usage of experiential learning in the English language, research questions and objectives, hypotheses, population and sample, data collection instruments and the procedure of this research.

3.2 Design of the study

This research is conducted employing qualitative and quantitative methods in order to investigate the effect of the experiential learning approach on students' performance. The research is conducted through tests, questionnaires, observation and interviews. The study took place at the High School "Hivzi Sylejmani" with 10th-grade students as participants. The learners were from the same school. Firstly, besides students taking a pre-test, English classes were observed carefully by the researcher for a month and notes were kept on the progress of the learning process. At the end of the month, students had to take a post-test to measure the changes that occurred after using experiential learning in their classrooms. Additionally, students had to complete a questionnaire about the effectiveness of experiential learning, and English professors had to give their opinions about the use of experiential learning and their suggestions related to this approach through an interview.

3.3 Research questions

This research study aimed giving answers to the following questions:

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- What is the effect of experiential learning in teaching English?
- Does experiential learning improve students' performance?
- What is the motivation to learn the English language among students who were taught with an experiential learning approach?
- Does experiential learning help students learn the English language more easily?
- Do professors use the experiential learning in their classrooms in order to help students improve their learning performance?
- Does the use of experiential learning help students gain proficiency in the English language?

3.4 Objectives of the thesis

General objective:

This study intends to show the effectiveness of teaching and learning the English language using experiential learning. Furthermore, this thesis will discover whether English professors find it easier teaching the English language to high school students by using experiential learning and whether students will achieve greater results by learning English using this learning method

Specific objectives:

- To find out if experiential learning is effective and beneficial in teaching English as a foreign language;
- To find out if high school students and English professors prefer experiential learning more than the traditional method;
- To find out if the use of experiential learning facilitates the learning of the English language.

3.5 Hypotheses

- The use of experiential learning in learning English as a foreign language has a positive outcome in improving students' performance;
- The use of experiential learning increases students' motivation and they become more collaborative.

3.6 Participants

This study was conducted in the high school “Hivzi Sylejmani” located in Fushe Kosove and was focused on the use of experiential learning in English classes for 10th-grade students. Two 10th grade classes were selected to be included in this research with a total of seventy-seven gymnasium students. The first class had 40 students whereas the second class had 37 students. Their age was between 15 and 16 years old and their English level proficiency was considered to be pre-intermediate. Forty-three students were girls whereas thirty-four boys. There were also four other participants - English professors of the abovementioned high school. Three English professors were females and one male. The majority of students belonged to the Albanian ethnic nationality.

3.7 Instruments

The instruments used in this research in order to have accurate outcomes are: tests, questionnaires, observation for students, and interview for professors. Students were studied before and after the experiential stimulation. They took a pre-test in the beginning to measure their level of English language. After learning with an experiential learning approach, they took a post-test to check if there was a change and to compare the results of students' performance (see Appendix 1 and 2). The pre-test and post-test contained questions that are related to the learning units the students went through. The other instrument was an all-time observation which was done by the researcher. A questionnaire was also included, which was designed for students by the researcher based on the literature and related studies (see Appendix 3). In the beginning, the researcher designed a questionnaire with 9 closed-ended questions, whereas the 10th question

required students to give their personal opinion regarding the use of experiential learning. As this questionnaire was intended to find out if it is indeed functional, the researcher found out that there were just a few students who actually answered the 10th question. Thus, the 10th question was changed to a closed-ended question. The researcher adopted the Likert Scale in five degrees:

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The last instrument was the interviewing of professors (see Appendix 4). This interview contained 5 open-ended questions where professors had to give their opinion about the experiential learning approach. The interview was held by the researcher.

3.8 Procedures

The researcher first provided explanations to the students about the approach of experiential learning and then students were asked to complete a pre-test to see their performance in the English language. Secondly, from the first lesson, professors were urged to include as many experiential learning activities as possible throughout the learning during this period. During this time the teacher placed students in the center and involved them actively in the learning. The lessons started with brainstorming and discussions. The teacher gave a task to students and asked them to complete it, working on groups. The teacher intervened only when students did not have something clear. When students were provided with information the instructor steps back and serve as facilitator. As students were actively engaged in the learning process they were all the time focused. On another teaching lesson the instructor asked students to take a specific role and play it on front of other students. As during this time the schools closed due to the pandemic, the researcher along with the teacher and the students continued the teaching process online. As we mentioned before that experiential learning approach is appropriate even for outdoor activities. As it was spring season students were asked to go outside and notice different signs of spring around them. They do not need to talk about these signs just to observe as many as they can.

After, they had to return to the online classroom and to write three clues without naming the object. And other students have to guess what the object is about. Thirdly, after one month of experiential learning, students were required to undergo a post-test in order to compare the results with the pre-test. In this way, we were able to note whether the application of experiential learning had an effect and increased students' performance. Fourthly, students were required to complete a questionnaire of 10 closed-ended questions in order to understand whether students prefer to apply experiential learning more in the learning process. Fifthly, four English language professors were interviewed on their opinions and suggestions about experiential learning as an approach. The interview contained a total of 5 questions. Finally, it is worth noting that throughout this time, the researcher observed and kept notes on the progress of the learning process.

3.9 Statistical analysis

During the analysis of data, various statistical procedures were used to estimate the students' response in each item and in total score.

For data analysis, the researcher used the following percentage:

100 % - 80 % - Very high degree of response

79.9 % - 70 % - High degree of response

69.9 % - 60 % - Neutral degree of response

59.9 % - 50% - Low degree of response

Less than 50 % - Very low degree of response

3.10 Ethical issues

Since the study was conducted in human subjects, for ethical reasons, the researcher first obtained permission from the school principal to conduct the study. Furthermore, given that students were minors, the researcher together with the professors talked to their parents and explained the purpose of the study in order to get permission so their children could be part of this study. They were notified that their participation in this study was voluntary and that their information would be used solely for research purposes.

3.11 Summary

This chapter introduces the design of the study, including the methodology, research questions, participants, instruments, objectives, hypotheses and procedures of the study. It further clarifies the difference between the traditional method and the experiential learning approach in teaching English as a foreign language. In addition, it examines students' performance and motivation while learning English.

CHAPTER 4: STUDY RESULTS AND DISCUSSIONS

4.1 Introduction of study results and discussion

This chapter presents and discusses the results of qualitative and quantitative data gathered during the four weeks of research. Data collection begins when students take a pre-test to see their level of performance in the English language and continues with classroom observation of the teaching and learning process. Furthermore, after four weeks of teaching with an experiential learning approach, students take a post-test to measure whether any change occurs following the application of experiential learning in their classrooms. This chapter analyses the students' questionnaire with regard to the effectiveness of experiential learning, as well as the interviews of English professors whereby provide their opinion on the use of experimental learning.

4.2 Results and discussion from observation

The researcher conducted the observation over a period of one month, namely from 27 February to 27 March. Half of the research was realized through online classes as a result of schools being closed due to the pandemic. Two 10th graders from the same school were observed. On day one, the researcher informed the students about the research and what is expected from them. On the second day, students had to take a test to see the level of English language comprehension. In the following days, the commenced elaborating the lessons through experiential learning activities. The environment where the observation took place was pleasant and warm. The classroom contained all the equipment necessary for the development of learning using the method of experiential learning. It is worth noting that the learning was student-based just as experimental learning requires. As aforementioned, the experiential learning approach requires students to play an active role in the experience, which is followed by reflection as a method for processing and understanding. On the other hand, the teacher's role was the facilitation of information. The teacher adequately managed the classes and the students were willing to cooperate. Conversations concerning the lesson's topic and solutions to tasks were student-student, whereas the teacher interfered only to provide information or direct students on how to successfully

complete the tasks assigned. The teacher exercises the role of the leader only in situations when the group lacks the skills to deal with the obstacles faced. From day one, students showed excitement and willingness to participate in the learning process. Their collaboration with each other played an important role in the learning process. During this one-month period, the teacher employed various games and activities for purposes of enhancing students' performance and motivation. Experiential learning contained activities that provided more advanced students with the opportunity to help students struggling in completing the tasks or understanding what was supposed to be done. Application of experiential learning activities in the learning process deepened students' understanding of the content, increased their engagement, aided students in associating new concepts with things already familiar to them, stimulated their critical thinking skills. On the penultimate day, students took another test to see whether their performance in the English language had improved. On the last day, the researcher met the students to show them their results on their improvement within a month due to the use of experiential learning activities.

To give an outline of this entire month, through the various activities of experiential learning such as: project work, role plays, service learning, cross-age peer tutoring, student-generated test questions, etc., students found it easier to understand the concept of the topic elaborated, felt safer and more willing to cooperate in the teaching process, and expressed that the experiential learning approach is more fun and enjoyable.

4.3 Results and discussion by students before the pre-test and after the post-test

As specified earlier, the first and the last instruments applied in this research were the pre-test and post-test respectively. On the first day of meeting with the students, the researcher asked whether they are willing to participate in this research, to which they agreed. Thereafter, the researcher explained to the students what experiential learning is and what are they required to do during this month. Naturally, prior to the teacher performing experiential learning activities in the classroom, students tested their knowledge by means of a test. The testing of students' current knowledge of the English language took place on the second day. In order for the students to have a clear idea of how to fill out the test, the researcher provided all the necessary

information of what the test required prior to distributing them. Teaching throughout this one month was conducted using the activities selected from the experiential learning approach. The students were more cooperative and active during this period of time. After a month, the same procedure was applied. The students were distributed a post-test to verify whether students' performance in the English language improved.

Below are presented three tables: 1) Grading scale table; 2) Students' pre-test results; 3) Students' post-test results.

TABLE 1: Grading scale table

GRADING SCALE TABLE				
0-20 points	21-30 points	31-35 points	36-44 points	45-50 points
Fail	Satisfactory	Good	Very good	Excellent
(1)	(2)	(3)	(4)	(5)

TABLE 2: Students' pre-test results

STUDENTS' PRE-TEST RESULTS				
4 students	19 students	25 students	18 students	10 students
Fail	Satisfactory	Good	Very good	Excellent
(1)	(2)	(3)	(4)	(5)

The table above shows the pre-test results for both classes, namely the results of a total of 77 students. Whereas below are shown the results of the pre-test for the two classes separately.

The first 10th grade that participated in this research had 37 students. The pre-test results for 37 students in the first class are as follows: 1 student failed (1); 8 students were graded satisfactory (2); 12 students were graded good (3); 11 students were graded very good (4); and 6 students were graded excellent (5) with maximum points.

The second 10th grade that participated in this research had 40 students. The pre-test results for 40 students in the second class are as follows: 3 students failed (1); 11 students were graded

satisfactory (2); 14 students were graded good (3); 7 students were graded very good (4); and 4 students were graded excellent (5) with maximum points.

TABLE 3: Students' post-test results

STUDENTS' RESULTS FROM POST-TEST				
0 students	7 students	23 students	27 students	19 students
Fail	Satisfactory	Good	Very good	Excellent
(1)	(2)	(3)	(4)	(5)

The post-test results for the first 10th grade are as follows: no student failed; 2 students were graded satisfactory (2); 9 students were graded good (3); 14 students were graded very good (4); and 11 students were graded excellent (5) with maximum points.

The post-test results for the second 10th grade are as follows: no student failed; 5 students were graded satisfactory (2); 14 were graded good (3); 13 students were graded very good (4); and 8 students were graded excellent (5) with maximum points.

The test results clearly show significant improvement in students' performance in the English language. In addition to the progress in students' performance during this month, it has also been an increase in students' motivation to further participate in the learning process. Such results indicate that experiential learning activities happen to be successful. By using this teaching method, students can have better performance not only in the English language but in any other subject.

4.4 Results of and discussion about students' questionnaire

This section presents the results of the students' questionnaire in detail by explaining and analyzing their answers towards the effectiveness of experiential learning. The questionnaire comprised ten closed-ended questions. In this questionnaire participated 77 students. All

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questionnaires are considered valid as all students were present and willingly participated in the questionnaire. Their age was between 15-16 years old. Forty-three students were girls and thirty-four were boys.

The questionnaire results are presented in the following charts

Statement 1: “Due to experiential learning, learners are able to remember longer what they have learned in the classroom”

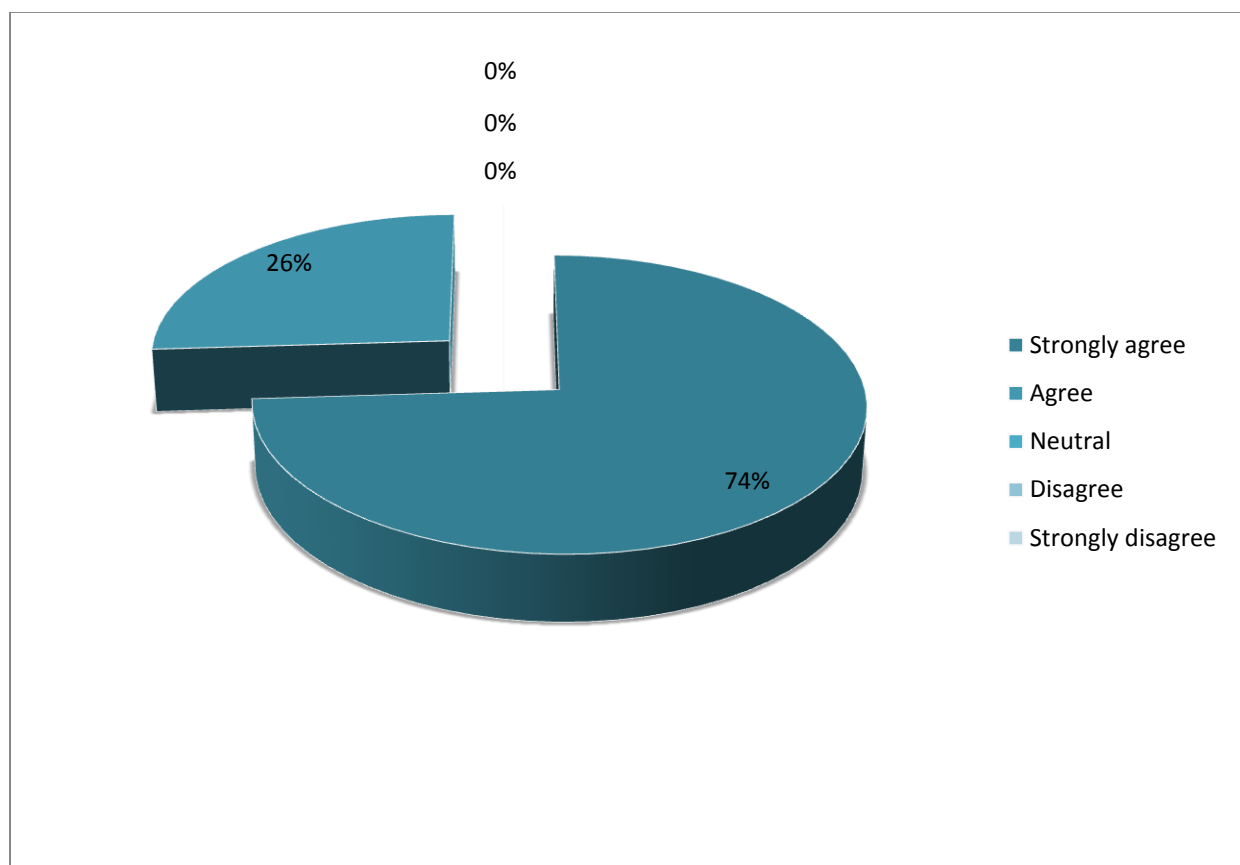


FIGURE 6: Percentage of the first statement

The majority of students strongly agreed with this statement, namely, 57 out of 77 students strongly agreed and 20 students agreed. In accordance with these results, it is concluded that all

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learners agree that the inclusion of experiential learning activities in their lessons enables them to remember the lesson learned longer in comparison to the traditional method of learning. Students prefer the use of experiential learning as it is more pleasant and provides them with the opportunity to participate in the teaching and learning process.

Statement 2: “The experiential learning approach helps students to carry information in an easy and clear manner”.

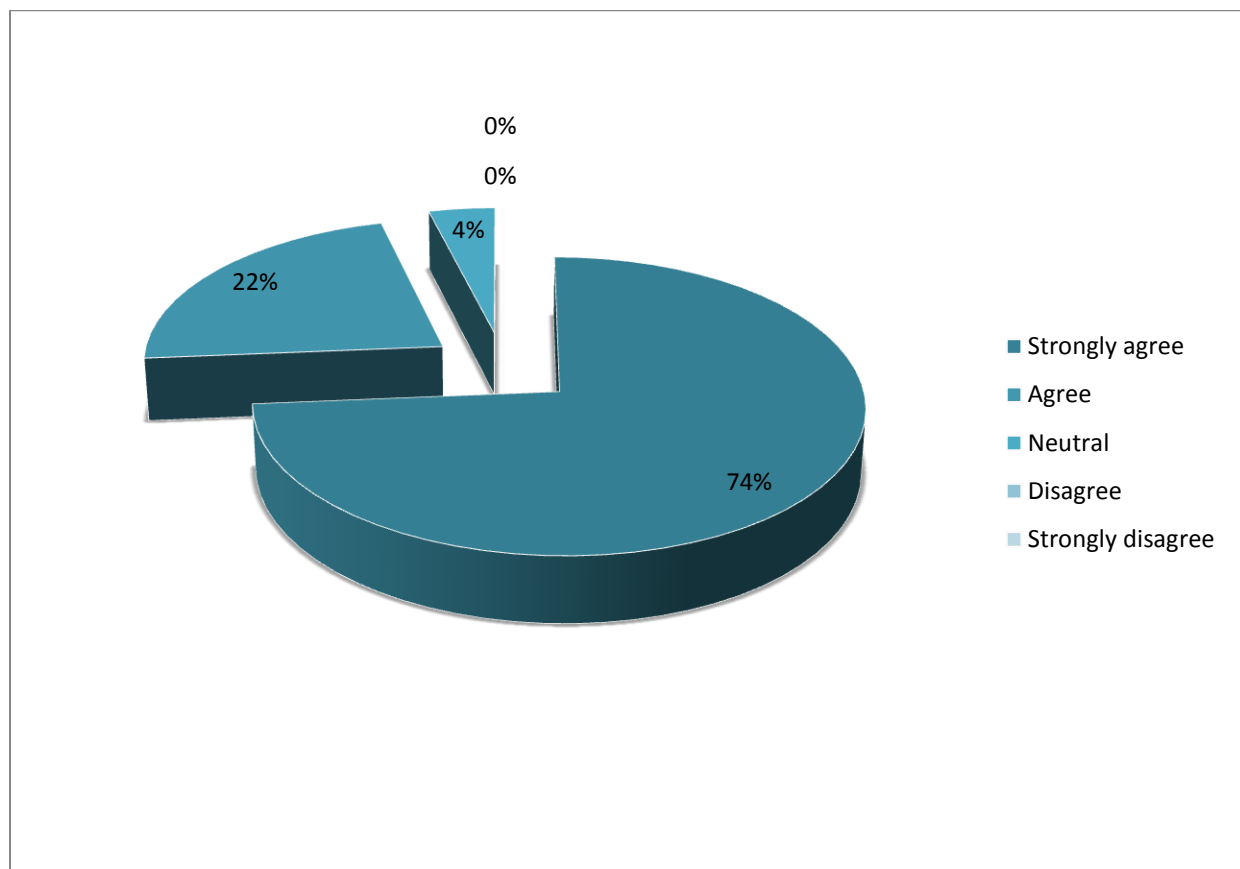


FIGURE 7: Percentage of the second statement

With the second statement, out of 77 students, 56 students strongly agreed, 17 students agreed and 1 student remained undecided. Based on these results, it is concluded that the majority of students agree that the experiential learning approach helps them convey information in an easy

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and clear manner. This translates to students understanding the concept of the topic learned more easily.

Statement 3: “By using experiential learning activities, students have the chance to apply the lessons learned in the class to real-world situations”

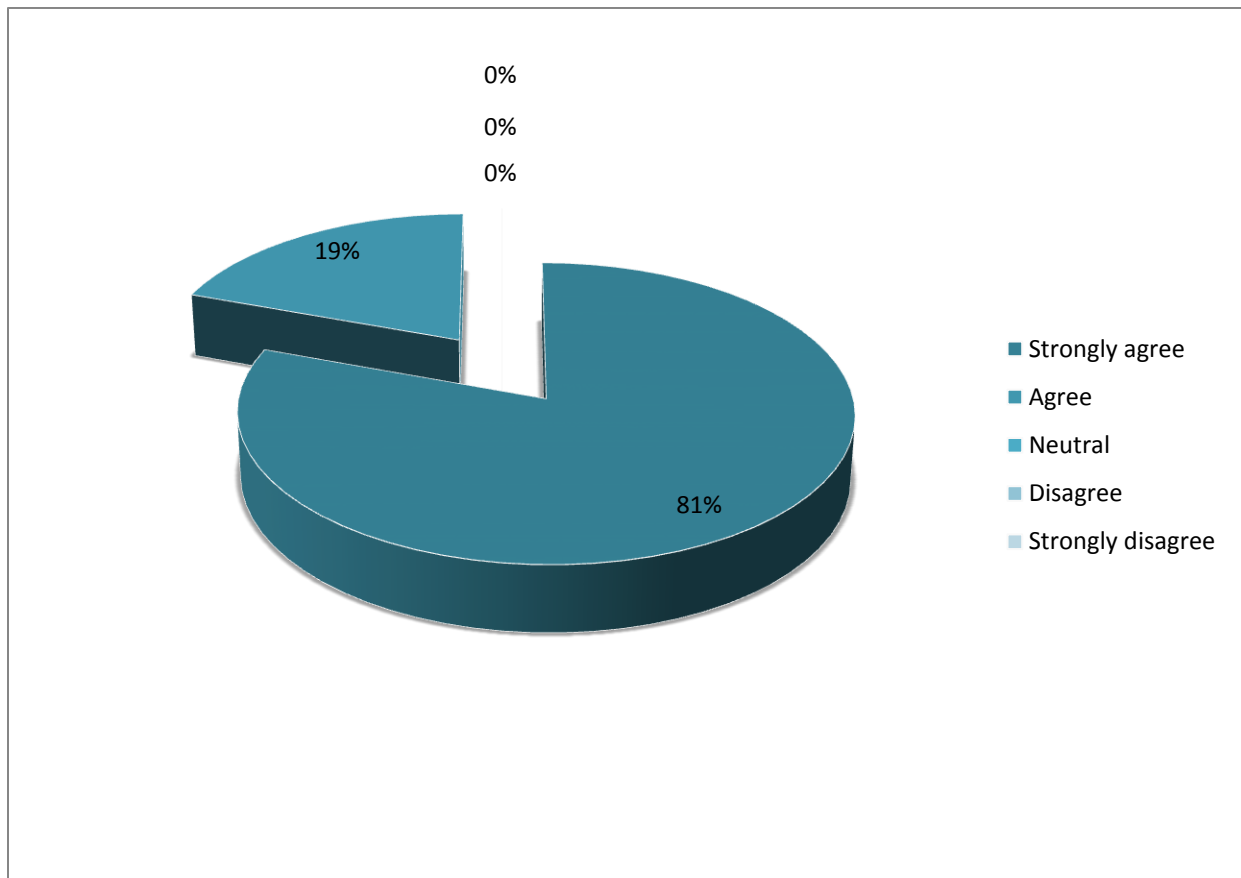


FIGURE 8: Percentage of the third statement

Out of 77 students, 62 students strongly agreed and 15 students agreed that by means of experiential learning, they are able to apply the lessons learned in class to real-life situations.

Statement 4: “**The experiential learning method inspires learners to reflect on what they have learned in school**”

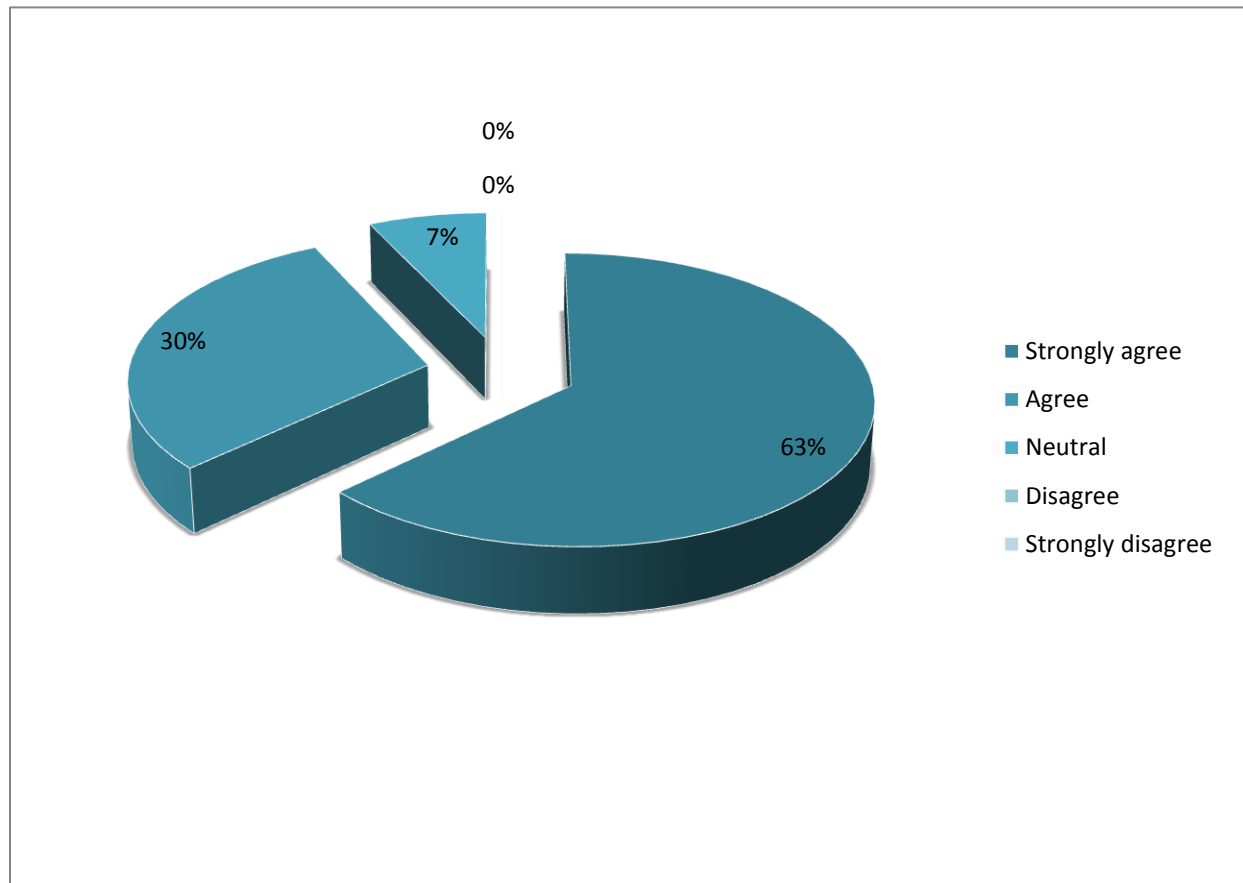


FIGURE 9: Percentage of the fourth statement

Based on the above chart concerning the statement that experiential learning encourages students to reflect on what they have learned, it is seen that 52 students strongly agreed, 20 students agreed and 5 students could not decide.

A student wrote a comment related to the fourth statement. It is as follows: “During this time, the teacher gave us many opportunities to reflect on the things we have learned in the classroom. This motivates and makes us students more interested in the lessons”.

Statement 5: “Activities of experiential learning make shy students engage more in the learning process and learn more from one another”

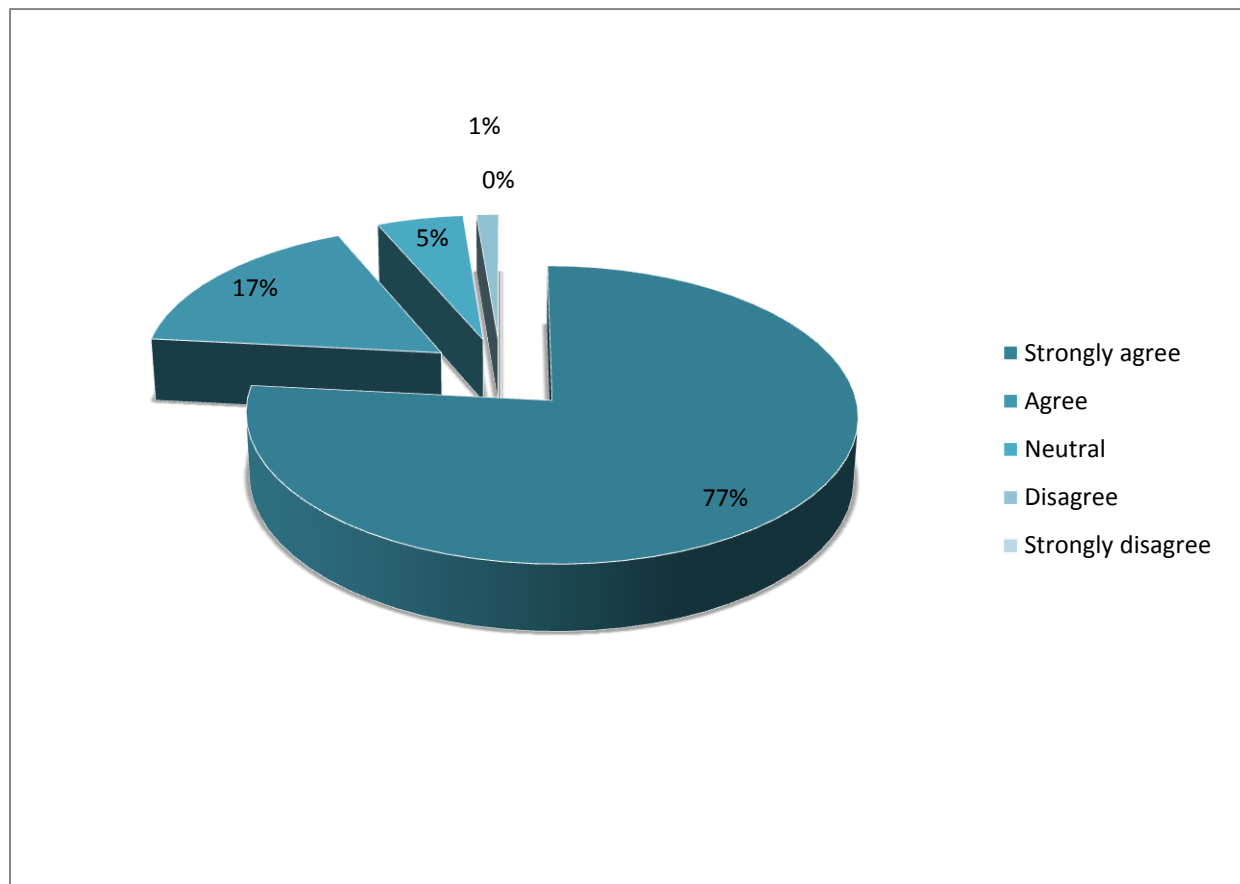


FIGURE 10: Percentage of the fifth statement

The majority of students agreed with the statement that experiential learning encourages shy students to engage more in the learning process and learn more from one another. More precisely, 59 students strongly agreed, 13 students agreed, 4 students remained undecided and 1 student disagreed.

In the comment section, a student wrote: “It is true that this method gives us the opportunity to cooperate more with each other, but students should be aware that it is not okay to laugh at other students when they struggle or are shy”.

Statement 6: “**Experiential learning allows students to cooperate and learn more from one another**”

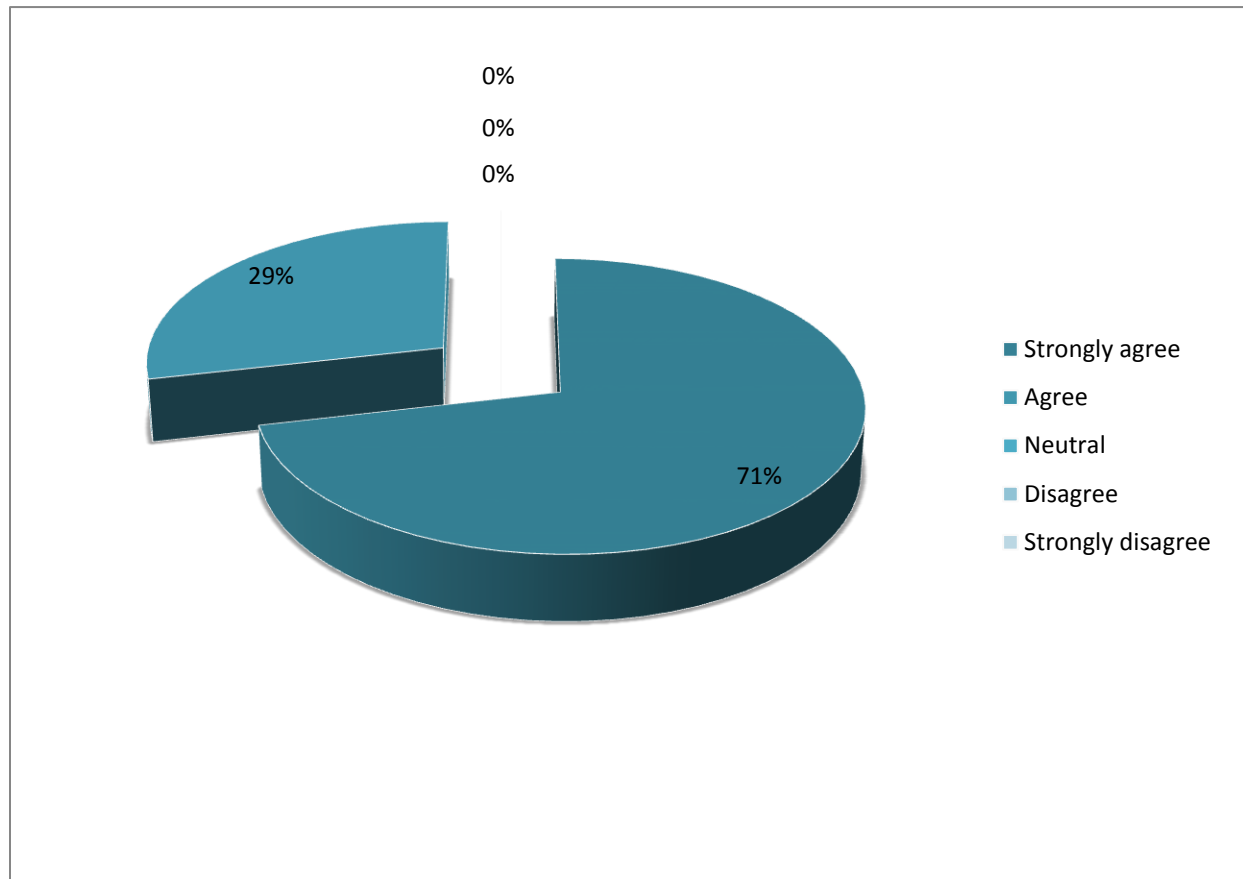


FIGURE 11: Percentage of the sixth statement

All students agreed with the statement “Experiential learning allows students to cooperate and learn more from one another”. Out of 77 participants, 55 strongly agreed and 22 agreed. These results show the undeniable truth that students cooperate with each other to a great extent.

Statement 7: “**Experiential learning permits learners to be more reliant on fellow peers and less on the teacher**”

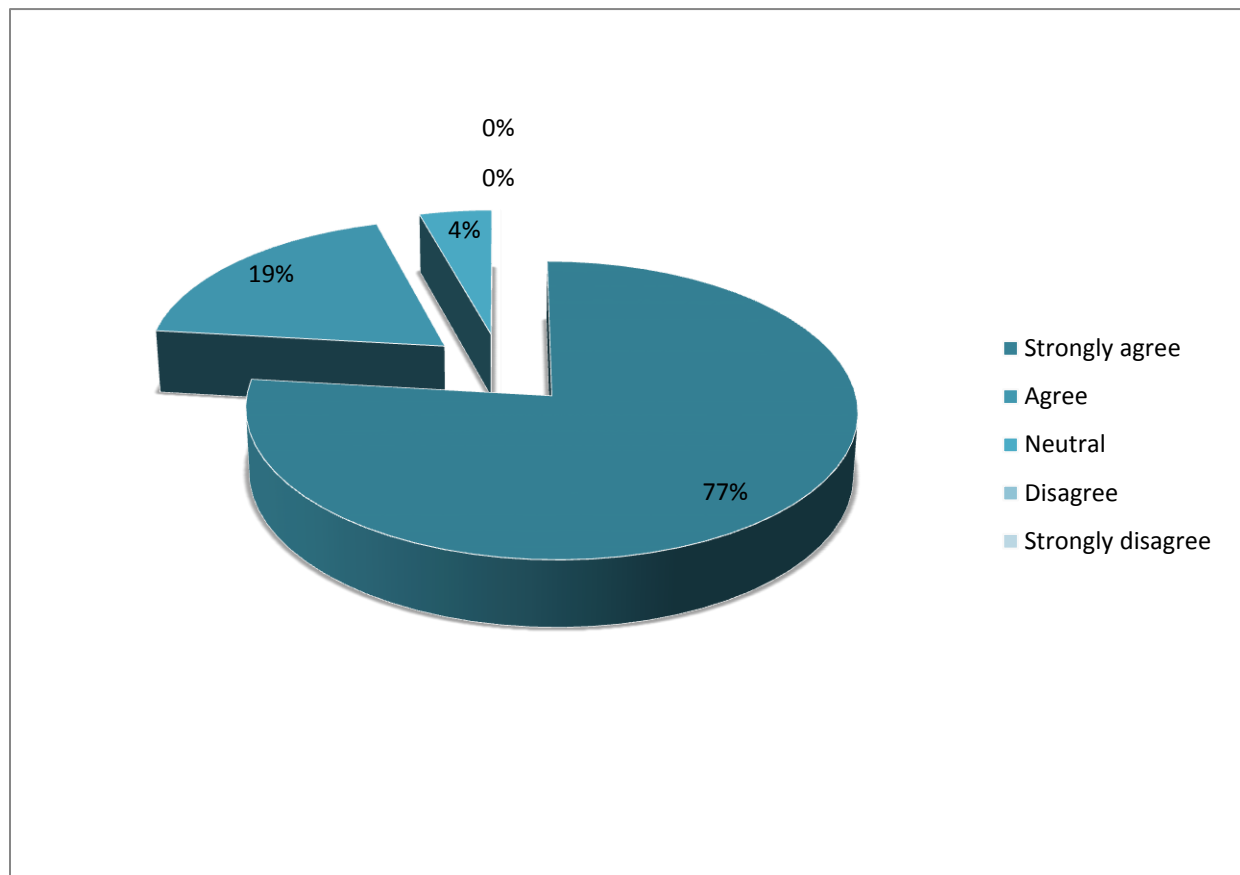


FIGURE 12: Percentage of the seventh statement

The majority of participants strongly agreed with the statement “Experiential learning permits learners to be more reliant on fellow peers and less on the teacher”. Out of 77 students, 53 of them responded with strongly agree, 21 responded with agree and 3 were undecided. This means that during this one-month period, students had the opportunity to work with and help each other during the assignments, whereas the teacher interfered only when it was deemed necessary.

Statement 8: “**Students enjoy experiential learning more than the traditional learning method**”

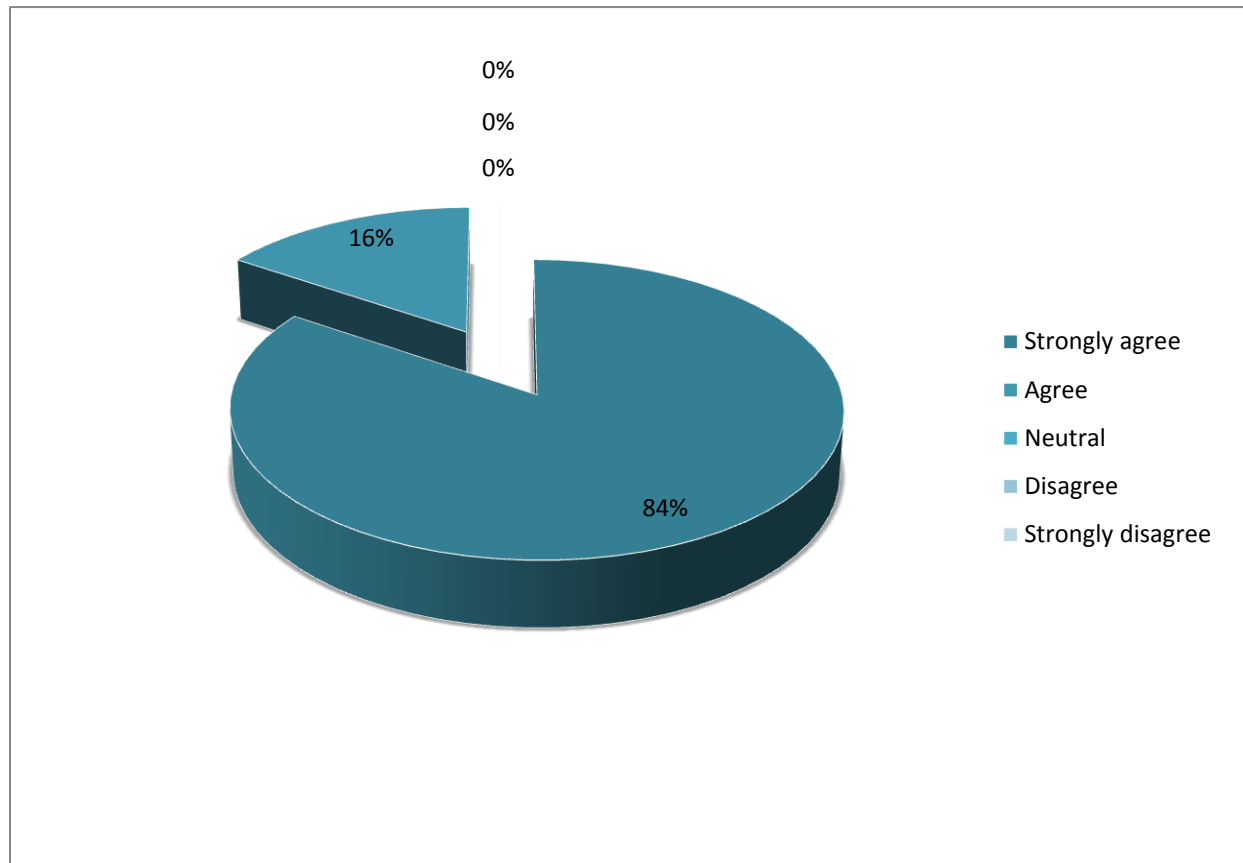


FIGURE 13: Percentage of the eighth statement

The results regarding this statement show that all students agreed. Namely, 65 students strongly agreed and 12 students agreed. Consequently, it is obvious that students enjoy the use of experiential learning activities a great deal - they feel safer, more involved and more engaged.

Statement 9: “Using experiential learning in the classroom can increase students’ motivation”

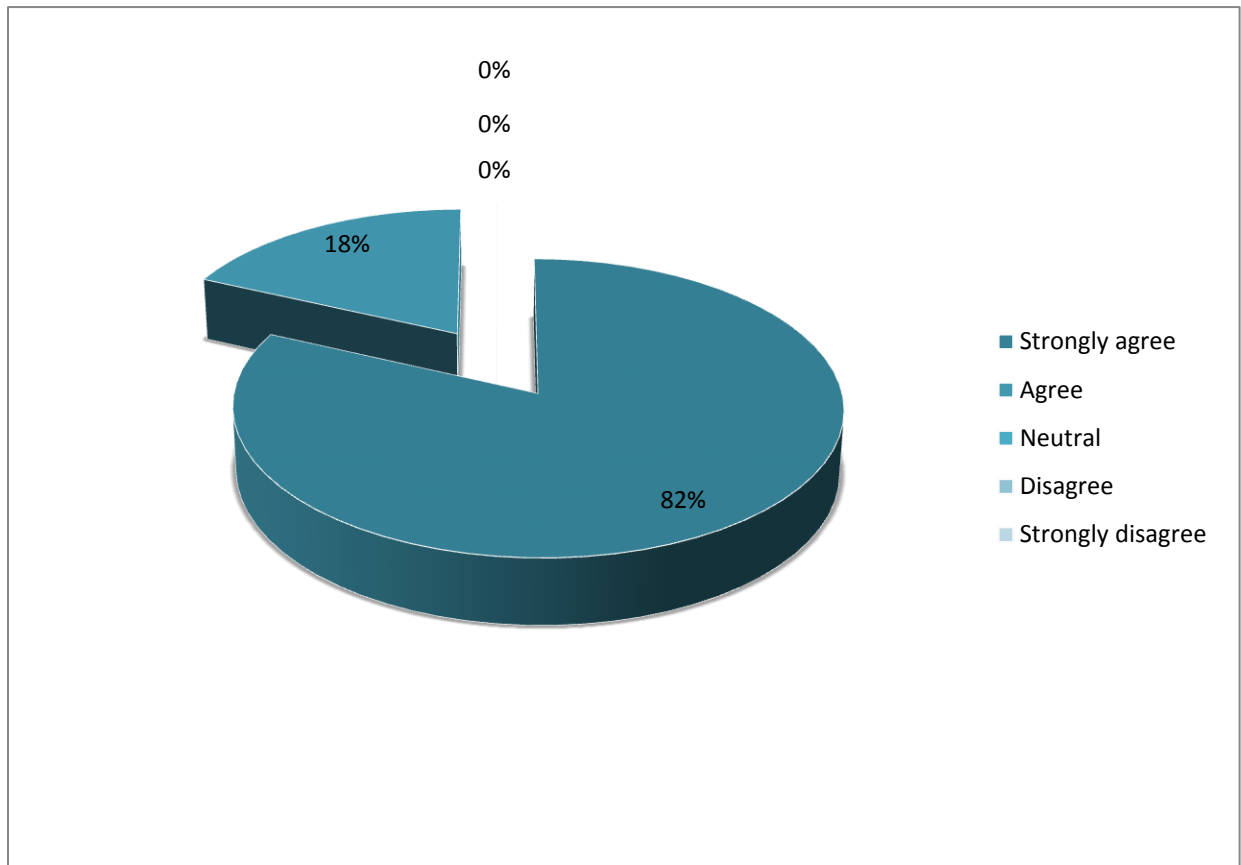


FIGURE 14: Percentage of the ninth statement

All students' responses were in favor of this statement - they all agreed. Out of 77 students, 63 of them strongly agreed and 14 agreed. We can draw the conclusion that all students believe that the experiential learning approach can increase their motivation.

Statement 10: **“Students find experiential learning activities rather joyous and entertaining”**

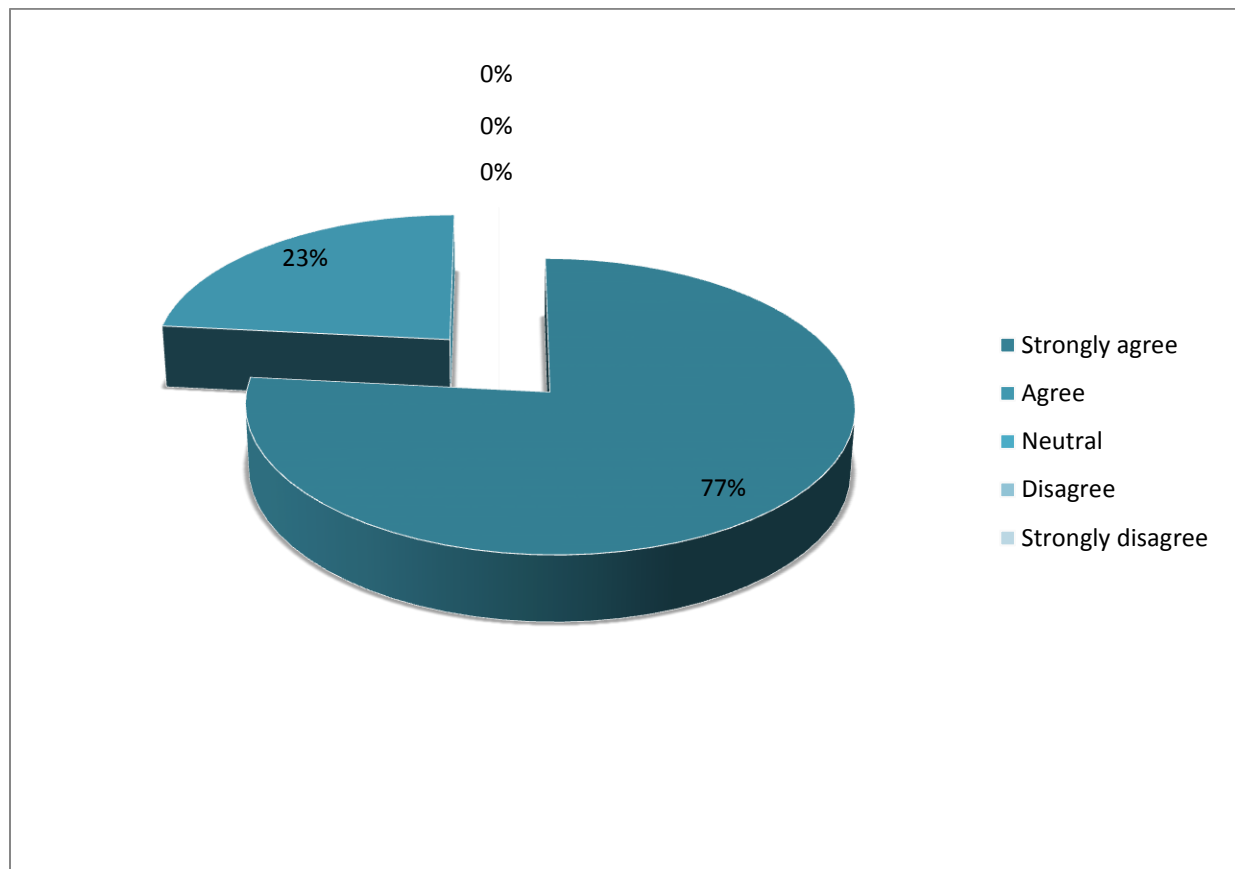


FIGURE 15: Percentage of the tenth statement

All students agree that they feel more joyous and entertained while performing experiential learning activities. Out of 77 participants, 59 responded with strongly agree and 18 responded with agree. Such feelings of entertainment are surely followed by a significantly higher motivation to learn.

Based on the responses provided towards the 10th statements, it is clear that students are very positive for the experiential learning approach to be used during the teaching and learning process. Their responses very mainly either "strongly agree" or "agree". By using this method of learning/teaching, students can significantly improve their performance in the English language and teachers can be challenged with what can be the most suitable activities that would increase their students' motivation.

4.5 The results of teacher's interviews and discussion

The interview consists of five questions aiming to highlight the use and the effect of the experiential learning approach. Four professors responded by giving their opinion and suggestions regarding the use of the experiential learning approach in the teaching and learning process. All the teachers gladly contributed to this study and gave detailed information in each question. The interview of each professor is shown below, namely their answers to the questions posed by the researcher.

The interview of the first teacher

Interviewer: First I would like to thank you for participating in this study and for giving me the opportunity to carry out this interview.

Question 1: Do you think that using experiential learning in lessons improves the performance of your students?

Yes, students are those who benefit the most through experiential learning. It goes beyond classroom teaching because it helps students stay focused and learn while doing, learn differently by being engaged in an attractive classroom dynamic and thus understand faster.

Question 2: Do you integrate experiential learning activities in your learning? If so, how often?

Integrating experiential learning while working with students is a must in my opinion. They are curious, eager to learn and full of energy and potential. Using the traditional method often makes them bored and uninterested. This being said, I often use this method in my teaching, by playing different games, using realia inside and outside the classroom, and letting them explore the world around them.

Question 3: In your opinion, what are the reasons that experiential learning should be used in every school?

Experiential learning builds confidence. It gives the student a better understanding of his/her own skills and preferences and in general a better understanding of the material being taught.

Question 4: What are the obstacles that teachers face when using experiential learning approach?

One of the main challenges that teachers face when practicing experiential learning is the time limit. In my experience, a large number of students per class and short teaching time have made it difficult to be present and monitor students' work and progress. Adapting the teaching and learning process and content, insufficient teaching space, insufficient teaching materials are other issues teachers face every day.

Question 5: Do you think that the curriculum in our country offers all the opportunities for the application of experiential learning?

If I am speaking about my subject only, then I can safely say yes. With all the work, updates and progress which is being done on our curriculum every school year, implementing experiential learning in an English class has never been easier. Classes are interactive, a variety of activities are being offered by the materials being used, games and realia are always part of a class, teaching and improving simple life skills, age-appropriate games, and the appropriate language level is always used.

The interview of the second teacher

Interviewer: Hello and thank you for taking your time to participate in this research on the experiential learning approach.

Question 1: Do you think that using experiential learning in lessons improves the performance of your students?

Yes, I do. I think using this kind of method help students to engage more in the learning process and motivates them to learn. Students show more interest to participate in the given tasks.

Question 2: Do you integrate experiential learning activities in your learning. If so, how often?

Yes, of course. I do integrate experiential learning as much as I can. Knowing that students are being at the center is the best and easiest way to learn. As a teacher, I try my best to make the learning process more attractive so students do not get bored. So, experiential learning is a good way to increase students' interest in learning English.

Question 3: In your opinion, what are the reasons that experiential learning should be used in every school?

I think the reason is that experiential learning contains activities that are more attractive for students, is more fun and allows students to interact with each other more. It gives students the opportunity to learn from one another and help each other to complete different tasks.

Question 4: What are the obstacles that teachers face when using experiential learning approach?

In my opinion, insufficient space, equipment and class size are some obstacles that teachers face while using the experiential learning method.

Question 5: Do you think that the curriculum in our country offers all the opportunities for the application of experiential learning?

The curriculum in our country offers many opportunities for the application of this method but does not necessarily include all the opportunities it should. It needs improvement! However, education experts are increasingly trying to bring new opportunities that are beneficial for students.

The interview of the third teacher

Interviewer: Before beginning with the questions, I would like to thank you for participating in this interview.

Question 1: Do you think that using experiential learning in lessons improves the performance of students?

Absolutely! As we know experience is the best teacher. Students can definitely progress through the use of the experiential learning method.

Question 2: Do you integrate experiential learning activities in your learning. If so, how often?

Most of the time yes, I try to use different activities that engage students in the learning process. Sometimes it is difficult due to the high number of students per class.

Question 3: In your opinion, what are the reasons that experiential learning should be used in every school?

This method is more practical, more attractive for students, impressive and I would say inspirational.

Question 4: What are the obstacles that teachers face when using experiential learning approach?

The obstacles may be the facilities in terms of space which is insufficient in our school.

Question 5: Do you think that curriculum in our country offers all the opportunities for the application of experiential learning?

It offers opportunities but it needs improvements. In our school, we have the equipment to use while teaching with the experiential learning approach but there are a lot of students per class and not all of them can have access to the equipment.

The interview of the fourth teacher

Interviewer: Hi! Beforehand I would like to express my gratitude for accepting to be part of my research.

Question 1: Do you think that using experiential learning in lessons improves the performance of students?

Yes, I do think. This method is new and an excellent way that helps students to learn easier and remember more. This method contains different kinds of activities that are attractive to students and makes them more motivated and willing to participate in the learning process. I had the opportunity to read and be informed about the experiential learning approach and I think it is a very effective method not only for learning the English language but for any subject.

Question 2: Do you integrate experiential learning activities in your learning. If so, how often?

Yes, very often. As a teacher with not much work experience, I try to always bring different activities that are attractive to students. Each time before the lesson, I research and adapt the activities to the topic I will be developing. This helps students to cooperate and help one another to complete their exercises.

Question 3: In your opinion, what are the reasons that experiential learning should be used in every school?

There are many reasons why experiential learning should be used in every class and in every subject. It is a method that helps students engage more, develop their critical thinking, become more collaborative with each other and in a way, it builds self-confidence so that even shy or noisy students do not hesitate and cooperate.

Question 4: What are the obstacles that teachers face when using experiential learning approach?

The main obstacle to the normal development of the learning process is the large number of students in one classroom. The average number of students in one classroom reaches 37-40 and makes it impossible to monitor all of them. Although experiential learning allows students to be more dependent on fellow peers and help each other to complete tasks, the teacher's advice and instructions are always present and needed.

Question 5: Do you think that curriculum in our country offers all the opportunities for the application of experiential learning?

The curriculum in our country is continuously improving. I can say that it offers the conditions for the application of the experiential learning method or any other type of teaching method. In our school, we have equipment that can be used to implement the experiential method. However, there is less equipment than students and therefore they have to work in groups to complete the tasks or exercises given by the teacher.

4.6 Summary

This chapter covered the findings, results and discussions about students' tests, questionnaires and teachers' interviews. Based on the results of the questionnaires, students agreed that experiential learning is an effective method of learning which allows them to cooperate and learn from one another. Likewise, their performance has enhanced along with their motivation for learning. According to the outcomes of interviews, teachers stressed that the experiential learning approach has some effective and fun activities that make students more cooperative and more engaged in the learning process.

CHAPTER 5: CONCLUSIONS, LIMITATIONS OF THE STUDY AND RECOMMENDATIONS FOR FUTURE RESEARCH

5.1 Introduction to conclusion and limitations of the study and recommendations for future research

This chapter deals with the conclusion and limitations of the study and recommendations for future research. This chapter aims to present a general conclusion of qualitative and quantitative data discussed regarding the use of experiential learning in English lessons. The conclusion is followed by limitations of the study and recommendations for future research.

5.2 General conclusion of the study

As previously mentioned, experiential learning encourages learners to remain more focused on the learning process, learn things differently and faster. Implementing experiential learning in the learning process can be helpful and improve the quality of education. The researcher aimed to explore how students perceive the use of experiential learning activities. The purpose of the study was to get information that would be in the best interest of students, as well as to explore the role of experiential learning in learning English as a foreign language. The study was carried out with 77 students and 4 English professors. The 81 participants, both the students and teachers, expressed a similar opinion regarding the experiential learning approach - they believe that experiential learning can be used as an effective tool for improving students' performance and motivation in the learning process. The study included four instruments: 1) Observation; 2) Student tests; 3) Student questionnaires; and 4) Teacher interview. Students and teachers believe that using experiential learning in the classroom will yield better results and more opportunities in the learning process. Based on the outcomes of the study, the researcher has come to the conclusion that the use of experiential learning by teachers results in increasing the performance of students in the English language. The results of the pre-test and post-test completed before and after a month of using experiential learning activities show that students have improved their performance. Additionally, the students' answers to the questionnaire show

that students indeed prefer using experiential learning as according to them it is more entertaining and engaging. Charts show that students affirm that experiential learning is a new method for them to engage in the learning process all at the same time. It is worth noting that teachers are now convinced of the positive effect of experiential learning as they have witnessed an increase in students' performance. The combination of such results provides important insights into the significance and effectiveness of experiential learning, such as the engagement of students in the learning process and keeping track of students learning. Teachers have noticed that students have become more cooperative and motivated to learn new things. Except for the English language, experiential learning is a method that can be applied in any other subject. The respective study confirms that the experiential learning approach has significantly encouraged students to engage more and remain motivated.

I would recommend English professors of not only high school level but also of other educational levels to apply the experiential learning approach in their teaching process as it provides a wide range of benefits that contribute to a student's development. Students will participate in the learning process and will share their experiences regarding the topic. Experiential learning activities created an innovative, more engaging and authentic experience for the students. The students responded positively and enjoyed using the experiential learning activities during their learning process. Easing students' understanding and acquiring a language is beneficial for both the students and teachers.

In addition, two of the hypotheses included in this study were confirmed based on the data gathered through documents and results revealed from students' tests and questionnaires. These two hypotheses are: 1) *"The use of experiential learning in English as a foreign language has a positive outcome in improving students' performance"* and 2) *"The use of experiential learning increases students' motivation and encourages them to become more collaborative"*. These hypotheses are very much accepted and proven to be correct as they have given real positive results for both parties in the process - teacher and student. These two statements are supported by the opinions of teachers as well.

The findings suggested that the use of experiential learning makes students more interested in the lesson and more engaged with the learning content, the class becomes student-centered and it also enables students to complete their tasks more easily. Fortunately, experimental learning was

conducted according to the plan and its intention of helping teachers in facilitating teaching and helping students in improving has been achieved.

5.3 Limitations of the research study

Although the study has successfully reached its aims and objectives, it has to be considered in the light of one main limitation. Considering the whole world has been affected by the situation created by the pandemic, this study also had its own challenges. Part of the study was obliged to be implemented through online classes as all schools remained closed for a considerable period of time. This situation complicated the education system's functioning as not all students were equipped with electronic devices to hold classes online. In addition to the observation made throughout the research, I attempted to find various experiential learning activities that can be implemented indoors and outdoors. Since experiential learning is an approach that can be applied inside and outside the classroom, it was not too difficult to discover activities related to a particular topic. Nonetheless, it can be said that there haven't been any other limitations during the research.

5.4 Recommendation for future research

Since the research hypotheses and all gathered results have been discussed, this leaves space for some important recommendations that can be useful for future research. Some of the recommendations that are necessary for the enhancement of future EFL students are:

- **For teachers**

Given the fact that this methodology enhances students' social and cognitive skills as well as increases their motivation and improves their performance, it is highly recommended for teachers to include experiential learning activities in the teaching process. This could be achieved by regular meetings and collaboration between teachers. Teachers should also be aware of individual differences when choosing and applying experiential learning methods and techniques.

- **For the school**

Considering that tools and equipment are a requirement for such methods to be implemented, the school should provide them to teachers so they can apply these methods accurately in the class.

- **For the Ministry of Education**

It would be beneficial and empowering for the teachers if the Ministry of Education provides seminars and training programs regarding the advancement of the teachers in using the experiential learning approach. These seminars and training programs could be focused on understanding students' needs and enhancing their learning. For experiential learning to become a standard learning method, the Ministry of Education together with the curriculum developers could include such a method in syllabuses.

- **For future research**

It would be quite productive if future researchers conduct similar studies for other academic levels and in other areas and environments, with a focus on the effect of experiential learning on students' achievements.

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Appendix 1

Students' Pre – Test

1. Choose the correct form of the verb. Circle the correct answer.

1. She's very clever. She _____ three languages.
a) 's speaking b) speak c) speaks
2. I _____ to the cinema yesterday evening.
a) Go b) gone c) went
3. Where _____ in Argentina?
a) You stayed b) you stay c) did you stay
4. My weekend was very boring. I _____ anything.
a) Didn't do b) didn't c) not do
5. This is a great party! Everyone _____ a good time.
a) has b) having c) 's having

15 points

2. Underline two nouns that go with the adjectives

1. Beautiful woman/ meal / picture
2. Interesting phone / book / film
3. Exciting teacher / story / film
4. Strong man / coffee / exam
5. Handsome man / boy / view

15 points

3. Complete each of the sentences below by matching the description.

1. Nina helps people withdraw and deposit money into their bank account.

She is _____.

2. David helps catch criminals.

He is _____.

3. Rita helps sick animals.

She is _____.

4. John helps to take care of patients in a hospital.

He is _____.

5. Ana helps people pay for their groceries in a supermarket.

He is _____.

15 points

4. Complete the sentences with the correct word from the box.

Out	at	down	on	back
-----	----	------	----	------

1. Put _____ something warm. It's cold outside.

2. There's some ice-cream in the freezer. Can you get it _____?

3. If you don't feel well, go and lie _____?

4. Look _____ the countryside. Isn't it beautiful?

5. I'll lend you 20\$. Pay me _____ when you can.

5 points

Grading scale : 0-20 (1) ; 21-30 (2) ; 31-35 (3) ; 36-44 (4) ; 45-50 (5)

Appendix 2

Students' post – test

1. Choose the correct form of the verb. Circle the correct answer.

1. Would you like a cigarette? No, thanks. I _____.
a) Don't smoke b) no smoke c) not smoking
2. What _____ tonight? I'm going out with friends.
a) Are you doing b) you do c) do you do
3. I don't know this word. What _____?
a) Does it mean b) means it c) does mean
4. Next year I _____ study at university.
a) 'm going to b) goes c) go
5. Don't wait for Peter. He _____.
a) Doesn't come b) isn't coming c) don't come

15 points

2. Underline two nouns that go with the adjective

1. Important person / meeting / price
2. Delicious holiday / cake / meal
3. High price / mountain / time
4. Heavy bag / sunshine / train
5. Busy street / day / traffic

15 points

3. Read the definitions to complete the words.

1. This person works in a theatre.
A _ _ _ _
2. An animal attendant employed in a zoo.
Z _ _ _ _ _ _ _
3. This person cuts your hair.
H _ _ _ _ _ _ _
4. A policeman, for example.
O _ _ _ _ _
5. This person looks after people in hospital.
N _ _ _ _

15 points

4. Complete the sentences with the correct word from the box.

Boiling terrifying freezing awful enormous
--

1. It's _____ today! The temperature is about 36C.
2. We can't camp in Scotland in the middle of winter. It will be _____.
3. Look at the size of that elephant. It's _____.
4. That pizza was _____! I couldn't eat it.
5. We were swimming near the boat when we saw a shark. The shark was _____.

5 points

Grading scale: 0-20 (1) ; 21-30 (2) ; 31-35 (3) ; 36-44 (4) ; 45-50 (5)

Appendix 3

Student questionnaire

South East European University

Faculty of Languages, Cultures and Communication

Dear students,

My name is Diellza Berjani and I am currently attending Master Studies in English Language Teaching at South East European University, Tetovo.

I am conducting research on “The effect of experiential learning on improving EFL students’ performance in the High School “Hivzi Sylejmani”. The questionnaire consists of 10 questions and will take no longer than 10 minutes to complete. All the responses will be confidential and no one will be identifiable in the research.

Please tick the box provided to show your consent to be part of the research.

Thank you for your cooperation!

Experiential learning

No.	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Due to experiential learning, learners are able to remember longer what they have learned in the classroom					
2.	The experiential learning approach helps students to carry information in an easy and clear manner					
3.	By using experiential learning activities, students have the chance to apply the lessons learned in the class to real-world situations					
4.	The experiential learning method inspires learners to reflect on what they have learned in school					
5.	Activities of experiential learning make shy students engage more in the learning process and learn more from one another					
6.	Experiential learning allows students to cooperate and learn more from one another					
7.	Experiential learning permits learners to be more reliant on fellow peers and less on the teacher					
8.	Students enjoy experiential learning more than the traditional learning method					
9.	Using experiential learning in the classroom can increase students' motivation					
10.	Students find experiential learning activities rather joyous and entertaining					

Comments:

Appendix 4

Teacher interview

South East European University

Faculty of Languages, Cultures and Communication

Dear teachers,

The following interview has been developed to collect the necessary information for accomplishing the study entitled: “The effect of experiential learning on improving EFL students’ performance in the High School “Hivzi Sylejmani” in Fushe Kosove, Kosovo.

The interview consists of 5 questions and will take no longer than 10 minutes. All responses will be confidential and no one will be identifiable in the research.

Thank you for your cooperation!

The researcher:

Diellza Berjani

Experiential learning

1. Do you think that using experiential learning in lessons improves the performance of your students?
2. Do you integrate experiential learning activities in your learning? If so, how often?
3. In your opinion, what are the reasons that experiential learning should be used in every school?
4. What are the obstacles that teachers face when using experiential learning approach?
5. Do you think that the curriculum in our country offers all the opportunities for the application of experiential learning?