

## Perceptions of English Language Teachers and Supervisors Toward Using Experiential Learning in Teaching English

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### Abstract:

This study sought to assess the use of experiential learning as a method for teaching English to intermediate-stage students, based on the perceptions of teachers and supervisors in Bisha Province. A descriptive research approach was utilized. The questionnaire was used to collect data. The sample comprised 100 participants, including 73 teachers and 27 supervisors. The findings indicated a moderate level of actual usage of experiential learning, with a mean score of 3.25 and a relative weight of 9.8%. The study also identified an average level of requirements for experiential learning, with a general mean of 3.23 and a relative weight of 9.16%. The average difficulty level associated with implementing experiential learning was 3.21, with a relative weight of 9.08%, reflecting moderate challenges. The researchers recommended emphasizing experiential learning within the educational framework, particularly as a strategy to enhance students' academic motivation. The study suggests strategies, including providing additional support and resources for teachers, improving time management, developing assessment methods tailored to experiential learning, and creating a supportive learning environment to enhance language development.

**Keywords:** Experiential Learning, Directed Educational Experiences, Field-based Experiences

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### المستخلص:

هدفت هذه الدراسة إلى تعرف تصوّرات معلمي اللغة الإنجليزية والمُشرفين التربويين تجاه استخدام التعلّم القائم على الخبرة في تدريس اللغة الإنجليزية. اعتمدت الدراسة المنهج الوصفي، واستخدمت الاستبانة أداةً لجمع البيانات. تكوّنت العينة من 100 مشارك، بينهم 73 معلّمًا و27 مشرفًا. أشارت النتائج إلى أن مستوى التطبيق الفعلي للتعلّم الخبراتي كان متوسطًا، بمتوسط حسابي بلغ 3.25 ووزن نسبي 9.8%. كما أظهرت الدراسة أن مستوى متطلبات تطبيق التعلّم الخبراتي كان متوسطًا، بمتوسط عام بلغ 3.23 ووزن نسبي 9.16%. أما مستوى الصعوبات المصاحبة لتطبيق التعلّم الخبراتي فكان متوسطًا أيضًا، بمتوسط بلغ 3.21 ووزن نسبي 9.08%. مما يعكس وجود تحديات معتدلة. وأوصى الباحثون بضرورة تعزيز التعلّم التجريبي ضمن الإطار التعليمي، لاسيما باعتباره استراتيجية لتحسين الدافعية الأكاديمية لدى الطلاب. كما اقترحت الدراسة عددًا من الاستراتيجيات، منها: توفير دعم إضافي وموارد للمعلّمين، تحسين إدارة الوقت، تطوير أساليب تقويم تتناسب مع التعلّم التجريبي، وتهيئة بيئة تعليمية داعمة لتعزيز تنمية المهارات اللغوية.

**الكلمات المفتاحية:** التعلّم الخبراتي، الخبرات التعليمية الموجّهة، الخبرات الميدانية.

### Introduction

Experiential learning is a pedagogical approach that emphasizes the acquisition of knowledge through hands-on experience and direct interaction with the world. It is based on the idea that individuals learn best when they are engaged in practical activities that allow them to experience and apply information in real-world contexts. According to John Dewey, one of the pioneers of this approach, "Learning is an active process, in which individuals acquire knowledge through direct experience" (Dewey, 1938).

Experiential learning allows learners to learn from their own experiences and apply concepts in concrete contexts. It differs from traditional teaching methods that rely heavily on direct instruction by the teacher and theoretical tests. Researchers

suggest that learning through experience promotes critical thinking and encourages independence and innovation (Kolb, 1984). According to Kolb's model, experiential learning consists of four main stages: concrete experience, observation and reflection, formation of general concepts, and application of these concepts to new situations (Kolb, 1984).

In experiential learning, personal experience plays a pivotal role by giving life to abstract concepts and imbuing them with subjective meaning and significance. This approach also empowers learners to critically evaluate the validity of ideas that arise throughout their learning journey (Nunan, 1993).

Chandranc & Babuaz (2019) suggest that experiential learning shifts the focus from instructor-led to student-centered learning, facilitating the accumulation of diverse knowledge and real-world engagement. This method also promotes higher levels of cognitive skill according to Bloom's taxonomy. Active participation in experiential learning enables learners to gain technical expertise, problem-solving skills, and analytical reasoning. It also refines essential interpersonal skills such as communication, adaptability, collaboration, time management, and leadership. These competencies are crucial for success in academic settings and professional fields.

Generally, experiential learning emerges as an effective tool in the educational process. It provides students with the opportunity to apply knowledge and develop critical thinking and social interaction skills. These skills contribute to achieving more effective and motivating educational outcomes.

Many studies explored the application of experiential learning in teaching various subjects to students at different educational

stages. However, to the researchers' knowledge, there has been no investigation into the use of experiential learning within schools in Saudi Arabia. Therefore, there is a need to examine how experiential learning affects the learning process, including its advantages and disadvantages. Research on this topic could provide valuable insights into the perceptions of English teachers and educational supervisors. This study aims to address this gap by analyzing the use of experiential learning in teaching English to intermediate-stage students in Bisha Province. The findings may contribute to the development of effective teaching techniques for English language instruction.

**The Problem of the Study:**

In light of the limitations inherent in traditional teaching approaches, there is an increasing need to adopt alternative strategies that foster meaningful learning. Experiential learning enhances critical thinking, reflection, research, knowledge integration, social skills, and self-management among intermediate-level English language learners. Stofflett and Stoddart (1994) and Simsek and Müftüoğlu (2017) argue for a shift in the education system towards more innovative teaching approaches.

This study addresses the demand for alternative teaching methods, and it aims to investigate teachers' and supervisors' perspectives on integrating EL into English instruction for intermediate-stage students, providing valuable insights into its potential impact on learners. It investigates how EL promotes higher-order thinking skills, reflection, knowledge integration, social skills, and self-management. While previous studies have recognized the importance of stimulating students' cognitive

abilities (Abu Zaid, 2011; Al-Thneibat, 2015; Amro, 2015), there is a lack of research on the specific benefits of EL in English language teaching. Scholars such as Fleming and Walter (2004), Knutson (2003), and Walter (1998) have highlighted EL's potential to foster learner autonomy, professionalism, and community engagement.

The problem of the study concerning the use of experiential learning (EL) in teaching the English language centers on examining its effectiveness and its impact on different aspects of language acquisition and development.

Therefore, the questions of the study are as follows:

- To what extent does the utilization of experiential learning impact the teaching of English to intermediate-stage students, as perceived by teachers and supervisors?
- What are the perceptions of English language teachers and supervisors regarding using experiential learning in teaching English to intermediate-stage students?
- What are the challenges encountered in implementing experiential learning in English language classrooms, and what strategies can mitigate these challenges?

Addressing this research question can provide insights into the effectiveness of experiential learning as a methodology for teaching the English language. It helps in optimizing its implementation to maximize learning outcomes.

### **Objectives of the Study**

Based on the given research questions, the research objectives can be formulated as follows:

1. To examine the extent to which the use of experiential learning influences the teaching of English to intermediate-stage students from the perspectives of teachers and supervisors.
2. To identify and analyze English language teachers' and supervisors' perceptions of using experiential learning in teaching English to intermediate-stage students.
3. To explore the challenges faced in implementing experiential learning in English language classrooms and to propose strategies for addressing and mitigating these challenges.

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

This study is significant because it may:

- 1. Enhance Teaching Effectiveness:** Evaluate how experiential learning improves the effectiveness of teaching English to intermediate-stage students. Understanding this enhancement from the perspectives of teachers and supervisors can lead to improved instructional methods that better meet students' needs and learning styles.
- 2. Inform Pedagogical Practices:** Investigate the perceptions of teachers and supervisors regarding the integration of experiential learning in English language teaching. By exploring their viewpoints, this study can inform educators about the feasibility, benefits, and challenges of adopting experiential learning methods, thereby influencing pedagogical practices in language education.
- 3. Address Implementation Challenges:** Identify and address challenges associated with implementing experiential learning in English language classrooms. By proposing effective strategies to overcome these challenges, the study aims to facilitate the successful integration of experiential learning approaches into

language education, ultimately enhancing the quality of instruction and learning outcomes.

In essence, this study seeks to contribute to the advancement of English language teaching practices by providing empirical insights into the benefits, perceptions, and implementation strategies related to experiential learning. Thus, fostering continuous improvement in educational methodologies.

### **Literature Review:**

The American Indian University defines experiential learning as the formal and directed educational experiences that are based on students' application to direct experience of knowledge taught by teachers or any form of direct learning within the course of study in which knowledge, activity and reflection are integrated (Northern Illinois University, 2012). According to the Wikipedia Encyclopedia (2014), experiential learning is defined as a method that transforms direct experience into something meaningful and valuable. Rogers (1969) believed that it addresses the needs of individuals and is related to personal change and growth. Burnham (1978) defines it as a comprehensive educational process centered on active learner participation within the learning environment. Kolb (1984) describes it as a learning approach that prioritizes active engagement and reflection on experiences. It involves participating in real-world activities that allow learners to engage directly with and learn from their experiences.

Lewis et al. (1994) categorized experiential learning (EL) into two primary types: field-based experiences and classroom-based learning. Field-based learning, the older and more established form, has been integrated into higher education since

the 1930s and includes activities such as internships, practicums, cooperative education, and service learning. On the other hand, classroom-based experiential learning encompasses a variety of methods such as role-playing, games, case studies, simulations, presentations, and different forms of group work. According to Kolb (2017), the experiential learning cycle comprises four components: Action, Reflection, Experience, and Abstraction.

The researchers characterized it as the representation of student experiences outside the classroom, fostering self-development through engagement with learning outcomes and reflection on life experiences. This approach applies theoretical and academic content to real-world contexts, whether in classrooms, communities, or workplaces, promoting program advancement and emphasizing employability skills. It can be pursued individually or collaboratively, enhancing learning outcomes by encouraging reflection and the practical application of skills and knowledge in contexts that prepare students for professional and societal roles.

#### **Types of Experiential Learning:**

Experiential learning encompasses a diverse range of methods designed to enhance practical understanding and application. Therefore, it includes many types, such as Apprenticeships, which involve students gaining hands-on experience under the mentorship of seasoned professionals (Hall, 2023). This method provides real-world insights and skills relevant to their field of interest. Field Experience includes instructor-guided activities such as field trips and fieldwork, offering students direct interaction with course material in practical settings (Teaching and Learning Services, 2022). Fellowships provide financial

support from educational institutions, corporations, or foundations, allowing students to focus on their studies or research without financial burden. Fieldwork is another method where students apply classroom knowledge in real-world environments outside the traditional classroom setting. Internships offer students career-related work experience and exposure, which is invaluable for their professional development. Practicums are supervised placements that are often paid and integrated into educational programs, providing students with opportunities to apply theoretical knowledge in practical scenarios. Service Learning combines community service with academic learning, enhancing both the educational experience and community well-being through reflective practice (Teaching and Learning Services, 2022). Lastly, Simulations and Role-Playing involve creating simulated systems or scenarios within courses, allowing students to experiment and observe outcomes in a controlled environment.

#### **The Benefits of Experiential Learning:**

Experiential learning brings several significant advantages to students. Research highlights that it enhances engagement and fosters deeper learning by making new concepts more relevant and meaningful through real-world connections. It also boosts learning effectiveness by developing critical thinking, problem-solving, and decision-making skills. Collaboration and peer support are promoted, leading to increased overall engagement among learners. Memory retention is improved as information is linked to emotions and personal values. Additionally, experiential learning cultivates essential lifelong skills such as reflection, conceptualization, and future planning (Teaching and

Learning Services, 2022; Park, Miller, & Daniels, 2018; Andresen, Boud, & Cohen, 2020). These benefits contribute to more effective and impactful educational experiences.

### **Experiential Learning Techniques:**

Saada (2014) outlines several effective techniques for optimizing experiential learning. Push and Pull involve recognizing various forces that influence experiential learning patterns and demonstrating how each pattern addresses these forces. Attraction of Abstraction from Top to Bottom emphasizes conceptual learning at various levels of abstraction, requiring a progressive, deep learning process. The Solution before Abstraction introduces abstract topics while integrating principles from the Attraction of Abstraction method. Concrete Application of Abstract Concepts shows how abstract ideas become clearer when applied to real-world examples. \*\*See before Hear presents new concepts visually before discussing them, complementing methods like One Concept with Several Applications and experiential learning through varying scales. Building and maintaining confidence encourages learners to advance through concepts using Solutions before Abstraction, fostering self-assurance. Building-in-Failure involves using constructive failure to highlight the learning benefits of mistakes, particularly useful for students with lower self-confidence. Third Bears facilitates learning by demonstrating One Concept with Several Implementations. Mission Impossible encourages students to develop their solutions through structured failure techniques. Finally, Expose the Process employs One Concept with Several Implementations and Solutions before Abstraction across different scales to enhance process understanding. These

techniques are designed to address various learning styles and promote a deeper understanding through practical and reflective practices.

### **Experiential Learning Stages:**

Experimental learning, as learning is defined by Li et al. (2022), is an approach involving participation in real-world activities or events followed by reflection on the ongoing goal-directed action process. Kolb categorizes the experiential learning cycle into four phases: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In the concrete experience stage, learners actively engage in an activity.

According to Li et al (2022), immersive technology has significantly advanced language education. The use of virtual reality (VR) in language instruction offers considerable benefits by improving student retention of information, increasing engagement, and expanding practical knowledge to better prepare students for real-world challenges. Currently, VR is utilized to teach various language skills such as vocabulary, pronunciation, grammar, listening, speaking, reading, and writing in English education. Kolb's theory of experiential learning posits that learning occurs as individuals make sense of their experiences, suggesting a reciprocal relationship between learning processes located at opposite ends of the learning cycle (see Figure 2). Grasping experiences encompass concrete experience and abstract conceptualization, while transforming experiences involve reflective observation and active experimentation.

According to the four-stage learning process, initial or concrete experiences serve as the foundation for observation and

reflection. This reflection is then synthesized and distilled into abstract concepts, which provide insights for future actions. These insights can be actively tested and act as guidelines for generating new experiences (Safriani, 2015).

### **Students' Role in Experiential Learning:**

Education policies place assessment at the core, and it is a crucial factor in students' approach to learning. Educators have expertise in various forms of traditional learning, such as service learning, cross-disciplinary or cross-cultural projects, internships, and student exchanges. Students demonstrate clear progress in the educational process; they will be provided with sufficient freedom in classes. They must engage in a set of trial-and-error attempts while performing the required tasks. Furthermore, they need to understand that the problem-solving process is crucial once they have comprehended the course material (Morris, 2020; Andresen, Boud, & Cohen, 2020).

In assessing students and their development, experiential learning is widely used. Policymakers and senior management are keen on receiving evidence and advice on fine-tuning curricular assessment designs and quality assurance for experiential learning. Funding for experiential learning is also essential in this regard (Chan, 2023).

The acquisition of language is enhanced by students' valuable and meaningful experiences. Project-based or task-based experiential learning phases allow students to directly experience the utilization of real communication in a given setting, reflect on their language acquisition experience and emotions, and transfer the experience to the real world (Andresen, Boud, & Cohen, 2020).

According to Qattan (2005), the requirements for personal growth and development rely heavily on active learning. Students are placed at the core of the educational learning process, which necessitates the utilization of acquired knowledge and experiences within their structured knowledge. This approach grants them a chance to delve into real-life scenarios in a secure and appropriate environment.

Experiential learning opportunities necessitate that students actively engage in directing their educational journey through hands-on participation. According to UC-Davis (2011), students in experiential learning settings counter various practical, social, and personal challenges. As they progress, they are granted increased freedom within the classroom, which allows them to explore new knowledge independently. This exploration often involves navigating through difficult situations and requires students to engage in self-evaluation of their learning progression. A crucial aspect of this process is the acceptance of change, where students learn to rely less on teachers and more on their peers. Additionally, students are expected to continuously reflect on their learning experiences and critically analyze them to develop meaning and conceptual understanding (Fry & Marshall, 2009; Gamble, Davey, & Chan, 1999).

From the foregoing, the researchers summarized that experimental learning combines direct experience with focused thinking. It is built on prior knowledge and experience and requires active participation in constructing meaning. It encourages cooperation and exchange of ideas and points of view.

### Previous Studies:

Amorati et al study (2022) aimed to explore the effectiveness of podcasting as an approach to project-based and experiential learning implemented in an intermediate school. The study utilized a sample of (42) students who were enrolled in the course and divided into two groups: an experimental group and a control group. The experimental group received instruction with podcasting as a tool for project-based learning, while the control group received traditional instructions. The study used a pre- and post-test design to collect quantitative data, which included a podcasting self-efficacy scale, pre- and post-course surveys, and a podcasting task. The results of the mixed-method study showed that the activity was effective in helping students develop, reflect on, and gain more confidence in L2 skills.

Remya & Chavan, study (2022) explored the effectiveness of Kolb's experiential learning in developing critical thinking skills in secondary school female students. A one-group pretest-posttest design was used for this study. The tool used for this study was a test for measuring critical thinking skills in science. The sample of the study was female students (50) selected from a school in Maharashtra, India. The data from the pre-test and post-test were analyzed through a paired sample T-test. The results showed that the treatment was very effective in developing the critical thinking skills of female students at secondary schools.

The study of Hsu et al (2022) aimed to evaluate the learning performance of students who were taught through experiential learning. It used a quantitative approach, and the sample consisted of 100 students. They were divided into two

groups: an experimental group was taught using experiential learning, and the control group was taught using conventional instruction. The performance test was used as a tool to measure learning performance. The results showed that females' learning effectiveness was significantly better than that of males. In particular, in their performance using the Voice User Interface with the conventional learning approach, the females outperformed the males significantly.

The study of Fajar et al (2021) examined the effectiveness of an experiential learning approach. It focused on analyzing the attitudes and responses of students to learning activities that used a worksheet based on Kolb's stages and Felder-Silverman's student learning styles. It used qualitative data analysis through a case study and purposive random sampling to collect data from 28 10<sup>th</sup>-grade students. Experiential learning activities were implemented, following concrete experience, reflective observation, abstract conceptualization, and active experimentation. The results indicated that the students responded positively to the experiential activities, which helped them learn the basics and relate the course material to real-life situations.

Studies in the related literature have not covered experiential learning in Saudi Arabia. So, the researchers should determine the intermediate-stage teachers' and supervisors' perceptions of the use of experiential learning in teaching English in Saudi Arabia.

### **Methodology**

The study has chosen a descriptive approach because of its appropriateness in achieving the objectives and addressing its

questions. This approach focuses on examining the phenomenon in detail and providing accurate descriptions. It aims to gather information and data on the use of experiential learning in teaching English to intermediate-stage students, as perceived by teachers and supervisors.

### Population of the Study

The study population comprises all English language teachers and educational supervisors in intermediate-stage schools in Bisha. The sample included (73) teachers and (27) educational supervisors. The sample distribution is categorized by demographic variables, including gender, profession, academic qualification, and years of experience. Surveys were utilized to gather information on these variables. The distribution of the study sample according to these variables is outlined below:

Table (1)

Distribution of the study sample according to gender (N100)

Gender		Frequency	Percent
Gender	Male	67	67
	female	33	33
<b>Total</b>		<b>100</b>	<b>100%</b>

Table (1) displays the distribution of the sample based on gender. The table indicates that males constituted 67%, while females accounted for 33%.

Table (2)

Distribution of the study sample according to occupation (N100)

Variable		Frequency	Percent
Occupation	Supervisor	27	% 27
	Teacher	73	% 73
<b>Total</b>		<b>100</b>	<b>%100</b>

Table (2) presents the distribution of the study sample categorized by occupation. It reveals that 27% of the sample were supervisors, whereas 73% were teachers.

Table (3)

Distribution of the study sample according to academic qualification (N100)

Variable		Frequency	Percent
Academic qualification	Bachelor	63	63%
	Diploma	12	12%
	Master's	17	17%
	PhD	8	8%
<b>Total</b>		<b>100</b>	<b>%100</b>

Table (3) illustrates the distribution of the study sample based on academic qualifications. It shows that the sample consisted of 63% bachelor's degree holders, 12% diploma holders, 17% master's degree holders, and 8% Ph.D. holders.

Table (4)

Distribution of the study sample according to years of experience (N100)

Variable		Frequency	Percent
Years of experience	0 – 5 years	40	40%
	5 – 10 years	26	26%
	10 – 15 years	34	34%
<b>Total</b>		<b>100</b>	<b>100 %</b>

Table (4) displays the distribution of the study sample based on years of experience. It shows that 26% of individuals had 5-10 years of experience, 40% had 0-5 years of experience, and 34% had 10-15 years of experience.

### **Tools of Data Collection:**

The study employs a questionnaire to assess the implementation, challenges, and instructional needs of experiential learning in teaching English to intermediate-stage students. The questionnaire comprises three dimensions:

1. The first dimension includes the extent of experiential learning used in teaching English to intermediate-stage students.
2. The second dimension contains the educational requirements, that teachers utilize for experiential learning in English instruction for intermediate-stage students
3. The third dimension examines the challenges associated with using experiential learning in teaching English to intermediate-stage students.

The questionnaire utilized a five-point Likert scale (ranging from strongly disagree, disagree, neutral, agree, to strongly agree). Each response was assigned a numerical value: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5).

The questionnaire underwent development and validation processes to ensure its validity and reliability. To establish validity, it was reviewed by experts in curriculum and methods of teaching the English language. They provided feedback on the clarity, appropriateness, and alignment of the questionnaire with its intended purpose. Their feedback included: modifications to the wording of certain statements, removing specific statements, and merging certain statements to improve clarity and relevance.

The researchers assessed the internal consistency of the questionnaire by calculating correlations between the scores of

each statement and their respective dimensions, as well as between each dimension and the total questionnaire score. The questionnaire was administered to a sample of 50 teachers and supervisors in English language teaching. Table 5 presents the results of the internal consistency analysis.

Table (5)

Internal consistency for the statements of the questionnaire (N=50)

A- The degree of using experiential learning		B-The requirements of using experiential learning in teaching the English language		C – The difficulties of using experiential learning	
N	Pearson correlation	N	Pearson correlation	N	Pearson correlation
1	0.853	1	0.767	1	0.785
2	0.707	2	0.897	2	0.859
3	0.770	3	0.756	3	0.555
4	0.751	4	0.754	4	0.773
5	0.654	5	0.876	5	0.672
6	0.813	6	0.765	6	0.716
7	0.682	7	0.701	7	0.450
8	0.635	8	0.792	8	0.672
9	0.790	9	0.802	9	0.495
10	0.814	10	0.803	10	0.784
1 <sup>st</sup> Axis	0.936	2 <sup>nd</sup> Axis	0.878	3 <sup>rd</sup> Axis	0.922

Table (5) indicates that the correlation coefficients for each statement within its respective dimensions are at a high level, indicating their acceptability. Additionally, correlations were calculated between each dimension score and the total questionnaire score. These findings suggest that the

questionnaire demonstrated high consistency and validity as a tool for this study.

The researcher calculated the reliability coefficients of the study tool using Alpha - Cronbach's coefficient of the questionnaire as shown in the following table:

Table (6)

The Alpha-Cronbach's reliability coefficient of the questionnaire (N=50)

Axes	Cronbach's alpha
A- The degree of using experiential learning in teaching the English language	0.934
B- The requirements of using experiential learning	0.876
c – The difficulties of using experiential learning in teaching English language	0.902
<b>Total</b>	<b>0.948</b>

Table (6) presents reliability coefficients ranging from  $\alpha = 0.876$  to  $\alpha = 0.934$ , with a total score consistency of 0.948. This high consistency coefficient instils confidence in the questionnaire results.

The researchers used the respondents' mean scores to assess the level of agreement based on the following criteria, categorizing responses into five levels (strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree). The criteria used for scoring were as follows:

$$\frac{\text{highest limit} - \text{lowest limit}}{\text{level No.}} = \frac{5 - 1}{5} = 0.80$$

When utilizing the five-point Likert scale, the distribution of the sample responses based on the weighted arithmetic mean values is illustrated in the following table:

Table (7)

Statistical standard of the five-point Likert scale

Responses	Statistical standard
Strongly disagree	1: 1.79
Disagree	1.80: 2.59
Neither agree nor disagree	2.60: 3.39
Agree	3.40: 4.19
Strongly agree	4.20: 5

Table (7) illustrates the criteria for interpreting the statistical five-point Likert scale into levels.

Table (8)

Statistics Level

Criterion	
Low	(1.00- 2.33)
Average	(2.34- 3.67)
High	More than (3.68)

Table (8) categorizes the correction criterion for the five-point Likert scale into statistical levels.

**Procedure:**

The main aim of the current study is to gather and analyze detailed and in-depth data to know more about the perceptions of teachers and supervisors regarding the integration of experiential learning in English language learning. The participants were contacted online and asked to provide answers to the study questionnaire. Considering ethical principles in research

involving human subjects is essential to safeguard participants from psychological and physical harm (Bryman, 2016). Therefore, the use of participants' real names was included in the interview process to ensure transparency and respect.

### Thematic analysis

**The findings of the first question:** To what extent does the utilization of experiential learning impact the teaching of English to intermediate-stage students, as perceived by teachers and supervisors?

To address the first question, frequencies, percentages, arithmetic means, standard deviations, and relative weights of the respondents' perspectives were computed. The statements were then ranked in descending order based on their mean values as follows:

Table (9)

Descriptive statistics about using experiential Learning in teaching the English language (N=100)

N	Statements	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean	Standard Deviation	Relative Mean	Response degree	Rank
	English L. Teacher										
1	Achieves the objectives of the lesson	23	17	20	19	21	2.98	1.46	9.15%	Medium	8
2	Increases cooperation among students in learning English.	23	15	13	29	20	3.08	1.47	9.46%	Medium	7

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3	Increases the students' self-learning.	18	12	18	31	21	3.25	1.39	9.98%	Medium	6
4	Saves time and effort while teaching English	15	18	12	30	25	3.32	1.41	10.20%	Medium	4
5	Uses different techniques while teaching English.	12	15	22	29	22	3.34	1.30	10.26%	Medium	2
6	Identifies the individual differences among students	17	10	24	27	22	3.27	1.36	10.04%	Medium	5
7	Be a creative English language teacher.	16	14	20	27	23	3.27	1.38	10.04%	Medium	5
8	Provides feedback for stimulating students to study	13	11	21	37	18	3.36	1.26	10.32%	Medium	1
9	Control the hands-on activities	14	13	18	33	22	3.36	1.33	10.32%	Medium	1

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10	Improves the performance of EFL students with learning disabilities	14	13	23	26	24	3.3 3	1.3 4	10.23%	Medium	3
General Mean							3.2 5	1.3 7	Medium		

Table (9) indicates that the perceived effectiveness of using experiential learning in teaching English to intermediate-grade students was moderate. Statements No. (8) "Control hands-on activities" and No. (9) "Provide feedback to encourage student learning" ranked highest with an arithmetic mean of (3.36), a relative weight of 10.32%, and a moderate response level. In contrast, statement No. (1) "Achieve the objectives of the lesson" ranked lowest at eighth place with a mean of (2.98), a relative weight of 19.15%, and received a moderate response from teachers and educational supervisors.

The findings of the first question showed that the overall average perception of the effectiveness of experiential learning was (3.25), with a relative weight of 9.8%. This suggests a moderate level of effectiveness for experiential learning. Statements No. (8) and (9) ranked highest, emphasizing the significance of providing feedback to motivate students and managing hands-on activities.

This outcome underscores the effectiveness of experiential learning in achieving teaching objectives for English language education, particularly in managing hands-on activities and providing feedback to encourage student engagement. Van

Akkeren et al. (2022) affirm that Kolb's experiential learning model enhances student learning by emphasizing active learning and ongoing feedback, which are crucial for comprehending complex subjects through practical experience. Lantau et al. (2022) further validate the effectiveness of experiential learning by investigating how student learning experiences in creative work environments, egalitarian work cultures, and flexible workflows can enhance their professional and ethical values.

Al-Ghasab's study (2022) aimed to assess the implementation of modern teaching methods in English language instruction and observed moderate adoption among teachers. In contrast, Sharifi and Mohammad (2017) investigated the effectiveness of experiential learning versus traditional methods in enhancing students' language proficiency. The results indicated that the experimental group, which utilized experiential learning, demonstrated superior outcomes compared to the control group using traditional methods.

Mater, Daher, and Mahamid (2023) conducted a study revealing that experiential learning activities significantly boosted mental motivation and learning outcomes among ninth graders. The study underscores the value of integrating STEAM activities into school curricula to improve students' problem-solving skills, self-confidence, and ability to accomplish tasks.

**The findings of the second question:** What are the perceptions of English language teachers and supervisors regarding using experiential learning in teaching English to intermediate-stage students?

To address the second question, frequencies, percentages, arithmetic means, standard deviations, and relative weights of the

respondents' viewpoints were calculated. The statements were then ranked in descending order based on their mean values, yielding the following results:

Table (10)

Descriptive statistics about educational requirements that teachers use (n=100)

No.	Statements	Strongly Disagree	Disagree	Neither agree	Agree	Strongly agree	Mean	Standard Deviation	Relative Mean %	Response degree	Rank
	English L. Teacher										
1	uses simple language to achieve the objectives of the teaching situation.	23	17	20	19	21	2.98	1.46	8.45 %	Medium	10
2	organizes the tasks and activities at the start of the lesson.	18	16	15	27	24	3.08	1.47	8.74 %	Medium	9
3	plans for comprehensive and diverse objectives for English lessons.	17	15	21	26	21	3.19	1.38	9.05 %	Medium	7
4	explains the lesson in an	18	11	22	30	19	3.25	1.41	9.22 %	Medium	3

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	interesting										
5	motivates the students to increase their motivation to learn.	13	15	23	26	23	3.18	1.32	9.02%	Medium	8
6	uses motivation to increase competition among students.	16	14	23	28	21	3.27	1.22	9.70%	Medium	2
7	uses classroom questions to encourage student participation in learning.	18	19	20	23	20	3.22	1.15	9.13%	Medium	6
8	uses classroom questions to motivate students to research, experiment, and think critically and creatively.	11	16	29	31	13	3.22	1.31	9.13%	Medium	4
9	encourages	16	14	23	30	17	3.24	1.41	9.19%	Medium	5

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	interactive activities.											
10	connects learning goals with life experiences	10	16	28	34	12	3.42	1.31	9.70%	High	1	
General Mean							3,23	1.33	9.16%	Medium		

Table (10) illustrates the educational strategies utilized by teachers for experiential learning in teaching English to middle school students. Statement No. (10) "The teacher connects learning goals with real-life experiences" received a high response degree, with an average score of 3.42 and a relative weight of 9.70%. Conversely, statement No. (1) "The teacher uses simple language to achieve teaching objectives" ranked sixteenth and last, scoring an average of 2.98 with a relative weight of 8.45% and a moderate response degree according to perceptions from teachers and educational supervisors at the intermediate level.

The observed results may stem from the specific requirements that teachers need to meet when employing experiential learning methods in teaching English to intermediate-stage students. According to Holland, Powell, and Holland (2020), there has been an inadequate evaluation of the personal and professional impacts of experiential wilderness-based professional development programs for educators. Their study utilized survey questions to explore various personal outcomes, such as increased self-awareness, confidence, and

expanded perspectives, alongside professional outcomes including improved classroom practices, heightened appreciation, and enhanced classroom culture. Educators identified key program elements that significantly influenced these outcomes, highlighting correlations between specific program components and each distinct outcome. These findings are valuable for designing effective experiential continuing professional development initiatives for educators.

**The findings of the third question:** What are the challenges encountered in implementing experiential learning in English language classrooms, and what strategies can mitigate these challenges?

To address the third question, we calculated the frequencies, percentages, arithmetic means, standard deviations, and relative weights of the sample members' viewpoints. Subsequently, the statements were sorted in descending order based on their average values. The findings are summarized below:

Table (11)

Descriptive statistics about difficulty using experiential Learning in teaching the English language (N=100)

N	Statements						Mean	Standard	Relative	Response	Rank
		Strongly	Disagree	Neither	Agree	Strongly					
1	Experiential learning increases the workload on the teacher	22	17	27	20	14	2.87	1.34	8.93 %	Medium	10

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2	Experiential learning is time-consuming	18	18	25	26	13	2.98	1.30	9.27%	Medium	9
3	experiential learning constrains English language teachers.	11	20	25	32	12	3.14	1.19	9.77%	Medium	7
4	Teachers face difficulty when using assessment in experiential learning	11	16	29	31	13	3.19	1.18	9.93%	Medium	6
5	learners are exposed to their partners' incorrect use of English	17	14	26	29	14	3.09	1.29	9.61%	Medium	8
6	In experiential learning, it is more difficult to cover lessons	11	13	22	38	16	3.35	1.21	10.42%	Medium	3

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7	Low-achieving students depend on higher-achieving ones	10	10	28	36	16	3.38	1.17	10.52%	Medium	4
8	Teachers are unaccepted of Experiential learning	13	14	21	32	20	3.32	1.30	10.33%	Medium	5
9	Students use their first language among group members	11	17	20	25	27	3.40	1.34	10.58%	Medium	2
10	Lack of effective implementation of experiential learning	9	16	21	32	22	3.42	1.24	10.64%	Medium	1
General Mean							3.21	1.37	Medium		

Table (11) shows that the challenges associated with implementing experiential learning in teaching English to intermediate-stage students, as perceived by teachers and supervisors, received a moderate response level. Statement No. (10), "Lack of effective implementation of experiential learning," ranked first with an arithmetic mean of (3.42), a relative weight

of (10.64%), and a moderate response level. In contrast, statement No. (1), "Achieving the objectives of the lesson," ranked eighth and last with a mean of (2.87), a relative weight of (8.93%), and also received a moderate response level from teachers and educational supervisors at the intermediate level.

The findings from the third question indicated that the overall average difficulty score for experiential learning was (3.21), representing a relative weight of 9.08%. These results suggest a moderate level of difficulty associated with implementing experiential learning.

From the provided table statement No. (10), "Lack of effective implementation of experiential learning," ranked first with a mean of (3.42), indicating it was the most challenging aspect identified. Statement No. (9), "Students use the first language among group members," had a mean of 3.40, indicating a significant observation regarding language use in group interactions. Statement No. 6, "In experiential learning, it is more difficult to cover lessons," had a mean of (3.35), highlighting concerns about curriculum coverage. Statement No. (7), "Low achiever students depend on higher achiever ones," had a mean of (3.38), indicating a perceived dependency issue among students. The general mean across all statements was (3.21), suggesting a moderate overall level of agreement/disagreement across the findings.

Statement No. (10) claimed the top spot due to issues stemming from ineffective implementation of experiential learning. This challenge underscores the difficulties faced in applying experiential learning methods in teaching the English language. According to Miller and Maiellaro (2016), these difficulties arise

particularly in tools for problem-solving and in fostering collective reflection steps. They further highlighted that iterative in-class exercises can mitigate these challenges, enabling students in lean operations and leadership courses to move beyond superficial solutions and generate more effective strategies for future applications of their learning, resulting in improved grades and enhanced achievement of learning objectives.

### **Summary of Results:**

The results from the study reveal nuanced perceptions among teachers and educational supervisors at the intermediate level regarding the use of experiential learning in English language teaching. Experiential learning is viewed as having a moderate impact on teaching English, with an average perception score of 3.25. Notably, specific aspects of this approach, such as managing hands-on activities and offering feedback to boost student learning, received high recognition, evidenced by an average score of 3.36 and a relative weight of 10.32%. This reflects the broader consensus that experiential learning positively influences student engagement, language proficiency, and overall learning outcomes, underscoring its potential as an effective pedagogical strategy. However, the implementation of experiential learning is not without challenges; educators report issues such as increased workload, time constraints, difficulties integrating assessments, and language barriers. To address these challenges, the study suggests strategies including providing additional support and resources for teachers, improving time management, developing assessment methods tailored to

experiential learning, and creating a supportive learning environment to enhance language development.

The results align with existing literature on experiential learning in language education, reflecting both its perceived efficacy and associated challenges. Previous research has similarly highlighted that experiential learning, which emphasizes active participation and real-world application, has a moderate to positive impact on language acquisition and engagement (Kolb, 1984; Dewey, 1938). In particular, the study's finding that specific aspects like hands-on activities and feedback receive high recognition supports the notion that these elements are crucial in enhancing language proficiency and student motivation (Guskey, 2002). However, the challenges identified—such as increased workload, time constraints, and assessment difficulties—echo concerns documented in prior studies about the practical implementation of experiential learning (Brown, 2010; Ellis, 2014). The suggested strategies to address these challenges, including resource provision and tailored assessment methods, are consistent with recommendations in the literature aimed at optimizing experiential learning practices (Hattie & Timperley, 2007; Pashler et al., 2007). Thus, this study corroborates and builds upon previous findings, underscoring the effectiveness of experiential learning while acknowledging and addressing the practical hurdles faced by educators.

**Recommendations:**

Based on the findings, the researchers propose several recommendations to enhance the effectiveness of experiential learning in English language teaching. First, teachers should be encouraged to explore and incorporate a wider range of diverse

and immersive experiential learning activities into their lessons, enriching the learning experience. Additionally, the Education Administration should promote collaboration among teachers to facilitate the exchange of best practices and innovative approaches for integrating these techniques. Regular and constructive feedback mechanisms should be implemented to ensure continuous improvement and sustained engagement in experiential learning activities. It is also recommended that experiential learning be integrated as a core component of English language curricula across all educational levels. Policymakers are urged to work with educational institutions to allocate necessary resources and support initiatives that advance experiential learning in language education. Moreover, effective assessment methods aligned with experiential learning goals should be developed and utilized to accurately evaluate student progress. To foster an inclusive and culturally responsive learning environment, school administrations should collaborate with stakeholders, and teachers should implement language support programs and strategies to address language barriers that students may encounter during experiential learning activities.

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