An-Najah National University
Faculty of Graduate Studies

The Effect of Experiential Learning on Improving the Performance of EFL Students as Perceived by Teachers of English in the Northern Governorates of Palestine

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Dedication

This thesis is dedicated with gratitude to:

Allah the Almighty for giving me the strength and the health to complete this thesis.

My dear father and my lovely mother who always wished me continuous progress in my life.

My husband Saa'd for his continuous support and love.

My kids Mohammad, Tuqa, and Sundus who lightened my life with their love.

My brothers and sisters who always encouraged and gave me an endless support.

My friends who always wish the best for me.

All people in my life who touch my heart.

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الإقرار

أنا الموقعة أدناه، مقدمة الرسالة التي تحمل العنوان:

The Effect of Experiential Learning on Improving the Performance of EFL Students as Perceived by Teachers of English in the Northern Governorates of Palestine

أثر التعلم التجريبي على تحسين أداء الطلبة الذين يدرسون اللغة الانجليزية كلغة أجنبية من وجهة نظر معلمي اللغة الانجليزية في محافظات شمال فلسطين

أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وأن هذه الرسالة كاملة، أو أي جزء منها لم يقدم من قبل لنيل أي درجة أو لقب علمي أو بحثي لدى أي مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis، unless otherwise referenced، is the researcher's own work، and has not been submitted elsewhere for any other degree or qualification.

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Abstract

This study aimed at investigating the effect of Experiential Learning on improving the performance of EFL students as perceived by teachers of English in the Northern Governorates of Palestine. The study examined the role of the following variables: (gender, academic qualification, years of experience, and type of school) on teachers' perspectives.

To achieve the purpose of the study, the researcher developed a 42-item questionnaire which included four domains of performance: Students' cognitive skills, Students' social skills, Students' motivation for the material, and Students' scores in exams. Moreover, the researcher conducted interviews with (21) of EFL school teachers.

The researcher distributed the questionnaire randomly on a sample of (429) EFL teachers during the scholastic year 2014-2015. A descriptive statistical analysis was used to analyze the collected data.

The results of the study showed that there is positive effect of Experiential Learning on improving the performance of EFL students as perceived by teachers of English in the Northern Governorates of Palestine. It also showed that there were significant differences at the level ($\alpha \geq 0.05$) in teachers' perspectives due to their academic qualification in the first and

third domains in favor of those who have master or above. However, there were no significant differences in the teachers' perspectives due to their gender, years of experience, and type of school.

In the light of the study results, the researcher recommended including experiential teaching in curriculum syllabuses, and training teachers on different methods of Experiential Learning.

Chapter One

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Chapter One
Introduction and Theoretical Background

1.1 Theoretical Background of the Study

Most of us know students who spend extreme amounts of time memorizing their school materials, but are still hardly succeed. They are,unfortunately, complaining from not having that strong ability to memorize the material or that high skill in understanding the subject; moreover, they lack the interest in what they are learning, and they wrongly believe that these are the reasons behind their failure or their low achievement.

Such individuals' personal, intellectual, and social development must certainly suffer from the pressure created by this use of a relatively inefficient learning strategy, which is memorization. But what is urgent here is that such individuals are in real need for better effective way of learning.

The answer to this situation is clear: Educators and researchers should be redirecting at least some of their effort to the development and training of appropriate learning strategy skills (O'neil, 1978).

Nowadays, there is, indeed, a large number of learning strategies that educators developed, modified and suggested to be effective. But since the researcher has experience, as a teacher and a student, with both Experiential Learning and TEFL, she has decided to undertake a study of the possibility of joining these two subjects.

In fact, much of the credit for the positive connection between experience and abstract learning goes to John Dewey who understood that merely having an experience was not the same as learning from it, so action and thought have to be linked. He posited that thinking is the intentional attempt to discover specific connection between something we do and the consequences that result, so that the two become continuous. The isolation of action and thought is not acceptable and hence a unified developing situation takes place. This simply means that instuctors shouldn't just engage participants in activities; but help them derive meaning from those activities (Silberman, 2007).

The concept of Experiential Learning doesn't have one strict definition; however, it is generally defined as learning by doing, learning through experience, learning through action, and learning through exploration or discovery. It's the process of making meaning from direct experience. An example of Experiential Learning is taking students to the zoo to observe or interact with it instead of reading about animals from a book. Thus, students discover knowledge and have their own experience, instead of hearing or reading about others' experiences (William, 2010).

In Experiential Learning, the immediate personal experience is the central point for learning since it gives life and subjective personal meaning to abstract concepts and at the same time allows learners to test the validity of the ideas that were created during the learning process (Nunan, 1993).

Similarly, Goode and Bronheim (2012) clarified that Experiential Learning exists when a responsible participant cognitively, behaviorally, and affectively processes knowledge, skills or attitudes in a learning situation that is characterized by a high level of active involvement.

Lewis and Williams (1994) stated that Experiential Learning in its simplest form, is seen as learning from experience or learning by doing. Experiential education first puts adult learners in an experience and then encourages reflection about the experience in order to develop new skills, new attitudes, or new ways of thinking.

On the other hand, Bargh and Chartrand (1999) explained that many people live their daily lives making little or no conscious effort to learn from their experiences, instead, they tend to consider that effective learning happens automatically and have given little thought to how they learn or how they might improve their learning. However, research in many areas has shown that experience alone does not produce much learning because activities of daily lives are conducted without conscious awareness or intention.

In Beard and Wilson (2006) view, Experiential Learning involves all forms of learning although its value is frequently disregarded. One of the basic tenets of it is the active engagement that involves the whole person, through his thoughts, feelings and physical activity. They also stated that Experiential Learning can take many forms, such as free time activities, journeys, adventures, cooperative learning, or play.

Oxendine, Robinson and Willson (2004) see Experiential Learning as a cyclical process that employs participants' experiences for the acquisition of knowledge. This process, they clarified, involves setting goals, thinking, planning, experimentation, reflection, observation, and review, then, by engaging in these activities, learners construct meaning in a way unique to themselves, while integrating the cognitive, emotional, and physical aspects of learning.

Lewis and Williams (1994) divided Experiential Learning into two major categories: field-based learning and classroom-based learning. Field-based learning is the oldest and most established form of Experiential Learning; it includes internships, practicums, cooperative learning, and service learning. It can take a multitude of forms, including role-playing, games, case studies, simulations, presentations, and various types of group work. On the other hand, Experiential Learning in the classroom is relatively new and has been around since active learning is recommended as one of the principles of good practice for excellence in education.

Rogers (as cited in Beard, 2010) highlighted the importance of Experiential Learning which is about the application knowledge, in contrast to cognitive learning, which is the academic knowledge such as vocabulary learning. Rogers believes that Experiential Learning addresses the needs and wants of individual and is related to personal change and growth.

Furthermore, Wurdinger and Carlson (2010) found that unlike traditional classroom where students may compete with one another or

remain uninvolved or unmotivated and where the instruction is highly structured, students in Experiential Learning cooperate and learn from one another in a more semi-structured approach. They asserted that instruction in Experiential Learning is designed to engage students in direct experiences which are tied to real world problems and situations in which the teacher facilitates rather than directs student progress.

Experiential Learning Theory emphasizes on the role that true experiences play in the learning process; and it is this emphasis that distinguishes it from other learning theories. This experience refers to the nature of events someone has undergone; and this experience is what is happening to people all the time as long as they exist (Begum, 2009).

Moreover, Experiential Learning is strongly connected with many theories of learning. Among these is a theory called Action theory; this theory hypothesizes that human beings produce action by activating designs for action that they have created and stored in their heads. For example, human beings develop designs to assess the degree to which they are effective. This introduces the concept of learning defined as detecting and correcting errors. (Vince and Renolds, 2007).

Another approach that is connected with Experiential Learning is the Identity theory since it celebrates the relationship of the knower and the known as an essential element to learning, making meaning, and personal growth. In this theory view, professional development is important because it changes the notion of teacher training from one of content or

methodology training to consider the larger relationship of the educator to new knowledge and its integration into his or her self perceptions (Marlow and Mclain, 2011).

Experiential Learning is also built upon a foundation of interdisciplinary and constructivist learning. First, Experiential methodology doesn't treat each subject as being isolated in its own room, unconnected to any other subjects because paned learning doesn't reflect the real world. Instead, experiential classroom works to create an interdisciplinary learning experience that mimics real world learning. Second, Experiential Learning is aligned with the constructivist theory of learning in that the outcomes of the learning process are varied and often unpredictable; and learners play a critical role in evaluating their own learning. For example, how one student chooses to solve a problem will be different from another student, and what one student deduces from an experience will be different from the others (Wurdinger, 2005).

Border (2007) linked Experiential Learning with Jung's theory; he said that the concept of deep learning is introduced to describe the developmental dimension of learning that integrates the four modes of the Experiential Learning cycle, that is, experiencing, reflecting, thinking and acting. Following Jung's theory that adult development moves from a specialized way of adapting toward a holistic integrated way, deep learning is seen as moving from specialization to integration; and integrated deep learning is a process involving a creative connection among the four learning modes. He portrayed this as an idealized learning cycle.

In addition, Nonaka and Konno (1998) introduced the theory of knowledge creation; that is the formation of new ideas through interactions between explicit and implicit knowledge in individual human minds. For this to happen, they stated, individuals should remove barriers between one another in a climate that emphasizes care, love, trust, and commitment.

In real life situations, Boud and Miller (1996) believed 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.

As a result, students will apply what they learned in present experience and what they learned from past experiences to a similar or different situation. In addition, students will discuss how the newly learned process can be applied to other situations. And finally, students will discuss how more effective behaviors can be developed from what they learned and how issues raised can be useful in future situations (Kolb, 1984).

Freire (1996) also stressed the above fact by saying that students learn more effectively when what they are being taught has direct relation with their reality, offering them a change to become agents of their own

lives. Moreover, when teachers add new information to the previous knowledge of students, they activate their interest and curiosity.

1.2 Statement of the problem

Most students use memorization as a basic method to study, so they cannot understand or absorb the material very well; moreover, they lack the motivation to learn. As a result, this will lead to low achievement, unsatisfactory performance, or even failure in exams.

Because of the above mentioned problem and in order to enhance learning English as a foreign language in addition to improve the performance of these students learning, the researcher proposed the use of Experiential Learning Approach in teaching English as a solution to the above problems. The researcher suggested that Experiential Learning could offer a solid base on teaching English language, in an attractive and conducive environment which may lead to students' success in future.

1.3 Purpose of the study

This study aimed to achieve the following objectives:

1 - To find out the effect of applying Experiential Learning on improving EFL students' performance from the perspectives of teachers of English in the Northern Governorates of Palestine.

2- To find out if there are any significant differences in EFL teachers' perspectives towards the effect of Experiential Learning on improving

students' performance due to gender, academic qualification, years of experience and type of school variables.

1.4 Questions of the study

This study tried to give satisfactory answers to the following questions:

- What is the effect of Experiential Learning on improving EFL student's performance from the perspectives of teachers of English in the Northern Governorates of Palestine?

The above mentioned question underlies the following questions:

1- Are there any significant statistical differences in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to the gender?

2- Are there any significant statistical differences in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to the academic qualification?

3- Are there any significant statistical differences in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to the years of experience?

4- Are there any significant statistical differences in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to the type of school?

1.5 Hypotheses of the study

The main question of this study underlies the following null hypotheses:

1- There are no significant statistical differences at the formula level ($\alpha \geq 0.05$) in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to the gender variable.

2- There are no significant statistical differences at the formula level ($\alpha \geq 0.05$) in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance to the academic qualification variable.

3- There are no significant statistical differences at the formula level ($\alpha \geq 0.05$) in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance to the years of experience variable.

4- There are no significant statistical differences at the formula level ($\alpha \geq 0.05$) in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance to the type of school variable.

1.6 Significance of the study

This study has been done for English language teachers who want to gain a better understanding of how Experiential Learning works in practice.

It aims to give beginner teachers the confidence to start using E.L activities in their lessons, and help experienced teachers to widen their use of these activities.

The Palestinian curriculum has been changed, so it's expected that teaching approaches will be changed accordingly. So this study may provide EFL teachers with a motivated language teaching procedure which they can use in their classroom to enhance their students' performance.

The researcher hopes that the results of this study will help to reveal the effectiveness of applying the Experiential Approach on teaching EFL.

1.7 Limitations of the study

The researcher classified the limitation of the study into four: locative, temporal, human and topical limitations.

1. Locative limitation: The study covered most schools in the Northern Governorates of Palestine.

2. Temporal limitation: The researcher carried out this study in the second semester of the academic year 2014/2015.

3. Human limitation: The population of the study consisted of male and female teachers of English who teaches from 1^{st} -10^{th} grades.

4. Topical limitation: The study examined the effect of Experiential Learning on improving EFL students' performance as perceived by teachers of English in the Northern Governorates of Palestine.

1.8 Definitions of terms

1. **Experiential Learning**: is generally referred to as learning through action, learning by doing, learning through experience, and learning through discovery and exploration. It's the process of making meaning from direct experience.

2. **Northern Governorates of Palestine:** the Northern Governorates of the West Bank; they include the Governorates of Nablus, South Nablus, Talkarm, Jenin, Qalqilia, Salfeet, Qabatia, and Tubas.

3. **Performance**: according to this study, this concept consists of four domains of what a learner achieve. These domains are: the cognitive skills, social skills, motivation, and students' scores in exams.

4. **Motivation**: interest in and enthusiasm for the materials used in class; persistence with the learning task, as indicated by levels of attention or action for an extended duration; and level of concentration and enjoyment (Dornyei, 2007).

5. **Foreign language**: It is a term which is used for situations in which learners learn a language that is neither their mother language nor spoken as means of communication in the place where they live (Kurata, 2011).

6. **E.F.L**: the abbreviation for English as a foreign language.

7. **E.L:** the abbreviation for Experiential Learning.

1.9 Summary

This chapter dealt with the theoretical background of the study as well as the definition and importance of Experiential Learning approach. It also presented the statement of the problem, the purpose of the study, the questions the researcher wanted to answer, the hypotheses of the study, the significance of the study, the limitations of the study and definitions of the terms.

Chapter Two
Review of Related Literature

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2.1 Introduction

This chapter deals with the review of related literature. The researcher reviewed the available literature which is relevant to the nature of the study. Moreover, summaries of results of different studies for different researchers and linguists in various issues related to Experiential Learning were given. The researcher divided the chapter into sections according to their importance in order to simplify the information that is discussed.

In fact, understanding how people learn is something that has both pushed and hindered education at the same time. Psychologists have studied the learning process; they concluded that learning is equated to a change in behavior. However, there is a very little consensus about what characterizes the learning process and there is no common understanding (Hansen, 2000).

Wurdinger and Carlson (2010) found that most teachers teach by lecturing because they haven't learnt how to teach otherwise. In this respect, they advised teachers to actively involve their students in the learning process through discussion, group work, hands-on participation, and applying information outside the classroom. This process leads to the concept of Experiential Learning where students are involved in learning content in which they have a personal interest, need or want.

Kolb (1984) stated that human beings are, by their very nature, highly skilled experiential learners, but it's the education system that blocks and inhabits this ability. Consequently, if this system can be changed, then people will retake their natural ability to function in a healthy manner and learn what they need to learn.

In this respect, Enright, (1980) asserted that people must learn from experience if they are to survive, and they have highly developed capacities to do this. For example, the human infant from birth is fascinated by the surroundings, and continually explores and experiments in order to learn more about it. No one teaches them how to do this; but they know how to do it innately. He concluded that as people get older their learning will be modified by experience, their desire to learn, the subject matter of their learning and the ways in which they learn are all affected by the education processes.

Lewis and Williams (1994) stated that during the last decade Experiential Learning has moved from the edge of education to the center and is considered fundamental to meaningful learning. They summarized this shift in perspective in three points:

First, there has been a dramatic change in the conception of learning. Educators have moved away from the behaviorist view of teachers as source of knowledge and learners as passive receivers. Therefore, the education process must utilize learners' previous experiences in order to enhance their present and future learning.

Second, learners bring to the learning setting a treasure of prior experience and are yearning to build on it their future learning in the classroom. Responsive teachers are able to make use of the prior experience of their students as a stimuli for new learning.

Third, in today's rapidly changing environment there is an increased demand for flexibility and the ability to employ previous knowledge and experience in new and different ways. Experiential approaches appear to be more effective in developing skills that learners seek, such as communication skills, the ability to work in teams, and workplace literacy.

2.2 Experiential Learning Theory

Instructors and administrators have recognized that the classroom environment and interests of students have changed in the late twentieth century. At the same time, the educational system has undergone a dramatic change, promoting decision makers in education to review and rethink the curriculum. This change is described as a move from the traditional, lecture-oriented instructional paradigm to a new learning paradigm. The new learning paradigm is a holistic, student-centered approach that is designed to produce learning, develop critical thinking skills, and elicit discovery and construction of knowledge; this approach creates powerful and effective learning environments. As a result, such transformation in approach is both appropriate and necessary (Lantis et al., 2000).

Experiential Learning Theory draws on the work of many scholars who gave experience a central role in their theories of human learning and development such as John Dewey, Carl Rogers, and Jean Piaget. They asserted developing a dynamic, holistic model of the process of learning by promoting experience as stimuli for learners' development (Armstrong & Fokami, 2008).

Among the great thinkers of the 20th century is Dewey who is considered as the father of experiential education. His theory of experience continue to strongly affect the design of educational approaches, such as outdoor education, experiential education, and adult training. Dewey proposed that people must understand the nature of how humans have the experiences they do, in order to design effective education. In this respect, Dewey's theory of experience is built upon two central principles, that are, continuity and interaction.

In his theory, continuity refers to the idea that each experience is stored and carried on into the future, whether one likes it or not. He argued that humans learn something from every experience, whether positive or negative and these experiences influence the nature of future experiences.

On the other hand, interaction builds upon the concept of continuity and explains how past experience interacts with the present situation, to create one's present experience. The implication of this is that teachers have to be aware of past experiences which students bring with them in order to

enable them to provide quality education which is relevant and meaningful for the students (Neill, 2005).

Passarelli and Kolb (2009) explained that Experiential Learning Theory is a dynamic view of learning and a holistic theory that defines learning as the major process that involves the whole person; moreover, learning through experience is present in human activity everywhere all the time. As such, this theory is significant not only in the formal education classroom but in all areas of life. The holistic nature of the learning process means that it operates at all levels of human society from the individual, to the group, to organizations and to society as a whole.

2.3 Why Experiential Learning?

Schools today face a strong enemy, that is, societal conditions that work against students, preventing their academic growth and hindering them from carrying the skills and concepts taught in the classroom to the world outside the school. Otherwise, schools have always had as their goal the extension of learning beyond school time and beyond the school years. In this respect, Hamer (2000) suggested the use of experiential techniques as means of encouraging and facilitating students learning beyond schools.

Likewise, Harmin (1994) hopes for achieving this goal through the approach of Experiential Learning to develop a classroom that firmly promotes dignity, energy, self-management, community, and awareness.

Schank (1995) stressed the motivational factors that learning through experience offers. He clarified that when there is a desire to learn to ride a bicycle, for example, a goal was created. During the process of riding a bicycle, the beginner may fall or lose balance; and all this will make him to question what he is doing wrong or why can't he succeed in riding a bicycle. He supposed, then, to look for answers to this question and will learn. This way the students can make their own learning decisions and learn from the experience.

According to Taylor and Walford (as cited in Wheatley, 1995), experiential pedagogy attempts to allow students to learn by doing. They believe that one advantage from Experiential Learning is motivation. This advantage alone shows that students like to learn from classroom experiences that are designed to be relevant for future real world situations and still have fun while doing it. Learning through classroom experiences, they think, has become a great communication skill for learners. Students take decisions and then observe their consequences; their own evaluation of these consequences will influence their future actions.

Luckner and Nadler (2004), who also believe in the efficiency of Experiential Learning, summarized its advantages in the following points:

- **Equality**: Experiential Learning provides a common experience where all participants are equal in their knowledge about the tasks and projects that will challenge them.

- **Projective technique:** the group projects their problem-solving skills, project management ability, and leadership style onto the experience.

- **Meta learning**: In the Experiential Learning, the group is asked to step back and evaluate their performance. The review is about themselves, their leadership, and the communication skills they gained.

- **Chaos and crisis in a safe environment**: Teams are able to experience chaos, disorder, crisis, and changing requirements for success in a safe environment where the consequences for failure are limited.

- **Whole-body learning**: Experiential Learning is an anchor for cognitive material. Participants have a whole body learning of cognitive principles because the learning is graphic as it involves physical, mental, and behavioral dimensions.

- **Common language:** The experience provides a common language, experience, and story, which can be related to the work environment.

- **Encourage risk taking:** The experience allows participants to take new risks, try on new roles, and make mistakes with no danger or cost.

- **Diversity of strengths**: many activities are designed to include a variety of elements that will challenge arrange of team role skills. In other words, input from all team members will be required to produce outcomes from projects specifically designed not to suit just one team role style or behavior.

From another angle, Beard and Wilson (2006) see learning from experience as one of the most intrinsic and natural means of learning available to everyone. It doesn't need to be expensive, nor does it require wide amounts of technological hardware and software to support the learning process. Instead, all it requires is the opportunity to reflect and think either alone or with other people.

2.4 Characteristics of Experiential Learning

Experience is the basis of and stimuli for learning; it is the central aspect of all learning; moreover, every experience is potentially an opportunity for learning. What learners are attracted toward, what learners avoid and how learners accomplish tasks are all related to what has gone before. Teachers need to recognize the centrality of the experience of learners and to construct their own role in the light of this,therefore the engagement of learners is fundamental (Freire, 1994).

Kolb (1984) presented many characteristics of Experiential Learning, he concluded that learning is best conceived as a process, not in terms of outcomes. This process must draws out the learners' beliefs and ideas about a topic so that they can be examined, tested and integrated with new ideas.

But, he added, learning requires the resolution of conflicts since these conflicts and disagreement are what drive the learning process.

He also sees this process as a a holistic one of adaptation, this because learning is not just the result of cognition but it involves the integrated functions of person's thinking, feeling, perceiving and behaving.

In addition to that, he stated that learning results from a combined interaction between the person and the environment; learning occurs through assimilating new experiences into existing concepts and fitting existing concepts to new experience. This means that learning is the process of creating knowledge in which knowledge is viewed as the cooperation between social and personal knowledge; this view stands in contrast to that of the transmission model of education in which pre-existing, fixed ideas are transmitted to the learner.

2.5 Experience and Language Learning

Unfortunately, traditional teaching is based mainly on knowledge transfer, but this, of course, does not address individual growth and potential very well.

In contrast, Mollae and Rahnama (2012) assured that Experiential Learning is a powerful way to address individual growth and potential, this because it is adaptable for individual style, preferences, strengths and direction. As such, it is more likely than traditional teaching to produce positive emotional effects, notably confidence and self-esteem.

They also argued that it is rare that a language learner learns in isolation; on the contrary, language use is social, requiring learners not only to adapt a new code for expressing themselves, but also to become aware of new and different cultural aspects, social norms, and practices. Experiential Learning, with its emphasis on critical self-reflection, may prove to be an

effective approach for helping learners to negotiate social meaning and enhance their identities in any new culture.

Hussin et al. (2000) clarified that Experiential Learning in the classroom is built on the principle that language learning is facilitated when students are cooperatively involved in working on a project or task which includes the phases of exposure, participation, internalization, and dissemination. Projects that are challenging, communicative, and meaningful, and that provide opportunities for student to guide and participate in their own language learning, will create an environment that reinforces motivation to learn the target language.

As for the students, Kohonen (2001) explained that they are in need of time, guidance and support in their process of taking a more autonomous role as learners. He agreed that self-directed language learning puts great demands on the students' ability to develop their skills of reflection and self-assessment, but he confirmed that taking charge of their learning as socially responsible members of the classroom community will allow them to take control of more and more aspects of the learning process to the extent that they absorb the necessary knowledge, understanding, skills and engagement for the new goals and ways of organizing their work.

Rogers and Freiberg (1994) also indicate that whole-person learning requires body, mind, feelings and intellect. With the help of focusing, students can experience not only the cognitive aspect of learning, but also the learning that comes from their own experiences and senses.

2.6 Kolb's Experiential Learning Cycle

According to Kolb (1984), Experiential Learning Theory (ELT) provides a holistic model of the learning process and a multi-linear model of learner's development. It is called "Experiential Learning" to demonstrate the central role that experience plays in the learning process. He believes that learning is the process whereby knowledge is created through the conversion of experience. His theory presents a cyclical model of learning that consists of four stages of concrete experience, reflective observation, abstract conceptualization, and active experimentation. It is possible to begin at any stage, but must follow the others in the sequence.

His learning cycle explains how experience is translated through reflection into concepts that guides active experimentation and enhances the choice of new other experiences. The first stage of the cycle is where the learner experiences an activity such as field work. The second stage is when the learner reflects back on that experience. The third stage is where the learner attempts to conceptualize a theory or model of what is observed. And finally, the fourth stage is where the learner is trying to plan for a forthcoming experience.

Kolb (1984) identified four learning styles which correspond to these stages. These styles highlight conditions under which learners learn better. These styles are:

- Assimilators, who learn better when presented with sound logical theories to consider.

- Convergers, who learn better when provided with practical applications of concepts and theories.

- Accommodators, who learn better when provided with “hands-on” experiences.

- Divergers, who learn better when allowed to observe and collect a wide range of information.

Richardson (1994) confirmed that Kolb‘s model of Experiential Learning allows students to learn the content in a way that best suits their learning style. When depending on their styles, students will learn the content better at a different point in the Experiential Learning cycle as described previously.

2.7 Experiential Learning in Authentic Contexts

Knobloch (2003) stated that learning through experience in authentic contexts has been a fundamental model of teaching and learning in education since the role of the instructor is altered from delivering knowledge to being a facilitator of knowledge. Recently, the new models of knowledge facilitation correspond with the four-stage cycle of Experiential Learning described by Kolb.

He clarified that students learn through real life experiences that shape person's capacity to recall knowledge from past experiences to shape future experiences. But he criticized that many learning activities are mostly application or activity based without agreement with a theoretical

model of experiential education such as Kolb‘s cycle, for example, students may be provided with challenging activities that are considered as authentic Experiential Learning activities, but important aspects such as reflection on learning are not part of the expectations for students.

According to Roberts (2006), the practical use of Experiential Learning theory has had limited attention in education, this means that it may be limited in authentic use in education and other. He suggested that in order to offer better perspectives on Experiential Learning and its authentic role in education, Experiential Learning must be a component of teacher education programs, and there should be an investigation of how the models of Experiential Learning are used in career education settings.

In this regard, Nod and Miller (1996) explained that when individuals learn, they engage in a sophisticated process that depends on the behavior, knowledge and skills of people around them as well as on the material and the environment of the world they live in, such television programs, library books, and the internet. But they also use and build upon their own personal experience. This means that learning is influenced by prior experience by the context in which it occurs. They pointed out that the decision to engage in a learning activity is governed by a mix of expectations from colleagues, family as well as individuals' own needs and desires.

2.8 Instructor's and Student's Roles in Experiential Learning

Adopting an experiential approach to teaching at first can be challenging or even unappreciated. About this, teachers have different

perspectives; some teachers said that teaching was easier before Experiential Learning because their main focus was to collect and organize the course material and present it clearly, and they had never thought much about how students were reacting and their thoughts about the material. Others found that in the beginning they had a lot of concerns about losing control; however, the experiential approach becomes far more rewarding since it has opened up conversations with students about their experience and ideas and now they are learning new things along with them. (Passarelli and Kolb, 2012).

Warren (1995) indicated that the role of the instructor in the experiential classroom is different from that role in the traditional classroom. In experiential classroom, the instructor is a leader, a guide, a supporter, a resource and facilitator. He stated that in order for students to take control of their own learning, the instructor must work to become an integral member of the group; however, after the students have gained self-determination and responsibility, the teacher role as a leader occurs only in situations when the group lacks the skills to deal with obstacles they face.

He concluded that once students have been provided with the necessary skills and information, the instructor then steps back and serves as a resource person, supporter, and facilitator.

Similarly Wurdinger and Carlson (2010) indicated that in Experiential Learning, the instructor guides rather than directs students where they are naturally interested in learning. They explained that the

instructor's role as a facilitator demands him be willing to accept a less centric role in the classroom so as to enhance the learning experience in a positive, non-dominating way. To do so, the instructor have to identify an experience that makes students interested and personally committed; moreover, the instructor must explain the purpose of the Experiential Learning situation to students, connect the course learning objectives to course activities and experiences so as students know what they are supposed to do, and finally allow students to experiment and discover solutions to problems by themselves.

According to Nicoll-Senfit and Seider (2010), selecting the appropriate role to enact at the appropriate time is an art, so ducators must consider multiple factors in the choices they make about how to respond to students. They clarified that educators must balance the learning mode they intend to elicit with signals students send about how they expect the educator to behave; moreover, selection of a teaching role is also impacted by role-specific such that educators have a tendency to assume roles that align with their preferred teaching role and learning style.

Schank (1995) criticized teacher's role as being just a transformer of knowledge. He explained his opinion by saying that a good teacher should have as his goal exposing his student to enough situations that make him curious enough to take his learning into his own hands. In other words, the role of the teacher is to open up interesting problems and provide tools for solving them when asked by the student to do so.

He demonstrated that learning by doing offers good situations that entails trying things out, formulating hypotheses and testing them. But, a student cannot do this in a vacuum. The teacher should be there to guide learners to the right experiences. The teacher should also be there to answer a student's questions, or at least suggests ways that help him discover the answer. On the other hand, students are not completely left to teach themselves; but the instructor assumes the role of a guider and facilitates the learning process.

According Wurdinger and Carlson (2010), students like to be involved in problems which are personal, social and practical, so they must have freedom in the classroom as long as they step forward in the learning process. What a student need here is to be involved with tough and challenging situations while discovering.

They concluded that students will self-evaluate their own progress or success in the learning process, and this is the major means of assessment. And after a while, students will learn from the experience and become open to change. This change will lead students to be less reliance on the teacher and more on fellow peers, to develop their skills in exploring and learning from authentic experiences, as well as the ability to fairly self-evaluate their performance.

2.9 Some Examples of Experiential Learning activities

Experiential Learning comes in many forms and it contains a wide range of strategies as well as activities that can be used by teachers. The

following are some examples of how Experiential Learning can be applied by teachers; hopefully, these examples will be a starting point for teachers who can modify them or create their own experiential activities.

- Specific Role Plays

One of the most common activities that asks students to take an imaginary role and play it such as being a manager, a president, or a doctor. Students are then perform tasks and make decisions that are similar to what people in these positions would encounter (Gentry, 1990).

- Project work

In this form, students are asked to work on a task for an extended time period, alone or in small groups, usually to produce a tangible product. The purpose is to help students become more responsible learners and to motivate students to work cooperatively and intelligently. Action project could be carrying out a tutoring program for younger students in the school, designing and preparing a model of the ideal home, car, or city; or even preparing an assembly for the school.

When teachers offer the learners formalized activities of the kind described above, they are facilitating their participation in meaningful activities. So instead of relying on the learners' spontaneous interest and reaction, teachers are designing activities which will help promote interest and interaction (Willis & Willis, 2007).

- Practicum

This form of Experiential Learning usually is a course or an exercise that involves practical experience in a work setting whether paid or unpaid as well as theoretical study, including supervised experience as part of realistic professional education (Moore, 2010).

- Critique/Evaluation Exercise:

In this exercise, students are asked to criticize an organization or a manager's actions usually in small groups. Then a class discussion is made about the evaluations they made (Gentry, 1990).

- Service learning:

This type includes community service experiences outside the classroom usually attached to courses material. In these experiences, students participate in an organized service activity that meets specific community needs, and then reflect on the activity to better understand the material content and gain civic responsibility (Moore, 2010).

- Community-based research

In this exercise, teachers and students cooperate with local organizations, carry researches and studies to meet the needs of a chosen community. As a result, students will gain immediate experience in the research process (Moore, 2010)

According to Harmin (1994), Experiential Learning strategies reduce the need to push and pull at students, struggling to get them to learn. The

strategies tend to catch students up naturally in learning and inspire involvement and, in the process, the development of some of the most constructive potentials students carry. As a result, month by month, students become increasingly mature and responsible, and the classroom increasingly becomes a pleasant, thriving learning community.

2.10 Assessment of Experiential Learning

Assessment is an integral part of the Experiential Learning process because it provides a platform for participants and teachers alike to reflect on learning and the development that has and is occurring. Furthermore, a good assessment methods creates a reflective process that asserts the growth in learners' personality after specific learning experiences have been completed (Bassett & Jackson, 1994).

According to Wurdinger (2005), without the appropriate assessment tool, such as a self-assessment, the teacher might not recognize if significant learning occurred. Therefore, classroom teachers should search for assessment techniques that measure more than just the ability to remember information.

Qualter (2010) stated that the assessment of experiential activities causes a unique problem to teachers, because in experiential activities the means and the ends are of same important; it is urgent to look at assessment as more than outcome measurement. While outcomes are important to measure, they reflect the end goal of assessment, not a complete assessment cycle.

In this respect, Moon (2004) concluded that it is necessary to creat unique assessment methods to measure success in both the process and the product. He then suggested many creative ways to assess experiential activities, both external and internal. These ways are tied to reflection, helping learners to focus their learning while also producing a product for assessment purposes. Among these methods are: maintenance of a learning journal or a portfolio, reflection on critical incidents, presentation on what has been learnt, analysis of strengths and weaknesses and related action planning, essay or report on what has been learnt, a review of a book that relates the work experience to own discipline and self-evaluation of a task performed.

2.11 Criticism of Experiential Learning

Despite the fact that there are a lot of benefits for Experiential Learning, some educationalists criticize it for some aspects. For example, Schank (1995) mentioned two reasons why learning by doing isn't a normal form for education. First, it is difficult to apply it without doing devices, but in many cases, it is even difficult to define what doing means with respect to a given subject or topic. When the doing devices are available, it is easier to apply learning by doing. He exemplified this by driving a car which can easily be taught in a learning by doing manner because students can sit behind the wheel of a car, but when is no equipment at all, learning by doing is usually abandoned as a teaching philosophy. Secondly, educators and psychologists have not really understood how learning by doing works, and thus hate to insist upon it.

According to Knobloch (2003), Experiential Learning has been a basic component of education for many years; however, application of Experiential Learning in education often differs from the research based theoretical framework of Experiential Learning. Additionally, some teachers are often exclude the term Experiential Learning in working with students when research models of Experiential Learning may not completely guide their pedagogy.

Paddleford (2010) criticized Experiential Learning as an instructional method for time and money. He stated that in order to develop a purposeful and differentiated lesson, the teacher needs time to develop the different elements. This requires the teacher to be very clear about their goals for the lesson and be prepared for the different outcomes. This takes careful planning, which takes time. In addition, experiential method takes time to perform in the classroom. If the teacher wants his students to learn a complex process, then he should be prepared to dedicate the needed time to the lesson. But if the teacher does not plan it well, then he can get behind because the lesson will last longer than expected. Also, money can be a disadvantage of Experiential Learning because it can cost money to expose students to constant hands on learning.

From another perspective, Kayes (2002) stated that Experiential Learning Theory is criticized because it does not appropriately explain the role that non-reflective experience plays in the learning process. While the theory is good at analyzing how learning occurs for individuals, it does

little to look at learning that occurs in larger social groups. He added that learning styles may not be stable over time.

According to Beard and Wilson (2006), learning from experience has its challenges since not all the situations we encounter in life can be said to be enjoyable. While many learning opportunities can be satisfying, not all learning experiences would be chosen by the individual as a route to learning. They also stated that one of the arguments against Experiential Learning is the difficulty of linking it to complex areas of technology or, for example, theoretical physics.

2.12 Related studies

In order to develop a thorough understanding and deeper insight into previous works and trends about cooperative learning, a brief review of related studies are presented here.

To start with Williams (1990) who investigated a study to examine the effects of the Kolb Model of Experiential Learning on knowledge acquisition, skill mastery, and attitudes towards learning. The findings of his study indicated that the Kolb Model of Experiential Learning had a significant effect on knowledge acquisition, skill mastery, and attitudes towards learning experiences. These findings suggest that Experiential Learning, and possibly other alternative approaches to teaching, can have a positive effect on the achievement of students.

Similarly, Zhang and Campbell (2012) carried out a study about the effectiveness of the Integrated Experiential Learning Curriculum (IELC) in

China. Based on the findings, the IELC has shown promise for improving teachers' attitudes about teaching science and their teaching quality. When considering student measures, the IELC improved students' attitude towards learning the curriculum, their citizen beliefs, and their attitudes about the learning environment.

In a more specific way, Chan (2012) conducted a study that shows a community service experiential project conducted in China.. He also explored how this community service type of Experiential Learning allowed students to experience deep learning and develop their graduate attributes. The project enabled students to serve the community in by applying their knowledge and skills. His paper documented the students' learning process from their project goals, pre-trip preparations, work progress, obstacles encountered to the final results and reflections. He also found that the four components of Kolb's learning cycle, the concrete experience, reflection observation, abstract conceptualization and active experimentation, have been shown to transform and internalize student's learning experience, achieving a variety of learning outcomes.

Christy (2007), who investigated a study about the impact of Experiential Learning on Latino students' development as they move away from home to study and do community service in another country, found that students developed their identity, relationships, awareness of structural inequalities, and connectedness to community. Survey results indicate increased self-efficacy, civic participation, career preparedness, and

understanding of diversity. Findings underscore the importance of Experiential Learning for future Latino educators and community leaders.

In their study about the impact of Experiential Learning Theory on education pedagogy and the impact of the individual learning style on the effective learning, Bfeifer and Borozan (2011), found that there are differences in the learning preferences among different students, enrolled in the different major fields of study, and they can be explained by the content and amount of experience students possessed.

Achenbach and Arthur (2002) in another study about the impact of Experiential Learning on students' existing cultural schemas, recommended the Experiential Learning in education programs in order to bridge theory and practice. They also made suggestions to facilitate the development of learners' competencies through Experiential Learning.

Powell and Wells (2010) examined the effectiveness of three experiential teaching approaches on students' learning in fifth-grade public school classrooms. Kolb's (1984) Experiential Learning model was used as a framework for understanding the process by which students engage in learning when participating in Experiential Learning activities. The authors used classroom exams and written reflections to assess the effects of the activities. The model revealed no significant differences among the three lessons in meeting state standards. However, the lessons showed significant effects on student knowledge gain.

Ives and Obenchain (2006) made a study to measure the higher order thinking skills and lower order thinking skills in six 12th-grade American Government classrooms taught by three experienced teachers over one semester. One of the three teachers implemented a curriculum in two classes based on experiential education principles with guidance from the investigators. Students in the experiential education emphasized classes demonstrated greater gains in higher order thinking skills than the students in the other four classes. There was no difference between the two groups in gains for lower order thinking skills. These results suggest that experiential education instruction in high school classes can promote higher order thinking skills more than traditional instruction does with no sacrifice in lower order thinking skills.

In their study, Groves et al. (2013) examined whether the approach of Experiential Learning might allow student access to some of the higher-level study skills required for successful study. The findings suggested that the module facilitated learning in each stage of Kolb's Experiential Learning cycle. Moreover, there was evidence that the module encouraged students to undertake an epistemological shift in which they moved from seeing knowledge as a set of uncontested facts to seeing it as something that they are expected to question and contribute to themselves.

A study by Demirbas and Demirkan (2007) focused on design education using Experiential Learning Theory and explored the effects of learning styles and gender on the performance scores of. Findings indicate

that the distribution of students through learning style type preference was more concentrated in assimilating and converging groups. It was found that in education, instructors should provide a strategy that is relevant to the style of each learner.

A new creative study by Wang et al. (2014) that aims to test the effect of using Experiential Learning on ill-structured problem-solving ability.The study designed a 3D virtual company (3DVC) for the participants to be a general manager to solve several complex problems for different departments. The results showed that the participants made a significant improvement in ill-structured problem-solving ability after the 3DVC training. The results provide important references for educators that a 3D situational learning environment is beneficial in improving students' ill-structured problem-solving ability.

To conclude, most of the previous research agreed on the benefits of Experiential Learning and its positives effects on motivation, achievement, cognitive skills as well as social skills. Moreover, theses studies indicated that Experiential Learning improved students' attitudes towards the learning environment, this because it fits most of learners' styles and levels. Consequently, they agreed that Experiential Learning helps learners to improve their performance. Among these are Williams (1990), Zhang and Campbell (2012), Chan (2012), Christy (2007), Bfeifer and Borozan (2011), Achenbach and Arthur (2002), Powell and Wells (2010), Ives and Obenchain (2006), Groves et al. (2013), Demirbas and Demirkan (2007).

Other studies were more specific but more precise in their results as for Wang et al. (2014).

The researcher believes that a good application of experiential methods by teachers will certainly improve their students performance, that is, students' motivation, cognitive skills, social skills and scores in exams. In addition to that, Experiential Learning is effective since it copes with different students levels; either weak or strong, either young or old and either poor or rich. One can say that it overstep the barriers.

2.13 Summary

In conclusion, Experiential Learning meets the goals of the education system by engaging and challenging students, developing critical thinking skills, and making students aware of their interests and learning preferences. The strategy allows for flexibility and hands-on learning that is translated into increased students' motivation. Because Experiential Learning focuses more on the process then the product, it is easy for the students to see their accomplishments and develop self-efficacy because their end product is not being compared to the other students. Application of this strategy requires time and effort on the part of the teacher, but the benefits trump the costs. Teachers are able to address the students' learning preferences as well as differentiate instruction to meet student needs. It is appropriate for all students of different ability levels. Finally, Experiential Learning focuses on the student learning and engagement, which is the current goal of the educational system. When well planned and executed, this teaching method enhances academic achievement.

Chapter Three

Methodology and Procedures

3.1 Introduction

3.2 Methodology

3.3 Questions of the Study

3.4 Hypotheses of the Study

3.5 Population of the Study

3.6 Sample of the Study

3.7 Instrument of the Study

3.8 Validity of the Questionnaire

3.9 Reliability of the Questionnaire

3.10 Validity of the Interview

3.11 Procedure of the Study

3.12 Variables of the Study

3.13 Statistical Analysis

3.14 Ethical Issues

3.15 Summary

Chapter Three
Methodology and Procedures

3.1 Introduction

This chapter was devoted to specify the steps and the methodology taken in carrying out the research endeavor. In it, the researcher presented the population and the sample of the study, as well as the practical procedures used to build and describe the study tools. It also illustrates the types of statistical tests used in this study. Furthermore, it includes a description of the reliability and validity of the study instrument.

3.2 Methodology

Descriptive statistical analysis was used to achieve the main purpose of the study as well as to answer the research questions.

3.3 Questions of the Study

- This study tried to give satisfactory answers to the following questions:

- What is the effect of Experiential Learning on improving EFL student's performance from the perspectives of teachers of English in the Northern Governorates of Palestine?

The above mentioned question underlies the following questions:

1- Are there any significant statistical differences in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to their gender?

2- Are there any significant statistical differences in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to their academic qualification?

3- Are there any significant statistical differences in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to their years of experience?

4- Are there any significant statistical differences in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to the type of school?

3.4 Hypotheses of the Study

The main question of this study underlies the following null hypotheses:

1- There are no significant statistical differences at the formula level ($\alpha \geq 0.05$) in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance to the gender variable.

2- There are no significant statistical differences at the formula level ($\alpha \geq 0.05$) in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance to the academic qualification variable.

3- There are no significant statistical differences at the formula level ($\alpha \geq 0.05$) in teachers' perspectives towards the effect of Experiential

Learning on improving EFL students' performance to the years of experience variable.

4- There are no significant statistical differences at the formula level ($\alpha \geq 0.05$) in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance to the type of school variable.

3.5 Population of the Study

The population of the study consisted of all the English language teachers in the Northern Governorates of Palestine during the second semester of the scholastic year 2014-2015. The total number was 1758 teachers according to Ministry of Education statistics.

3.6 Sample of the Study

The study subjects consisted of 429 teachers who were chosen randomly: 141 males and 288 females from schools in the Northern Governorates of Palestine. Sample distribution was classified according to the independent variables of the study as tables (1), (2), and (3) below show:

A- Gender Variable

Table (1): Distribution of the study Sample due to Gender Variable

Gender	Frequency	Percentage %
Male	141	32.9
Female	288	67.1
Total	**429**	**100.0**

B- Academic Qualification Variable

Table (2) :Distribution of the Study Sample due to Academic Qualification Variable

Academic Qualification	Frequency	Percentage %
Diploma	13	3.0
Bachelor	326	76.0
Master or above	90	21.0
Total	**429**	**100.0**

C- Years of Experience Variable

Table (3): Distribution of the Study Sample due to Years of Experience Variable

Years of experience	Frequency	Percentage %
5 years and less	101	23.5
6-10 years	158	36.8
More than 10 years	170	39.6
Total	**429**	**100.0**

D- Type of School Variable

Table (4): Distribution of the Study Sample due to Type of school Variable

Type of school	Frequency	Percentage %
UNRWA school	60	14.0
Governmental school	363	84.6
Private school	6	1.4
Total	**429**	**100.0**

3.7 Instrument of the Study

Teachers' perspectives towards the effect of Experiential Learning on students' performance were investigated through a 42-item questionnaire which was developed by the researcher based on literature and related studies. The questionnaire was distributed amongst female and male teachers of English at the Northern Governorates of Palestine. See appendix (A) pages 104-108, respectively.

The questionnaire consisted of four domains of students' performance:

- The first domain explored teachers' perspectives towards Experiential Learning effects on students' cognitive skills: (18) items (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, and 18).

- The second domain explored teachers' perspectives towards Experiential Learning effects on students' social skills: (10) items (19, 20, 21, 22, 23, 24, 25, 26, 27, and 28).

- The third domain explored teachers' perspectives towards Experiential Learning effects on students' motivation for the material: (9) items (29, 30, 31, 32, 33, 34, 35, 36, and 37).

-The fourth domain explored teachers' perspectives towards Experiential Learning effects on students' scores in exams: (5) items (38, 39, 40, 41, and 42).

The researcher adopted the Likert's five-level scale:

- Strongly agree 5 degrees
- Agree 4 degrees
- Neutral 3 degrees
- Disagree 2 degrees
- Strongly disagree 1 degree

The second tool was the interview. The qualitative analysis method was used to analyze (21) EFL teachers' responses to the interview.

The interview was held by the researcher herself. It included (5) questions. The interview was conducted after reviewing related literature. The subjects were (12) females and (9) males who were given freedom to answer the question of the interview that lasted for (10) minutes. See appendix (B) page 109.

3.8 Validity of the Questionnaire

To ensure that the content of the questionnaire is valid, it was presented to a jury in the field of TEFL at An- Najah National University, Al-Istiqlal University and Al-Quds Open University. See appendix (C) page 110.

The jury accepted the terms of the questionnaire in general, but suggested some modifications in the vocabulary such as using “copes with” instead of “matches”.

They also proofread the manuscript for mistakes in the mechanics of writing. Thus, no modifications were made.

3.9 Reliability of the Questionnaire

To find out the reliability degree of the questionnaire, the reliability coefficient (Cronbach alpha) was calculated as an indicator of homogeneity to the level of the instrument as a whole.

Table (5) below shows that the ranges of reliability were between (0.72-0.79), and that the total score was (0.85), which is considered to be suitable for the purpose of this study.

Table (5): Alpha Formula of Instrument Reliability

Domains	Number of items	Reliability coefficient
Students' cognitive skills	18	0.72
Students' social skills	10	0.78
Students' motivation for the material	9	0.79
Students' scores in exams	5	0.72
Total score	42	0.85

Table (5) shows that all the reliability coefficients are high, and suitable for scientific purposes.

3.10 Validity of the Interview

For the validity of the second tool of the study; that is the interview, the researcher consulted a jury in TEFL field to evaluate it. After that, some modification were made such as reducing the number of interview questions to 5 instead of 8.

3.11 Procedures of the Study

The researcher used the following procedure during the application of this study:

First, after establishing the validity and reliability of the instrument by the experts in the field of TEFL who approved the utility of the instrument for carrying out the study, the researcher studied and adopted the observations and suggestions proposed, and made the modifications.

Second, permission was taken from the Faculty of Graduate Studies to the Ministry of Education which gave the permission to get the needed information and to distribute the questionnaire among teachers. See appendix (E) page 112.

Third, the researcher distributed the copies of the instrument to the teachers. In order to obtain more valid and credible results teachers were given the freedom to complete the questionnaire.

Fourth, the researcher managed to collect almost all the copies. Then, the questionnaire data was statistically treated.

3.12 Variables of the Study

The study contained the following variables:

1. Independent Variables

- **Gender Variable** which is divided into two levels: male & female.
- **Academic Qualification Variable** which is divided into three levels: diploma, bachelor, and master or above.
- **Years of Experience Variable** which is divided into three levels: 5 years or below, 6-10 years, and more than 10 years.
- **Type of School Variable** which is divided into three levels: governmental schools, UNRWA schools, and private school.

2. Dependent variables

The effect of Experiential Learning on improving the performance of EFL students as perceived by teachers of English in the Northern Governorates of Palestine

3.13 Statistical Analysis

In order to analyze the data, the researcher used the Statistical Package for Social Science (SPSS) version 17.0. Various statistical tests and procedures were used including the following:

1. Means, frequencies, percentages, and standard deviations to estimate the teachers' responses on each item and total score.
2. T-Test for Independent samples to test gender hypothesis.
3. One-Way Analysis of Variance (ANOVA) to test Academic qualification, Years of experience, and type of school hypotheses.
4. Scheffe post hoc test to determine the sources of differences in the rejected hypotheses.

For data analysis, the researcher used the following percentages:

- (100%- 80%) very high degree of response
- (70%- 79.9%) high degree of response
- (60%- 69.9%) moderate degree of response

- (50%- 59.9%) low degree of response
- (Less than 50%) very low degree of response

3.14 Ethical Issues

As this study is conducted on human subjects, permission to conduct this study was obtained from the Faculty of Graduate Studies at An-Najah University in order to assure that the ethical issues are taken into consideration. In addition, subjects were informed about the purpose of the study before responding to the questionnaire, and were told that their participation was voluntary, and any information obtained would be confidential and would be used for scientific research purposes only.

3.15 Summary

In this chapter, the researcher introduced the population of the study, the sample of the study in accordance with the study variables (gender, academic qualifications, years of experience, and type of school), the research design and the procedures which were used in confirming or rejecting the hypotheses of the study. Additionally, validity and reliability procedures as well as the statistical analysis used in this study were also described.

Chapter Four

Results

4.1 Introduction

4.2 Results Related to the Main Question

4.3 Results Related to the Sub-Questions

4.4 Results Related to the Second Tool of the Study (the interview)

4.5 Summary

Chapter Four
Results

4.1 Introduction

This chapter presents the results of the study which are divided into two major parts. The first part is concerned with the results related to the main question of the study. The second part consisted of the results related to the sub-questions and the hypotheses of the study.

This chapter also presents the statistical data that were analyzed by using the (Statistical Package for Social Sciences) SPSS version 17.0. The data were collected from the instrument of the study which is represented by a questionnaire. Additionally, findings and conclusions were drawn according to the outcomes of data analysis.

4.2 Results Related to the Main Question

This part is devoted to present the results of the main question of the study:

- What is the effect of Experiential Learning on improving EFL student's performance from the perspectives of teachers of English in the Northern Governorates of Palestine?

The above mentioned question underlies the following questions:

1- Are there any significant statistical differences in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to the gender variable?

2- Are there any significant statistical differences in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to the academic qualification variable?

3- Are there any significant statistical differences in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to the years of experience variable?

4- Are there any significant statistical differences in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to the type of school variable?

In order to answer this question, the researcher calculated the means, standard deviations, percentages, levels, and ranks for teachers' perspectives. Tables (6), (7), (8), (9) and (10) below show the results.

4.2.1 First Domain: Students' Cognitive Skills

Table (6): Means, standard deviation, percentages and the effect degree of students' cognitive skills domain

No.	Item	M	SD	Percentage	Level
1	Experiential Learning enables learners to construct meaning in a way that is unique to themselves.	4.39	0.62	87.8	Very high
2	Students remember what they learn in E.L for longer time than what they had learnt in the traditional way.	4.07	0.52	81.4	Very high
3	Experiential Learning copes with different students' levels.	4.28	0.72	85.6	Very high
4	Experiential Learning is helpful in conveying information in an easy and clear way.	4.06	0.78	81.2	Very high
5	Experiential Learning helps developing the high-thinking skills of the learners.	4.22	0.77	84.4	Very high

No.	Item	M	SD	Percentage	Level
6	Experiential Learning is effective in helping learners to understand and comprehend the material.	4.10	0.69	82.0	Very high
7	By Experiential Learning, students will be able to take what they learn in class and apply it in real world situations.	4.10	0.81	82.0	Very high
8	Experiential Learning enables students to learn new skills.	4.11	0.68	82.2	Very high
9	Experiential Learning helps learners to build connections between concepts.	4.10	0.76	82.0	Very high
10	Experiential Learning gives learners the chance to evaluate their performance.	4.06	0.81	81.2	Very high
11	Experiential Learning allows learners to make mistakes with no danger or cost.	4.07	0.83	81.4	Very high
12	Experiential Learning encourages learners to reflect in what they learn.	4.01	0.73	80.2	Very high
13	Experiential Learning motivates learners to plan for a forthcoming goal.	4.11	0.77	82.2	Very high
14	Experiential Learning encourages learners to search for and collect a wide range of information.	4.08	0.73	81.6	Very high
15	In Experiential Learning learners will be involved in challenging situations while discovering.	4.10	0.80	82.0	Very high
16	Experiential Learning offers authentic experiences for learners to benefit from.	4.06	0.81	81.2	Very high
17	Experiential Learning puts learners in positions that require them to make decisions.	4.32	0.67	86.4	Very high
18	Experiential Learning enables learners to move more readily from receiving knowledge to generating knowledge.	4.09	0.57	81.8	Very high
Total score of students' cognitive skills		**4.13**	**0.30**	**82.6**	**Very high**

The first domain of the questionnaire was meant to investigate the effect of Experiential Learning on students' cognitive skills.

As table (6) above shows, teachers effect degree was very high on the items (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18) where the percentages of response on these items where between (80.2% - 87.2%). As for the total effect degree of the effect of Experiential Learning on students' cognitive skills, it was very high where the percentage of response was (82.2%).

Responses on these items indicated that the majority of teachers agreed on the usefulness of applying Experiential Learning on improving students' cognitive skills. Teachers confirmed that Experiential Learning help developing the high-thinking skills of the learners, enables them to learn new skills as well as remember what they learn for a longer time.

In addition, responses to items (1, 2, 6, 7, 9, 10, 12, 13, 14, 15, 17, 18) indicated that teachers believe that Experiential Learning activate students' cognitive skills since it encourages them to construct, remember, understand, apply, build connections, reflect, plan, search, challenge, make decisions, and generate knowledge; as teachers' responses to these items were very high (80.2% - 87.8%).

It is worth mentioning here that item (1) received the highest score (87.2%) which indicates that teachers believe that Experiential Learning enables learners to construct meaning in a way that is unique to themselves, this underlies that Experiential Learning copes with different students'

levels as indicated in item (3) that also received a very high percentage (85.6%).

4.2.2 Second Domain: Students' Social Skills

Table (7): Means, standard deviation, percentages and the effect degree of students' social skills domain

No.	Item	M	SD	Percentage	Level
19	There is an evident progress in the interactive social skills of students who learn by Experiential Learning.	4.19	0.75	83.8	Very high
20	Experiential Learning encourages shy students to be engaged and participate in activities.	4.08	0.74	81.6	Very high
21	Experiential Learning helps students to take responsibility and increases their self-confidence.	4.11	0.82	82.2	Very high
22	In Experiential Learning, learners will be able to cooperate and learn from one another.	4.10	0.74	82.0	Very high
23	Experiential Learning allows students to be less reliant on the instructor and more reliant on fellow peers.	4.10	0.78	82.0	Very high
24	Experiential Learning is effective in developing the communication skills of the learners.	4.07	0.72	81.4	Very high
25	Experiential Learning is not a game for fun and a waste of time; it's a reliable work.	4.13	0.79	82.6	Very high
26	Experiential Learning facilitates sharing ideas with classmates.	4.10	0.71	82.0	Very high
27	In Experiential Learning, learners are negotiating about what to do.	4.09	0.74	81.8	Very high
28	Experiential Learning encourages learners to gather and synthesize information from internal and external environments.	4.03	0.76	80.6	Very high
Total score of students' social skills		**4.10**	**0.35**	**82.0**	**Very high**

The second domain of the questionnaire was meant to investigate the effect of Experiential Learning on students' social skills.

Table (7) above shows that the effect degree was very high on items (19, 20, 21, 22, 23, 24, 25, 26, 27, 28) where the percentages of response on these items ranging between (80.6% - 83.8%). The total percentage of this domain was the percentage of response was (82.0%) with a very high effect.

This means that teachers believe that Experiential Learning can really improve students' social skills since teachers confirmed through items (19) and (24) that it is effective in developing the communication and social skills of the learners.

Furthermore, responses to items (22, 23, 26, 27, 28) proved that Experiential Learning encourages students to be socially active since it allows them to be able to cooperate and learn from one another, share ideas with classmates, negotiate about what to do, as well as to gather and synthesize information from internal and external environments. This because teachers' responses to these items were very high ranging between (80.6% - 82.0%).

The purpose of the next domain was to shed the light on how effective is Experiential Learning in increasing students' motivation for the material that they are learning.

4.2.3 Third Domain: Students' Motivation for the Material

Table (8): Means, standard deviation, percentages and the effect degree of students' motivation for the material domain

No.	Item	M	SD	Percentage	Level
29	Students enjoy Experiential Learning more than the traditional learning methods.	4.17	0.82	83.4	Very high
30	Experiential Learning is really effective in increasing students' motivation for the material.	4.10	0.72	82.0	Very high
31	Experiential Learning improves students' attitudes towards the material.	4.10	0.81	82.0	Very high
32	A learner do his work with happiness and remains positive in his direction.	4.29	0.70	85.8	Very high
33	In Experiential Learning, learners make conscious efforts to achieve the goals.	4.03	0.57	80.6	Very high
34	There is a lot of fun and joy during students' performance of Experiential Learning activities.	4.29	0.68	85.8	Very high
35	Experiential Learning offers a high level of interest and active involvement with the material.	4.07	0.75	81.4	Very high
36	Experiential Learning improves learners' attitudes about the learning environment.	4.07	0.79	81.4	Very high
37	In Experiential Learning activities, learners almost ask about feedback in order to know how well they are doing.	3.99	0.75	79.8	High
Total score of students' motivation for the material		**4.12**	**0.36**	**82.4**	**Very high**

It is clear from table (8) above that Experiential Learning affects students' motivation for the material. The effect degree on items (29, 30, 31, 32, 33, 34, 35, 36) was very high with the percentages of response

between (80.6% - 85.8%). While item (37) scored a high effect degree, the percentage of this item was (79.8%). As for the total percentage of response for this domain, it was (82.4%) with a very high effect.

These results indicated that teachers believe that Experiential Learning is really effective in increasing students' motivation for the material, and it also offers a high level of interest and active involvement with the material. Moreover, it appeared that Experiential Learning improves students' attitudes towards the material since the learner do his work with happiness and remains positive in his direction during the activities.

Furthermore, the majority of teachers agreed that students enjoy Experiential Learning more than the traditional learning methods. This is indicated by the very high effect degree of item (29); the percentage of response on this item was (83.4%).

4.2.4 Fourth Domain: Students' Scores in Exams

Table (9): Means, standard deviation, percentages and the effect degree of students' scores in exams domain

No.	Item	M	SD	Percentage	Level
38	Students will get better marks if they are taught the material by Experiential Learning methods.	4.16	0.80	83.6	Very high
39	There is an evident efficacy of Experiential Learning in improving learners' academic achievement.	4.11	0.72	82.4	Very high
40	Students' scores at oral tests are really high when they are taught by the Experiential Learning methods.	4.13	0.80	82.6	Very high
41	Students do well in written tests when they're taught by Experiential Learning methods.	4.03	0.74	80.6	Very high
42	Weak learners tests' scores will be improved if they're taught by Experiential Learning strategies.	3.97	0.87	79.4	High
Total score of students' scores in exams		**4.08**	**0.46**	**81.6**	**Very high**

As table (9) above shows, that the effect degree on items (38, 39, 40, 41) was very high with the percentages of response between (80.6% - 83.6%). On the other hand, the effect degree was high on item (42) where the percentage of response was (79.4%). As for the total effect degree of teachers' perspectives towards the effect of Experiential Learning on students' scores in exams, it was very high where the percentage was (81.6%).

Responses on these items indicated that teachers believe that Experiential Learning improves students' scores in exams, either they are

written or oral. Moreover, it appeared that Experiential Learning helps weak learners to get better scores in their exams.

It is worth mentioning here that item (38) received the highest score (83.6%) which asserts that students will get better marks if they are taught the material by Experiential Learning methods.

4.2.5 Total Score of All Domains

Table (10): Means, standard deviation, percentages, the effect degree; and the total score of the effect of Experiential Learning on improving the performance of EFL students as perceived by teachers of English in the Northern Governorates of Palestine

No.	Domain	M	SD	Percentage	Level
1	Students' cognitive skills	4.13	0.30	82.6	Very high
3	Students' motivation for the material	4.12	0.36	82.4	Very high
2	Students' social skills	4.10	0.35	82.0	Very high
4	Students' scores in exams	4.08	0.46	81.6	Very high
Total score of effect of Experiential Learning		**4.12**	**0.28**	**82.4**	**Very high**

Table (10) shows that the effect degree of the first, second, third, and fourth domains was very high where the percentage of responses of these domains were respectively (82.6%, 82.0%, 82.4% and 81.6%).

Additionally, the first domain scored the highest effect degree where the percentage of response was (82.6%) which confirms that Experiential Learning is beneficial for improving students' cognitive skills.

The total percentage of response for all the domains was (82.4%) with a very high effect which indicates that Experiential Learning leads to

improve students' performance through its positive influence on their cognitive skills, social skills, motivation and scores in exams.

4.3 Results Related to the Sub-Questions

This part is devoted to present the results of the sub-questions through testing the validity of the hypotheses for these questions.

1- Are there any significant statistical differences in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to the gender?

2- Are there any significant statistical differences in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to the academic qualification?

3- Are there any significant statistical differences in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to the years of experience?

4- Are there any significant statistical differences in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to the type of school?

4.3.1 Results Related to the First Sub-Question:

The hypothesis for the first sub-question states that: "There are no significant statistical differences at ($\alpha \geq 0.05$) in teachers' perspectives

towards the effect of Experiential Learning on improving EFL students' performance due to the gender variable."

To answer the first sub-question, the Independent T-Test was computed to find out the significant differences in the effect of Experiential Learning on improving students' performance from teachers' perspectives due to teachers' gender as table (11) below shows.

Table (11): The Independent T-test for the different averages due to the gender

Domain	Male (N=141)		Female (N=288)		T-value	Sig.*
	Mean	S.D	Mean	S.D		
Students' cognitive skills	4.12	0.30	4.13	0.31	0.294	0.769
Students' social skills	4.06	0.6	4.12	0.34	1.688	0.092
Students' motivation for the material	4.11	0.37	4.13	0.35	0.666	0.506
Students' scores in exams	4.07	0.42	4.09	0.48	0.334	0.738
Total score	4.10	0.28	4.12	0.28	0.880	0.380

*** Significant at ($\alpha \geq 0.05$), D.F = 427**

Table (11) shows that there are no significant statistical differences at the level ($\alpha \geq 0.05$) in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to the teachers' gender in the first, second, third and forth domains (students' cognitive skills, social skills, motivation and scores in exams). Then the null hypotheses in these domains is valid.

This means that the gender of the teacher doesn't have any effect in his/her perspective towards Experiential Learning benefits and its effect on students' performance.

4.3.2 Results Related to the Second Sub-Question

The hypothesis for the second sub-question states that: "There are no significant statistical differences at ($\alpha \geq 0.05$) in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to teachers' academic qualification."

To answer this question, One-Way ANOVA between subjects was computed to compare the effect of Experiential Learning on improving students' performance from the teachers' perspectives due to teachers' academic qualification (diploma, bachelor, master or above) as table (12) and (13) below show.

Table (12): Frequencies, means, and standard deviations of the effect of Experiential Learning on improving EFL students' performance due to academic qualification variable

Domain	Academic qualification	N	Mean	SD
Students' cognitive skills	Diploma	13	4.00	0.24
	Bachelor	326	4.11	0.30
	Master or above	90	4.21	0.30
Students' social skills	Diploma	13	4.08	0.29
	Bachelor	326	4.09	0.32
	Master or above	90	4.13	0.43
Students' motivation for the material	Diploma	13	4.24	0.29
	Bachelor	326	4.10	0.35
	Master or above	90	4.19	0.37
Students' scores in exams	Diploma	13	4.15	0.31
	Bachelor	326	4.06	0.47
	Master or above	90	4.16	0.44
Total score	Diploma	13	4.09	0.20
	Bachelor	326	4.10	0.28
	Master or above	90	4.18	0.28

Table (13): One–Way ANOVA to test the differences of the effect of Experiential Learning on improving EFL students' performance due to academic qualification variable

Domain	Source of Variance	Sum of Squares	D.F	Mean Squares	F	Sig.*
Students' cognitive skills	Between groups	0.867	2	0.433	4.765	0.009*
	Within groups	38.750	426	0.091		
	Total	39.617	428			
Students' social skills	Between groups	0.150	2	0.075	0.626	0.535
	Within groups	51.059	426	0.120		
	Total	51.209	428			
Students' motivation for the material	Between groups	0.791	2	0.395	3.158	0.043*
	Within groups	53.344	426	0.125		
	Total	54.135	428			
Students' scores in exams	Between groups	0.817	2	0.409	1.925	0.147
	Within groups	90.447	426	0.212		
	Total	91.265	428			
Total score	Between groups	0.506	2	0.253	3.264	0.039*
	Within groups	33.021	426	0.078		
	Total	33.527	428			

***Significant at (α≥ 0.05)**

Table (13) indicates that there are no significant differences at (α≥ 0.05) in the effect of Experiential Learning on improving EFL students' performance due to the teachers' academic qualification in the second and fourth domains (students' social skills and students' scores in exams). Then; the null hypotheses in these domains is valid.

On the other hand, there are statistically significant differences at (α≥ 0.05) in the effect of Experiential Learning on improving EFL students' performance due to teachers' academic qualification in the first and third domains (students' cognitive skills and students' motivation for the material). This means that the null hypothesis is not valid in these domains. The researcher used Scheffe post hoc test to determine the source of differences. Tables (14), (15), and (16) show Scheffe post hoc test results.

Table (14): Scheffe post hoc results to determine the differences in domain of students' cognitive skills due to academic qualification

Academic qualification	Diploma	Bachelor	Master or above
Diploma		-0.113	-0.209
Bachelor			-0.095*
Master or above			

***Significant at (α≥ 0.05)**

Table (14) shows that there are significant differences at (α≥ 0.05) in the effect of Experiential Learning on improving EFL students' performance due to academic qualification variable in the domain of students' cognitive skills, between bachelor and master or above in favor of master or above.

Table (15): Scheffe post hoc results to determine the differences in domain of students' motivation for the material due to academic qualification

Academic qualification	Diploma	Bachelor	Master or above
Diploma		-0.139	0.045
Bachelor			0.093*
Master or above			

***Significant at (α≥ 0.05)**

Table (15) shows that there are significant differences at (α≥ 0.05) in the effect of Experiential Learning on improving EFL students' performance due to academic qualification variable in the domain of students' motivation for the material, between bachelor and master or above in favor of master or above.

Table (16): Scheffe post hoc results to determine the differences in total score due to academic qualification

Academic qualification	Diploma	Bachelor	Master or above
Diploma		-0.010	-0.094
Bachelor			-0.084*
Master or above			

***Significant at (α≥ 0.05)**

Table (16) shows that there are significant differences at (α≥ 0.05) in the effect of Experiential Learning on improving EFL students' performance due to academic qualification variable in total score, between bachelor and master or above in favor of master or above.

This means that teachers' academic qualification doesn't have any effect in his/her perspective towards the effect of Experiential Learning on improving students' social skills and scores in exams, but it has effect on

the teachers' perspective towards the effect of Experiential Learning on improving students' cognitive skills and their motivation in favor of master or above.

4.3.3 Results Related to the Third Sub-Question

The hypothesis for the third sub-question states that: "There are no significant statistical differences at ($\alpha \geq 0.05$) in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to years of experience."

To answer this question, the researcher used One-Way ANOVA to test the hypothesis. Tables (17) and (18) below show the frequencies, means and standard deviations of the effect of Experiential Learning on improving EFL students' performance due to years of experience variable and the results of One-Way ANOVA respectively.

Table (17): Frequencies, means, and standard deviations of the effect of Experiential Learning on improving EFL students' performance due to years of experience variable

Domain	Years of experience	N	Mean	SD
Students' cognitive skills	5 years and less	101	4.15	0.28
	6-10 years	158	4.10	0.29
	More than 10 years	170	4.14	0.33
Students' social skills	5 years and less	101	4.11	0.33
	6-10 years	158	4.07	0.34
	More than 10 years	170	4.12	0.36
Students' motivation for the material	5 years and less	101	4.12	0.32
	6-10 years	158	4.11	0.36
	More than 10 years	170	4.14	0.38
Students' scores in exams	5 years and less	101	4.09	0.41
	6-10 years	158	4.03	0.43
	More than 10 years	170	4.12	0.52
Total score	5 years and less	101	4.13	0.26
	6-10 years	158	4.09	0.26
	More than 10 years	170	4.13	0.30

Table (18): One–Way ANOVA to test the differences of the effect of Experiential Learning on improving EFL students' performance due to years of experience variable

Domain	Source of Variance	Sum of Squares	D.F	Mean Squares	F	Sig.*
Students' cognitive skills	Between groups	0.170	2	0.085	0.919	0.400
	Within groups	39.447	426	0.093		
	Total	39.617	428			
Students' social skills	Between groups	0.221	2	0.110	0.923	0.398
	Within groups	50.988	426	0.120		
	Total	51.209	428			
Students' motivation for the material	Between groups	0.093	2	0.046	0.367	0.693
	Within groups	54.042	426	0.127		
	Total	54.135	428			
Students' scores in exams	Between groups	0.677	2	0.338	1.591	0.205
	Within groups	90.588	426	0.213		
	Total	91.265	428			
Total score	Between groups	0.188	2	0.094	1.203	0.301
	Within groups	33.338	426	0.078		
	Total	33.527	428			

***Significant at (α≥ 0.05)**

Table (18) shows that there are no statistically significant differences at ($\alpha \geq 0.05$) in the effect of Experiential Learning on improving EFL students' performance due to years of experience variable in all domains.

This means that the years of experience of teacher doesn't have any effect in his/her perspective towards the effect of Experiential Learning on improving EFL students' performance. Hence; these results provide evidence to accept the third hypothesis.

4.3.4 Results Related to the Fourth Sub-Question

The hypothesis for the fourth sub-question states that: "There are no significant statistical differences at ($\alpha \geq 0.05$) in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to type of school variable."

To answer this question, the researcher used One-Way ANOVA to test the hypothesis. Tables (19) and (20) below show the frequencies, means and standard deviations of the effect of Experiential Learning on improving EFL students' performance to type of school variable and the results of One-Way ANOVA respectively.

Table (19): Frequencies, means, and standard deviations of the effect of Experiential Learning on improving EFL students' performance due to type of school variable

Domain	Type of school	N	Mean	SD
Students' cognitive skills	UNRWA school	60	4.13	0.30
	Governmental school	363	4.13	0.31
	Private school	6	4.19	0.27
Students' social skills	UNRWA school	60	4.08	0.36
	Governmental school	363	4.10	0.34
	Private school	6	4.20	0.42
Students' motivation for the material	UNRWA school	60	4.08	0.35
	Governmental school	363	4.13	0.36
	Private school	6	4.15	0.28
Students' scores in exams	UNRWA school	60	4.09	0.49
	Governmental school	363	4.08	0.46
	Private school	6	3.93	0.50
Total score	UNRWA school	60	4.10	0.28
	Governmental school	363	4.12	0.28
	Private school	6	4.15	0.26

Table (20): One–Way ANOVA to test the differences of the effect of Experiential Learning on improving EFL students' performance due to type of school variable

Domain	Source of Variance	Sum of Squares	D.F	Mean Squares	F	Sig.*
Students' cognitive skills	Between groups	0.020	2	0.010	0.107	0.899
	Within groups	39.597	426	0.093		
	Total	39.617	428			
Students' social skills	Between groups	0.083	2	0.041	0.345	0.708
	Within groups	51.126	426	0.120		
	Total	51.209	428			
Students' motivation for the material	Between groups	0.130	2	0.065	0.512	0.600
	Within groups	54.005	426	0.127		
	Total	54.135	428			
Students' scores in exams	Between groups	0.134	2	0.067	0.314	0.731
	Within groups	91.130	426	214.0		
	Total	91.265	428			
Total score	Between groups	0.016	2	0.008	0.102	0.903
	Within groups	33.511	426	0.079		
	Total	33.527	428			

***Significant at (α≥ 0.05)**

Results in Table (20) indicates that there are no significant differences at ($\alpha \geq 0.05$) in the effect of Experiential Learning on improving EFL students' performance due to type of school variable in all domains.

This means the type of school that the teacher works in doesn't have any effect in his/her perspective towards the effect of Experiential Learning on improving EFL students' performance. Hence; these results provide evidence to accept the fourth hypothesis.

4.4 Results related to the second tool of the study (the interview)

The second tool of this study is interview which was of great benefit to shed light on the EFL teachers' perspectives towards Experiential Learning.

21 EFL teachers were chosen randomly to answer the interviews' questions, 14 of them are female. Table (21) illustrates the frequencies of the EFL teachers' positive and negative responses:

Table (21): The Percentages of the Interviews' Responses

No.	Question	Approval	
		Positive	Negative
1.	Do you think that Experiential Learning improves students' performance?	100%	-
2.	Do you integrate Experiential Learning strategies in your teaching?	80%	10%
3.	Do you think that new Palestinian English curriculum promotes the application of Experiential Learning strategies?	60%	40%

1. Do you think that Experiential Learning improves students' performance?

As table (21) illustrates, all EFL teachers who participated in this interview answered this question with a high degree of positive attitudes towards the importance of Experiential Learning in improving students' performance. These positive responses where related to students' feeling of responsibility, challenge, joy and fun during Experiential Learning activities. Experiential Learning makes students active learner since it promote their thinking, social skills and their motivation.

2. Do you integrate Experiential Learning strategies in your teaching?

As it's clear from the above table, 80% of teachers integrate Experiential Learning strategies in their teaching. While 20% of them do not apply Experiential Learning strategies in their teaching at all.

This contradicts with their opinions about the great advantages of Experiential Learning and it usefulness in improving students' performance.

3. Do you think that new Palestinian English curriculum promotes the application of Experiential Learning strategies?

In response to this question, 60% of teachers think that the new Palestinian English curriculum promotes the application of Experiential Learning strategies since it has a lot of activities that needs the learner to do actions, be active, search for information and work with other students.

While 40% of teachers think that this curriculum doesn't promote Experiential Learning at all since it concentrates on students' memorization of a wide range of vocabulary items as well as grammar rules.

For more clarity about the topic, the researcher asked the participants open-ended questions as follows:

4. What are the reasons behind using Experiential Learning strategies?

Most of teachers agreed that Experiential Learning is of great benefits for learners; they related this to its positive effect on increasing students' motivation, its centeredness on the learner and its easiness. Increasing students' self-confidence and improving their higher-thinking skills are also among the reasons they mentioned.

5- What are the obstacles of using Experiential Learning at your school?

In response to this question, most teachers said that the main reason behind avoiding Experiential Learning strategies is time; this because the lesson time is not enough for making activities that demand students to perform actions or search for information. They also mentioned that it may be costing to apply Experiential Learning activities such taking them to places outside the classroom. In addition, many of them said that they don't have enough training in how to apply Experiential Learning activities; while others said that the school administration doesn't encourage such activities.

4.5 Summary

The researcher in this chapter presented the results of the statistical analysis of the study questions and hypotheses. These results had been displayed in three parts:

The first part dealt with the descriptive analysis of the effect of Experiential Learning on improving the performance of EFL students as perceived by teachers of English in the Northern Governorates of Palestine in four study domains.

The second part was devoted to test the validity of the study hypotheses, and to discuss the role of the variables of (gender, academic qualification, years of experience, and type of school) in the perception of teachers of English in the Northern Governorates of Palestine towards the effect of Experiential Learning on improving students' performance.

The third part was dealt with the results related to the second tool of the study which is the interview.

Chapter Five

Discussion of the Results, Conclusion, and Recommendations

Chapter Five

Discussion of the Results, Conclusion, and Recommendations

5.1 Introduction

This chapter is divided into three parts. The first part discusses the results of the study questions and hypotheses respectively in the light of the study variables (gender, academic qualification, years of experience, type of school). The second part presents the conclusions. Finally, the third part provides the recommendations that are drawn in the light of the study results.

5.2 Discussion of the Study Results

Discussion of the Results of the Main Question

- What is the effect of Experiential Learning on improving EFL student's performance from the perspectives of teachers of English in the Northern Governorates of Palestine?

After analyzing the data, and computing the mean, standard deviation, and percentages for each item and their respective domain and the total score of the effect of Experiential Learning on improving students' performance from teachers of English perspectives in the Northern Governorates of Palestine, see tables (6, 7, 8, 9, and10) chapter four above, results showed the following:

A- First Domain: Students' Cognitive Skills

It is clear from table (6) that there is a positive perspective towards the effect of Experiential Learning on improving students' cognitive skills as the total percentage of response was (82.6%) with very high effect.

In response to items (1) through (30), teachers confirmed that Experiential Learning activate students' cognitive skills since it encourages them to construct, remember, understand, apply, build connections, reflect, plan, search, challenge, make decisions, and generate knowledge. As a result, students' cognitive skills will be improved.

This is in harmony with Lantis et al. (2000) who asserted that Experiential Learning develops critical thinking skills of learners, and elicit discovery and construction of knowledge. Oxendine, Robinson and Willson (2004) stressed that Experiential Learning exploits participants' experiences for acquisition of knowledge. This process, they clarified, involves setting goals, thinking, planning, experimentation, reflection, observation, and review, then, by engaging in these activities, learners construct meaning in a way unique to themselves, incorporating the cognitive aspects of learning.

This also goes in line with Boud & Miller (1996); and Wurdinger & Carlson (2010) who emphasized that through Experiential Learning, students gain confidence in their own abilities, discover innovative ways to overcome obstacles and allow students to experiment and discover solutions on their own.

Additionally, Ives and Obenchain (2006), and Groves et al. (2013) found that experiential education can promote higher order thinking skills more than the traditional one does with no sacrifice in lower order thinking skills. Moreover, it encouraged students to undertake an epistemological shift in which they moved from seeing knowledge as a set of uncontested facts to seeing it as something that they are expected to question and contribute to themselves.

B- Second Domain: Students' Social Skills

The findings of items (19) through (28) in table (7) showed that there is a positive perspective towards the effect of Experiential Learning on improving students' social skills as the total percentage of response was (82.6%) with very high effect. It is worth mentioning here that item (19) received the highest score (83.8%) which indicated that teachers believe that Experiential Learning do improve the interactive social skills of students.

Additionally, the results indicated that the majority of teachers agreed that Experiential Learning encourages students to be socially active since it allows them to be able to cooperate and learn from one another, share ideas with classmates, negotiate about what to do, as well as to gather and synthesize information from internal and external environments.

These results agree with Lewis & Williams (1994),Wurdinger & Carlson (2010), Hussin et al. (2000) who found that Experiential

approaches appear to be more effective in developing skills that learners seek, such as communication skills, the ability to work in teams, and workplace literacy.

Kohonen (2001) also found that Experiential Learning enables students to take charge of their learning as socially responsible members of the classroom community and encourages them to communicate easily while working together.

C- Third Domain: Students' Motivation for the Material

It is clear from table (8), there is a positive perspective towards the effect of Experiential Learning on improving students' motivation for the material as the total percentage of response was (82.4%) with a very high effect.

In response to items (29) through (37), teachers confirmed that Experiential Learning is effective in increasing students' motivation for the material, and it also offers a high level of interest and active involvement with the material. Moreover, it appeared that Experiential Learning improves students' attitudes towards the material since the learner do his work with happiness and remains positive in his direction during the activities.

This is in harmony with Schank (1995), and Wheatley (1995) who stressed the motivational factors that learning through experience offers since it increases their desire to achieve goals while having fun.

Williams (1990), and Zhang & Campbell (2012) found that Experiential Learning had a significant effect on learners' attitudes towards learning the curriculum, and improved their attitudes about the learning environment. Similarily Goode and Bronheim (2012) found that students' attitudes in Experiential Learning are characterized by a high level of active involvement.

D- Fourth Domain: Students' Scores in Exams

The findings of items (38) through (24) in table (9) showed that there is a positive perspective towards the effect of Experiential Learning on improving students' scores in exams as the total percentage of response was (81.6%) with very high effect.

This indicated that teachers believe that Experiential Learning improves students' scores in exams, either they are written or oral. Moreover, it appeared that Experiential Learning helps weak learners to get better scores in their exams.

These results are supported by Williams (1990), Wells (2010), Demirbas and Demirkan (2007), Luckner and Nadler (2004), who asserted that Experiential Learning offers the requirements for success in a safe environment where the consequences for failure are limited.

5.3 Discussion of the Results of the Sub-Questions

The main question of this study underlies four sub-questions. For each question a hypothesis has been formulated:

The hypothesis for the first sub-question states that: "There are no significant statistical differences at ($\alpha \geq 0.05$) in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to the gender variable."

After data analysis, it was found that there are no significant differences at the level ($\alpha \geq 0.05$) in teachers' perspectives due to teachers' gender in all domains.

These results suggested that both male and female students believe that Experiential Learning is effective in improving students' performance.

The data analysis of the second hypothesis, "There are no significant statistical differences at ($\alpha \geq 0.05$) in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to teachers' academic qualification." showed that there are not statistically significant differences at the level ($\alpha \geq 0.05$) in teachers' perspectives due to teachers' academic qualification in the second and fourth domains. While it showed that there are statistically significant differences at the level ($\alpha \geq 0.05$) in teachers' perspectives due to teachers' academic qualification in favor of master or above in the first and third domains.

This means that teachers' academic qualification influences his/her perspective towards the effect of Experiential Learning on improving students' cognitive skills as well as students' scores in exams. The researcher attributes this to personal feelings, attitudes and experiences.

The data analysis of the third hypothesis, "There are no significant statistical differences at ($\alpha \geq 0.05$) in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to years of experience.", showed that there are no statistically significant differences at the level ($\alpha \geq 0.05$) in teachers' perspectives due to teachers' years of experience in all domains. The researcher attributes this to the prevalence of Experiential Learning as an effective approach among teachers who have different experience time.

The data analysis of the fourth hypothesis, "There are no significant statistical differences at ($\alpha \geq 0.05$) in teachers' perspectives towards the effect of Experiential Learning on improving EFL students' performance due to type of school.", showed that there are no statistically significant differences at the level ($\alpha \geq 0.05$) in teachers' perspectives due to the type of school the teacher works in.

This means that the type of school that the teachers works in doesn't influence his/her perspective towards the effect of Experiential Learning on improving students' performance. The researcher attributes this to the prevalence of Experiential Learning as an effective method among teachers regardless the type of school they work in.

5.4 Discussion of the Results of the Interview

Most of teachers who participated in the interview showed positive attitudes towards the importance of Experiential Learning in improving

students' performance. These positive responses were related to students' feeling of responsibility, challenge, joy and fun during Experiential Learning activities. Experiential Learning makes students active learner since it promote their thinking, social skills and their motivation. Most teachers agreed on the importance of Experiential Learning in improving students' performance.

Most of teachers (80%) integrate Experiential Learning strategies in their teaching. While 20% of them do not apply Experiential Learning strategies in their teaching at all. What is apparent here is that although teachers believe in the importance of Experiential Learning in improving their students' performance, they in fact don't apply it in their classrooms. Their response of the fifth question below revealed the reasons behind this contradiction.

As to the new Palestinian English curriculum, many teachers think that it promotes the application of Experiential Learning strategies since it has a lot of activities that needs the learner to do actions, be active, search for information and work with other students.

On the other hand, less than half of the participants think that this curriculum doesn't promote Experiential Learning at all since it concentrates on students' memorization of a wide range of vocabulary items as well as grammar rules.

Most of teachers agreed that Experiential Learning is of great benefits for learners; they related this to its positive effect on increasing

students' motivation, its centeredness on the learner and its easiness. Increasing students' self-confidence and improving their higher-thinking skills are also among the reasons they mentioned.

The application of Experiential Learning is not equal to the appreciation of the approach itself. Teachers agreed on some obstacles of using Experiential Learning at school. Some of these obstacles are the lack of time, the cost, the lack of enough training in how to apply Experiential Learning activities; while others said that the school administration doesn't promote experiential activities.

5.5 Conclusions

Based on the findings of the study, the researcher arrived at the following conclusions:

1. Teachers do believe in the positive effect of Experiential Learning on improving EFL students' performance.

2. Teachers' gender does not affect his/her perspective towards the effect of Experiential Learning on improving EFL students' performance.

3. Teachers' academic qualification doesn't affects his/her perspective towards the effect of Experiential Learning on improving EFL students' social skills and their scores in exams, but it affects his/her perspective towards the effect of Experiential Learning on improving EFL students' cognitive skills and their motivation for the material, in favor of those who have master of above.

4. Teachers' years of experience does not affect his/her perspective towards the effect of Experiential Learning on improving EFL students' performance.

5. The type of school in which the teacher works does not affect his/her perspective towards the effect of Experiential Learning on improving EFL students' performance.

5.6 Recommendations

Based on the findings of the study, the researcher recommended the following:

First: For the Teachers

Teachers are advised to:

1. Use Experiential Learning methods in their teaching, since it enhances students' cognitive and social skills as well as motivation for the material and their scores in exams.

2. Be aware of the individual differences among learners while choosing and applying Experiential Learning methods and techniques.

Second: For the Ministry of Education

1. The Ministry of Education and curricula developers are advised to include Experiential Learning activities in their syllabuses.

2. Due to the important role that EFL teacher plays in the success of Experiential Learning, the researcher recommends that EFL supervisors organize training programs for teachers in the use of Experiential Learning methods.

Third: Recommendations for Further Studies

Researchers are recommended to**:**

1. Conduct similar studies for other academic levels and in other areas and environments.

2. Conduct studies on the effect of Experiential Learning on students' achievement.

3. Conduct studies on how Experiential Learning affects weak learners.

4. Conduct studies on the obstacles of using Experiential Learning in schools.

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Appendices

Appendix (A)

Questionnaire

An-Najah National University

Faculty of Graduate Studies

Methods of Teaching Department

Dear teachers,

The following questionnaire has been developed to collect the necessary information for accomplishing a study entitled " The Effect of Experiential Learning on Improving the Performance of EFL Students as Perceived by Teachers of English in the Northern Governorates of Palestine**.**"

The questionnaire consists of two parts: part one contains personal information about you. While part two contains the whole items of the questionnaire.

The researcher will be grateful if you answer the parts appropriately and honestly. Your answers will be strictly confidential and the given information will be used for research purposes only.

Thanks for your cooperation,

The researcher:

Noor Abu-Assab

- Part (I): Personal Information.

Please put the mark (x) in the place that suits your case:

1. Gender:

( ) Male ( ) Female

2. Academic qualification:

( ) Diploma ( ) Bachelor

( ) Master or above

3. Years of experience:

( ) 5 years or less ( ) 6-10 years

( ) More than 10 years

4. Type of school:

( ) UNRWA school ( ) Governmental school

( ) Private school

-Part (II):

This part consists of all items of the questionnaire, which are classified into 4 domains of students' performance. These domains are: Students' cognitive skills, students' social skills, students' motivation for the material and students' scores on exams.

No.	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
(A) Students' cognitive skills						
1-	Experiential Learning enables learners to construct meaning in a way that is unique to themselves.					
2-	Students remember what they learn in E.L for longer time than what they had learnt in the traditional way.					
3-	Experiential Learning copes with different students' levels.					
4-	Experiential Learning is helpful in conveying information in an easy and clear way.					
5-	Experiential Learning helps developing the high-thinking skills of the learners.					
6-	Experiential Learning is effective in helping learners to understand and comprehend the material.					
7-	By Experiential Learning, students will be able to take what they learn in class and apply it in real world situations.					
8-	Experiential Learning enables students to learn new skills.					
9-	Experiential Learning helps learners to build connections between concepts.					
10-	Experiential Learning gives learners the chance to evaluate their performance.					
11-	Experiential Learning allows learners to make mistakes with no danger or cost.					
12-	Experiential Learning encourages learners to reflect in what they learn.					
13-	Experiential Learning motivates learners to plan for a forthcoming goal.					
14-	Experiential Learning encourages learners to search for and collect a wide range of information.					

No.	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
15-	In Experiential Learning learners will be involved in challenging situations while discovering.					
16-	Experiential Learning offers authentic experiences for learners to benefit from.					
17-	Experiential Learning puts learners in positions that require them to make decisions.					
18-	Experiential Learning enables learners to move more readily from receiving knowledge to generating knowledge.					
(B): Students' social skills						
19-	There is an evident progress in the interactive social skills of students who learn by Experiential Learning.					
20-	Experiential Learning encourages shy students to be engaged and participate in activities.					
21-	Experiential Learning helps students to take responsibility and increases their self-confidence.					
22-	In Experiential Learning, learners will be able to cooperate and learn from one another.					
23-	Experiential Learning allows students to be less reliant on the instructor and more reliant on fellow peers.					
24-	Experiential Learning is effective in developing the communication skills of the learners.					
25-	Experiential Learning is not a game for fun and a waste of time; it's a reliable work.					
26-	Experiential Learning facilitates sharing ideas with classmates.					
27-	In Experiential Learning, learners are negotiating about what to do.					
28-	Experiential Learning encourages learners to gather and synthesize information from internal and.external environments					
(C): Students' motivation for the material						
29-	Students enjoy Experiential Learning more than the traditional learning methods.					

No.	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
30-	Experiential Learning is really effective in increasing students' motivation for the material.					
31-	Experiential Learning improves learners' attitudes about the learning environment.					
32-	A learner do his work with happiness and remains positive in his direction.					
33-	In Experiential Learning, learners make conscious efforts to achieve the goals.					
34-	There is a lot of fun and joy during students' performance of Experiential Learning activities.					
35-	Experiential Learning offers a high level of interest and active involvement with the material.					
36-	Experiential Learning improves students' attitudes toward the material.					
37-	In Experiential Learning activities, learners almost ask about feedback in order to know how well they are doing.					
(D): Students' scores in exams						
38-	Students will get better marks if they are taught the material by Experiential Learning methods.					
39-	There is an evident efficacy of Experiential Learning in improving learners' academic achievement.					
40-	Students' scores at oral tests are really high when they are taught by the Experiential Learning methods.					
41-	Students do well in written tests when they're taught by Experiential Learning methods.					
42-	Weak learners tests' scores will be improved if they're taught by Experiential Learning strategies.					

Appendix (B)

Interview Questions

1- Do you think that Experiential Learning improves your students' performance?

2- Do you integrate Experiential Learning strategies in your teaching?

3- Do you think that new Palestinian English curriculum promotes the application of Experiential Learning strategies?

4-In your opinion, what are the reasons behind using Experiential Learning strategies?

1-

2-

3-

5- What are the obstacles of using Experiential Learning at your school?

1-

2-

3-

Appendix (C)

The Validation Committee for the Questionnaire

1. Dr. Ahmed Awad	**An-Najah National University**
2. Dr. Hussam Qaddoumi	**Al- Istiqlal University**
3. Dr. Odeh Odeh	**An-Najah National University**
4. Mrs. Sana'a Al- Khateeb	**Al- Quds Open University**
5. Mr. Bassem Ayoub	**Al- Quds Open University**

Appendix (D)

Letter sent to the Validation Committee

An-Najah National University

Faculty of Graduate Studies

Methods of Teaching Department

Dear sir,

Greetings!

The researcher is currently conducting a study entitled " The Effect of Experiential Learning on Improving the Performance of EFL Students as Perceived by Teachers of English in the Northern Governorates of Palestine " as a partial fulfillment of the requirements for the Degree of Master in English Methodology at An-Najah National University.

A questionnaire will be employed to collect the necessary information for accomplishing the above mentioned study.

In this regard, the researcher would like to ask for your assistance for the validation of the attached questionnaire.

Thank you very much for your cooperation.

Noted by: Yours Sincerely,

Dr. Ahmed Awad Noor Abu-Assab

Thesis Supervisor The researcher

Appendix (E)

Permission of An-Najah National University

An-Najah
National University
Faculty of Graduate Studies

جامعة
النجـــاح الوطنية
كلية الدراسات العليا

التاريخ: 2015/3/10

حضرة السيد مدير عام التعليم العام المحترم
الادارة العامة للتعليم العام
وزارة التربية والتعليم العالي
فاكس: 00972 – 2 – 2983222
رام الله

الموضوع: تسهيل مهمة الطالبة/ نور صابر عبد الكريم ابو عصب،
تخصص ماجستير اساليب تدريس لغة انجليزية

تحية طيبة وبعد ،،،

الطالبة/ نور صابر عبد الكريم ابو عصب، رقم تسجيل 11356789 ماجستير اساليب تدريس لغة انجليزية في كلية الدراسات العليا، وهي بصدد اعداد الاطروحة الخاصة بها والتي عنوانها:

(اثر التعلم التجريبي على تحسين اداء الطلبة الذين يدرسون اللغة الانجليزية كلغة اجنبية من وجهة نظر معلمي اللغة الانجليزية في محافظات شمال فلسطين)

ارجو من حضرتكم تسهيل مهمتها في توزيع استبانة على معلمي اللغة الانجليزية في المدارس في محافظات شمال فلسطين، لاستكمال مشروع البحث.

شاكرين لكم حسن تعاونكم.

مع وافر الاحترام ،،،

رئيس قسم الدراسات العليا للعلوم الانسانية
د. سامح الخطيب

جامعة النجاح الوطنية
كلية الدراسات العليا
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* Facsimile 972 92342907 *www.najah.edu - email fgs@najah.edu

جامعة النجاح الوطنية
كلية الدراسات العليا

أثر التعلم التجريبي على تحسين أداء الطلبة الذين يدرسون اللغة الانجليزية كلغة أجنبية من وجهة نظر معلمي اللغة الانجليزية في محافظات شمال فلسطين

إعداد
نور صابر عبد الكريم أبو عصب

إشراف
د. أحمد عوض

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس اللغة الإنجليزية بكلية الدراسات العليا، جامعة النجاح الوطنية، نابلس، فلسطين.

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أثر التعلم التجريبي على تحسين أداء الطلبة الذين يدرسون اللغة الانجليزية كلغة أجنبية من وجهة نظر معلمي اللغة الانجليزية في محافظات شمال فلسطين

إعداد

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الملخص

هدفت هذه الدراسة إلى التعرف على اثر التعلم التجريبي على تحسين أداء الطلبة الذين يدرسون اللغة الانجليزية كلغة أجنبية من وجهة نظر معلمي اللغة الانجليزية في محافظات شمال فلسطين. وتناولت الدراسة اثر المتغيرات التالية: (الجنس، المؤهل الأكاديمي، سنوات الخبرة، نوع المدرسة) على اتجاهات المعلمين.

ولتحقيق أهداف الدراسة، أعدت الباحثة استبياناً مكوناً من (42) فقرة حيث تم تقسيم الاستبانة إلى أربعة مجالات رئيسية من الأداء وهي: المهارات المعرفية للطلبة، المهارات الاجتماعية للطلبة، دافعية الطلبة نحو دراسة المادة، و علامات الطلبة في الاختبارات. وعلاوة على ذلك فقد قامت الباحثة بإجراء مقابلات مع (21) معلم ومعلمة من معلمي اللغة الانجليزية في المدارس.

قامت الباحثة بتوزيع الاستبانة على عينة عشوائية مكونة من (429) معلم ومعلمة في مدارس محافظات شمال الضفة في فلسطين خلال الفصل الدراسي 2014-2015. وقد تم استخدام التحليل الإحصائي الوصفي لتحليل البيانات التي تم جمعها.

وقد أظهرت نتائج الدراسة أن هناك اثر ايجابي لاستخدام التعلم التجريبي في تحسين أداء الطلبة الذين يدرسون اللغة الانجليزية كلغة أجنبية من وجهة نظر معلمي اللغة الانجليزية في محافظات شمال فلسطين. وبينت الدراسة أن هناك فروق ذات دلالة إحصائية عند مستوى ($\alpha \geq 0.05$) تعزى لمتغير المؤهل الأكاديمي في المجال الأول والثالث لصالح الماجستير فما

فوق. كما أن الدراسة لم تظهر وجود فروق ذات دلالة إحصائية في اتجاهات المعلمين تعــزى لمتغير الجنس أو سنوات الخبرة أو نوع المدرسة.

وفي ضوء نتائج الدراسة أوصت الباحثة بتضمين التعلم التجريبي في المناهج و تدريب المعلمين على الأساليب المختلفة لتطبيق التعلم التجريبي.