

**The Effect of the Experiential Learning model on
Developing Speaking Skills in English Language of Basic
Education Pupils**

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Abstract

The current study was conducted to investigate the effectiveness of the experiential learning model on developing reading skills for primary pupils. Participants of 60 primary school pupils were randomly selected and divided into two groups ($n=30$ for the experimental group and $n=30$ for the control group) from Elwy school in Faysal. The pre and post-tests were designed and submitted to a panel of jury members to validate them. The researcher taught the experimental group using the experiential learning model while the control group was taught using the regular instructions. The results revealed that there was statistically significant difference between the mean scores of the two groups; in favor of the experimental group. Thus, the research recommended using the experiential learning model that motivates primary school pupils to develop their speaking skills.

Keywords: Experiential Learning, Speaking Skills, and primary school pupils.

Introduction:

English-speaking skills are an essential aspect of communication, especially in primary education, where the foundation for language development is established. Learning to speak English enables young students to articulate their thoughts, emotions, and ideas clearly within a global framework. For primary learners, mastering English-speaking skills is critical not only for academic achievement but also for boosting self-assurance in social settings. These skills are key to fostering interpersonal connections and equipping students for future opportunities in an increasingly interconnected world. By nurturing fluency and confidence in English-speaking from an early stage, teachers can help students communicate effectively, actively participate in classroom discussions, and meaningfully engage in various settings.

Speaking is widely regarded as the most crucial skill in acquiring

holds the highest significance in language learning. Rao (2019) emphasized that speaking is the skill by which students are most often judged in real-life situations. Despite its importance, teaching speaking skills has often been undervalued, with many EFL/ESL teachers relying on traditional methods like memorizing dialogues or repetitive drills. However, the modern world increasingly demands strong communication abilities, requiring English teachers to equip learners with the necessary speaking skills to enhance their proficiency and perform effectively in real-life contexts.

According to Bohari (2020), speaking is a fundamental skill in language learning, as it enables learners to communicate effectively in various real-life contexts. It is an interactive process that allows students to articulate their ideas, opinions, and emotions, which is crucial for building communicative competence. Small group discussions offer an ideal setting for practicing speaking skills,

providing a space where students can engage with one another and improve their vocabulary and grammar. These discussions also help students build confidence, as they can experiment with language in a low-pressure environment, learning from their peers' feedback and mistakes. Ultimately, speaking is vital for language development, supporting students in becoming fluent and proficient communicators while promoting meaningful social exchanges.

Rao (2018) highlighted the importance of foreign language instructors constantly seeking new methods and strategies to improve their students' speaking skills, addressing challenges like pronunciation, vocabulary gaps, and fluency. To tackle these issues effectively, teachers need to take into account factors such as the student's age, proficiency level, personal interests, personality, and cognitive abilities. Speaking is a complex skill that requires the integration of linguistic elements, cultural context, and social interaction. It has a great value in incorporating structured activities before, during, and after speaking practice—such as brainstorming, role-playing, and reflective feedback—which provide students with the opportunity to engage with the material, refine their skills, and track their progress.

According to John et al., (2021) the deeper connections between academic knowledge and real-world application are fostered by experiential learning. With task-based activities, for instance, students can practice fluency and adaptability in real-world scenarios by using English in problem-solving contexts. Through cooperative projects or simulations, experiential learning fosters the simultaneous development of linguistic proficiency, cooperation, and critical thinking.

According to Angelini (2019) experiential learning is considered a process through which knowledge is built by transforming the experience. Learners go through concrete experience, reflection, conceptualization, and experimentation. After participating in a

particular experience (simulation), the learners begin the cycle by reflecting on it from various angles (reflective observation). Through contemplation, students develop generalizations, principles, and conclusions (abstract conceptualization when thinking or explaining). Following that, the students apply these ideas and conclusions to make decisions and do activities (active experimentation, like applying or doing) that result in new tangible experiences.

Kolb (2017) formulated his learning style model and inventory, introducing Experiential Learning Theory.

Studies showed that experiential learning has a good psychological effect on students' confidence while speaking. According to Isda et al. (2021), students who participated in interactive assignments showed less nervousness and were more eager to contribute to class discussions. By offering visual, aural, and kinesthetic experiences, experiential techniques also serve a variety of learning styles and guarantee that every student gains from them (Kolb, 2015).

According to Mantra et al., (2018), the experiential Learning is a component of humanistic learning, often used in scientific contexts. When applied to enhance students' English-speaking skills, it offers an innovative and engaging learning process, as it presents an unconventional approach to education. Traditional learning usually involves teaching theories first, followed by practice. In contrast, experiential learning prioritizes practice, with theories being learned implicitly through hands-on activities like role-playing, drama, dialogue, and oral performances. It helps to address communication barriers more effectively, fostering active participation in learning. Consequently, students become more engaged and gradually find communication activities enjoyable, leading to more natural English-speaking skills.

Context of the problem:

The researcher's feeling of the problem of the weakness of EFL speaking skills for primary school pupils was emphasized through some steps as follows:

The research problem is supported by previous relevant studies the study of Afriani (2021) The aim of this study was to examine the impact of the Experiential Learning Approach on students' speaking skills. It seeks to determine how the application of this approach influences and enhances students' speaking abilities. The results showed that the use of the experiential learning model was effective in enhancing EFL speaking skills.

The study by Hasbullah (2024) aimed to develop experiential learning-based English-speaking materials for nursing students at Qamarul Huda, enhancing their communication skills through practical, real-world applications. Using the ADDIE model, focuses on creating engaging resources that bridge theoretical learning with practical use, helping students develop the language skills essential for their profession.

The study of Hedia (2022). This study aimed to examine the effectiveness of the Communicative Language Teaching (CLT) approach in enhancing English speaking skills among Egyptian EFL adult learners. It seeks to determine how communicative and experiential learning techniques impact speaking fluency, accuracy, and overall proficiency. By employing a quasi-experimental design, the study aims to compare the effectiveness of communicative-based instruction against traditional teaching methods, providing insights into improving EFL speaking education in Egypt.

Classroom observation:

Despite the importance of speaking sub-skills, the researcher during her work as a teacher of English noticed that those skills did not receive much attention from the teachers.

Semi-structured interview:

To emphasize areas of the weakness of the 4th primary schools speaking sub- skills, the researcher conducted an unstructured interview with ten of English primary school teachers. Number of the questions were raised as followed:

1. What is the importance of developing speaking sub-skills in 4th primary school pupils?
2. What are pedagogical the methods and strategies that can be used to develop primary school pupils' speaking skills?
3. What difficulties do pupils have when speaking?
4. How do teachers evaluate pupils in speaking sub-skills?

Interview results showed that most teachers have not paid much attention to developing speaking skills. This was identified as follows:

Teachers focused on enhancing vocabulary and grammatical rules. Teachers didn't really know the appropriate strategies and methods could be used to effectively develop students' speaking skills.

Teachers' feedback also showed that pupils had poor speaking skills because most pupils couldn't meaningfully finish complete sentences.

They also pointed out that most pupils had problems even in lower-level skills (Pronunciation, grammar, vocabulary and Simple Interaction) and higher-level skills, Interactive Communication. Most pupils didn't connect sentences coherently while speaking.

In addition, they complained that most pupils couldn't correctly apply the rules of pronunciation. Also, they considered speaking to be the most difficult task when studying English. Most

pupils found difficulties in vocabulary and couldn't express their thoughts and ideas in a simple and organized manner. Teachers used achievement tests to assess speaking skills as there were no specific tests to assess speaking skills. They didn't use different types of activities to encourage students to develop their speaking skills as they only focused on regular instructions of teaching speaking.

Pilot study:

To confirm the information derived from the interviews, the researcher conducted a pilot study by administering a speaking skills test to 60 pupils of 4th-grade primary school pupils in the first term of the school year 2023-2024. The test aimed at identifying the points of weakness in the pupils' speaking skills.

The test consisted of seven sections with a total of seven questions. The first section had two questions: **"Can you introduce yourself?"** and **"What do you enjoy doing in your free time, and why?"** The second section included one question: **"Imagine a friend asks for directions to your house. How would you explain it clearly?"** The third section had one question: **"Describe your last holiday. Make sure to use the past tense correctly."** The fourth section featured one question: **"Tell me about a time when you faced a challenge. What happened, and how did you handle it?"** The fifth section contained one question: **"Some people believe that school uniforms are necessary, while others disagree. What do you think, and why?"** The final section had one question: **"Imagine you missed an important school project deadline. How would you explain the situation to your teacher and suggest a solution?"**

Results revealed that 60% of the pupils got less than the average score and there was a remarkable weakness in the following skills:

- Use accurate word and sentence stress for clarity.

- Apply correct intonation for emotions or questions.
- Speak with minimal hesitation or self-correction.
- Maintain a natural speaking pace.
- Use correct grammar in spoken sentences.
- Choose context-appropriate vocabulary.
- Organize ideas logically with clear transitions.
- Link sentences and ideas with cohesive devices.

Statement of the Problem:

The problem of this study was concerned with the weakness of 4th-grade primary school pupils in speaking skills. Thus, the present research attempted to develop the speaking skills of fourth-grade primary school pupils through the use of an experiential learning model.

Questions of the study:

1. What are the required speaking skills that should be developed for 4th-grade primary school pupils?
2. What are the features of the proposed unit for using an experiential learning model to develop fourth-year primary pupils' required speaking skills?
3. What is the effect of experiential learning on developing speaking in the English language for primary-stage pupils?

Review of the literature

Speaking is regarded as an essential skill for an individual to be recognized as proficient in a foreign language. It involves more than just constructing grammatically accurate sentences; it encompasses various aspects such as mechanics, functions, pragmatics, and social interaction. Consequently, foreign language teaching methodologies

have consistently aimed to enhance learners' competence in these areas.

According to Isda et al., (2021). traditional ways of teaching speaking frequently emphasize repeated drills or rote memorisation, which neither engage students nor replicate real-world communication situations. Experiential learning, on the other hand, provides a lively and engaging substitute. This paradigm, which is based on Kolb's (2015) experiential learning theory, places a strong emphasis on learning via active engagement, direct experience, and reflection. By immersing students in real-world communication, activities like role-playing, group debates, and storytelling increase the effectiveness and significance of language acquisition.

Implementation of experiential learning model in EFL classroom:

According to Kolb (2015), tasks must be in line with specific learning objectives for experiential learning to be implemented successfully. Practise certain language abilities in EFL situations, this may entail creating exercises like role-playing dialogues, conducting interviews, or taking part in cultural simulations.

According to Taneja et al., (2022) a significant benefit of experiential learning is that it provides a foundation for recognizing opportunities. It enables students to reflect on their experiences, develop fresh insights, and experiment with implementing their ideas.

1. **Concrete Experience**, involves direct participation in an activity, whether it is a new encounter or a reinterpretation of a past event. Kolb emphasized that active engagement is essential for genuine learning. The second stage.
2. **Reflective Observation**, requires learners to step back and analyze their experience, often through discussions

and questioning. This reflection helps bridge the gap between prior knowledge and new insights. The third stage.

3. **Abstract Conceptualization**, involves processing the experience by forming conclusions, identifying patterns, and integrating new information with existing knowledge. Learners refine their understanding by developing theories or adjusting previous beliefs. The final stage.
4. **Active Experimentation**, focuses on applying newly acquired knowledge in real-world contexts. Learners test their ideas, make predictions, and strategize ways to use their insights effectively, reinforcing their learning for long-term retention.

Experiential Learning Activities

According to Yannier et. al. (2020), experiential learning activities can be categorized into different types, each serving a distinct educational purpose.

Active learning techniques

Active learning methods engage participants directly in the learning process. Examples include:

- **Group Projects** – Collaborative tasks that promote teamwork and problem-solving.
- **Role-Playing** – Acting out scenarios to explore diverse perspectives.
- **Simulations** – Creating realistic situations where learners can practice skills in a controlled environment.

These approaches not only enhance engagement but also help learners develop essential academic and professional skills.

Hands-on experience

Hands-on learning involves direct interaction with the subject matter. This includes:

- **Internships** – Real-world work experiences where individuals apply their skills in professional environments.
- **Workshops** – Interactive sessions designed to develop specific skills or knowledge.
- **Field Experiences** – Activities or trips that immerse learners in real-world contexts related to their studies.

Such experiences strengthen understanding and improve practical competency.

Reflection activities

Reflection plays a crucial role in experiential learning by enabling learners to:

- **Analyze Experiences** – Assess what was learned and how it applies to future situations.
- **Identify Strengths and Weaknesses** – Recognize areas of expertise and aspects that need improvement.
- **Set Goals** – Establish objectives for future learning and growth.

By engaging in reflection, learners ensure that their experiences lead to valuable insights and skill development.

The roles of the teacher:

According to Goel (2021), the key traits of the teacher can be summarized as follows:

- **The Facilitator Role:** Educators in this role help students connect their personal experiences and reflect on them.

They engage with students in a genuine, positive manner, fostering self-awareness and intrinsic motivation. Facilitators encourage group discussions and build strong personal relationships with learners.

- **The Subject Expert Role:** Educators in this role guide students in linking their reflections to subject-specific knowledge. They adopt an authoritative, reflective teaching style, organizing and analyzing the subject matter while using examples, modelling, and encouraging critical thinking. Knowledge is primarily shared through lectures and written materials.
- **The Standard-Setter/Evaluator Role:** Educators who take on this role help students apply knowledge and skills to meet performance standards. They use an objective, results-focused approach, assessing the necessary knowledge for quality performance. They design performance tasks that enable students to evaluate their learning.
- **The Coaching Role:** Educators adopting the coaching role support students in applying knowledge to reach their goals. They often work individually with students, using a collaborative and encouraging approach. Coaches help students develop personal growth plans and provide opportunities for feedback on their performance.

The roles of the students

- Actively engaging in experiential speaking tasks, such as storytelling, presentations, and dialogues, to enhance communication skills.
- Utilizing digital tools and multimedia resources to practice speaking and evaluate personal progress.

- Taking initiative in practicing speaking outside the classroom through conversations, recordings, or participation in language groups.
- Reflecting on speaking experiences, identifying areas for growth, and incorporating feedback from teachers and peers.
- Collaborates with classmates in discussions and group projects to improve fluency and confidence.
- Applying real-life experiences and social interactions to strengthen practical communication skills in English.
- Taking responsibility for learning by setting individual goals for speaking improvement and working towards achieving them.

Advantages of experiential learning:

Experiential learning offers numerous advantages as stated by Goel (2021):

1. **Guiding Learners in the right direction:** Students gain knowledge by observing actions, engaging in activities, and reflecting on their experiences.
2. **Extending Learning beyond the classroom** – Learners can apply and practice what they have learned in real-world settings, not just in a classroom environment.
3. **Emphasizing Individual learning processes** by allowing learners to actively engage with real-world experiences, making knowledge more meaningful and memorable.
4. **Encouraging First-Hand Discovery:** Instead of depending on second-hand knowledge, learners explore concepts directly, leading to deeper understanding.

5. **Enhancing Retention and Advanced Learning** – Since experiential learning is self-driven, it fosters long-lasting knowledge that can be applied to more advanced studies.

Aims of the study

The present study aimed at developing the speaking skills for fourth-year primary pupils via using the experiential learning model.

Hypotheses of the research

The present research tested the following hypotheses:

1. There is a statistically significant difference between the mean score of the experimental group and the control group pupils on the post – administration of the speaking test, in favour of the experimental group pupils.
2. There is a statistically significant difference between the mean score of the experimental group on the pre and post-administrations of the speaking test, in favour of the post-administration.

Delimitations of the study:

This study was limited to two groups of 60 pupils selected intentionally from fourth primary school graders. They were divided into two equivalent groups; the control group (n=30) and the experimental group (n=30). They were selected from one of the primary schools, Giza Governorate, namely, Elwy School, in the second term of school year 2023/2024, which started on 21st September 2023 and ended on November 2023.

The study was delimited to teaching the six units of EFL textbook of fourth primary school.

Significance of the study: –

The significance of the present study lies in the following:

1. The research provides a theoretical framework to overcome the problems of weak speaking skills in English for fourth-grade primary school students.
2. Drawing teachers' attention to the importance of focusing on developing speaking skills in the English language by using the experiential learning model.
3. Holding training courses for teachers to train them to develop speaking skills in the English language for primary school students by using an experiential learning model in teaching that helps them develop speaking skills.

Methodology of the study:-

The present study employed the following two methods:

1. The descriptive-analytical method: To review the previous literature and studies concerned with experiential learning and speaking skills.
2. The quasi-experimental method: To measure the effectiveness of the experiential learning model in developing the required speaking skills for fourth-grade primary school pupils.

Variables of the study: -

The present research had the following two variables:

The independent variable: the experiential learning model.

The dependent variable: speaking skills of primary school Pupils.

Tools of the study:

- 1-Speaking test and rubric to score it.

Result of the study:

The study aimed to investigate the impact of differentiated instruction on developing speaking skills in English for primary pupils. The findings of the study regarding the research questions. The researcher used different statistical tests using the statistical program (SPSS) to analyze the collected data. Tables were also used to present these data with analysis and interpretation.

Result of the study:

The findings of the study regarding the research questions. The researcher used different statistical tests using the statistical program (SPSS) to analyze the collected data. Tables were also used to present the data with analysis and interpretation.

Verifying the hypotheses of the research

1. Verifying the first Hypothesis

The first hypothesis of the present study stated that

“There is a statistically significant difference between the mean score of the experimental group pupils and the control group pupils on the post – administration of the speaking test as a whole at the level of (0.01), in favor of the experimental group”

To examine the first hypothesis, means and standard deviations of both groups' results on the post-test were computed. Independent Samples T-test was used to measure the significance of the differences. Table (1) describes those results.

Group	N	Mean	Std .Deviation	T	Sig. Level
Experimental	30	35.920	15.75	13.679	Sig at 0.01
Control	30	15.407	6.559		

****t table value at df (58) and sig. level (0.01) =0.325**

As shown in table (1) the T. computed value is larger than t. table value in the test, which meant that there were significant differences at ($\alpha \leq 0.01$) in the total mean score of the post-test

between the experimental and control groups in favour of the experimental group. The mean of the post-test in the experimental group reached (35.920), whereas the mean of the control group was (15.407). This result indicated that the experiential learning model was more effective than the traditional method in developing the pupils' speaking skills.

2. Verifying the second Hypothesis

The second hypothesis of the present study stated

"There is a statistically significant difference between the mean scores of the experimental group pupils on the pre and post administrations of the speaking skills test at the level of (0.01), in favor of the post administration"

Table (2): T. Test paired sample results of the differences between the pre-test and the post test of the experimental group in the speaking test.

Group	N	Mean	Std .Deviation	T	Sig. Level
Pre test	30	٨.٣٠٠	٤.٨٠١	١٣.٥	Sig at 0.01
Post test	30	٣٥.٩٢٠	١٥.٧٥		

The above table showed that the t-value (١٣,٥) was statistically significant at 0.01 level as it was higher than the tabulated T (2.708). Thus, it could be said that there was a statistically significant difference between the mean score of the experimental group on the pre – and the post–administrations of the speaking test, in favour of the post-test.

Answering the questions of the study:

1. Answering the first sub–question:

The first sub-question of the study was: “What are the required speaking skills that fourth-year primary school pupils need to develop?”

To answer this question, the researcher designed a speaking skills checklist introduced to seven jury members to determine its validity.

1. Produce accurate word stress and sentence stress for clarity and emphasis.
2. Use correct intonation patterns to express emotions or questions.
3. Speak continuously with minimal hesitation or self-correction.
4. Maintain a natural pace without speaking too quickly or too slowly.
5. Use correct grammar structures in spoken sentences.
6. Choose appropriate vocabulary for specific contexts.
7. Organize ideas logically with clear transitions between points.
8. Link sentences and ideas effectively using cohesive devices.

2. Answering the second question:

The second sub-question of the study was: “What are the features of the proposed unit for using the experiential learning model to develop fourth-year primary school pupils’ required speaking skills?”

In order to answer this question, a detailed description of the features of the proposed unit was displayed.

Experimental Procedures of Teaching the Modified Units:

Pre-Experiment:

Before the experiment, the researcher administered the speaking test to identify the pupils' level of speaking skills. The researcher

conducted two orientation sessions with the experimental group to prepare them for the experiment. In the first session, the researcher introduced the concept of speaking skills, to be studied and emphasized its importance in communication and real-life applications. In the second session, the researcher trained the pupils on using experiential learning methods, such as role-playing and group discussions. The pupils were also introduced to the cycle of experiential learning.

Steps of Teaching

Teaching procedures:

The lesson will go through the following steps:

Step one: Concrete experience

- The teacher assigned students to watch interactive videos on real-life conversations. These videos introduced vocabulary and sentence structures relevant to daily communication.
- In the classroom, students completed activities like matching words to pictures, identifying incorrect vocabulary in sentences, and filling in blanks with appropriate expressions.

Second step: Reflective observation

- Using the knowledge acquired from the videos, one was asked to construct short dialogues with a partner. Activities included rearranging words to form coherent sentences and practising pronunciation through role-playing.
- The teacher facilitated pair and group discussions where students used newly learned vocabulary and grammar to answer questions or describe scenarios related to the videos.

Third step: Abstract conceptualization

- Students were asked to record a short self-introduction or storytelling exercise and share it via a WhatsApp group. The teacher provided feedback on clarity, pronunciation, and structure.
- In class, students participated in role-plays or mini-presentations, with the teacher offering real-time feedback and guidance to improve speaking fluency and accuracy.

Fourth Step: Active Experimentation

- Students applied learned vocabulary in real-life scenarios like ordering food or asking for directions.
- The teacher facilitated a class discussion where students expressed opinions using correct sentence structures.
- As a final task, students recorded a conversation or interacted with native speakers to enhance fluency.

3. Answering the third question:

What is the effect size of experiential learning in developing speaking in English language for primary stage pupils? was calculated using the following formula:

$$r^2 = \frac{t^2}{t^2 + df}$$

The estimated effect size was (0.94), which was larger than the large effect size value (0.80). Therefore, it could be said that the experiential learning model had a large effect size on developing the required speaking skills for fourth-year primary school pupils. Therefore, all the questions of the research were answered as all its hypotheses were verified.

Discussion of the results

The results of this study confirmed the verification of all hypotheses and provided answers to the research questions. The findings demonstrated the effect of the experiential learning model in enhancing the speaking skills of basic education pupils in English. Additionally, the study highlighted the achievement of the pupils' primary goal—improving their ability to communicate effectively through interactive and practical learning experiences.

The comparison between the experimental groups and the control group showed the improvement achieved by the experimental group in the required speaking skills over the control group in the post-speaking test.

The researcher attributed the experimental group students' improvement in the required speaking skills to the following processes:

- Experiential learning gave students the chance to participate in meaningful speaking exercises including role-playing and simulations, which enhanced their capacity to modify their voice to suit the situation or target audience.
- Experiential learning allowed students to focus on producing accurate word stress, sentence stress, and intonation patterns by participating in interactive activities like storytelling or drama.
- By involving students in ongoing, task-based speaking exercises, they were able to practice speaking without fear and were able to communicate at a natural pace.
- Experiential learning facilitated logical thought organization and effective transitions by having students discuss real-world situations or problem-solving situations.

- Experiential assignments, like group projects and interviews, gave students real-world scenarios to practice using proper language and terminology.
- Experiential learning encouraged students to take ownership of their speaking practice, enhancing their ability to initiate and sustain conversations confidently.
- Students were able to practice effectively interjecting and expressing their thoughts in a supportive setting through collaborative activities such as debates and group storytelling.
- Through experiential learning, peers and teachers were able to give prompt, helpful feedback on speaking performance, emphasizing coherence, fluency, and pronunciation.
- Experiential learning activities required students to be fully engaged in problem-solving or real-world communication tasks, enhancing their practical speaking skills.
- Students' communication skills were improved through experiential learning, which allowed them to immerse themselves in meaningful language use, such as participating in conversations with real cultural and contextual relevance.

Post Experiment

The researcher re-administered the speaking skills test to the participants of the study (the control and experimental groups).

Evaluation:

Evaluation and Feedback

The evaluation system was composed of both formative and summative types of evaluation:

Formative evaluation: It was conducted for the purpose of students' gradual progress in speaking skills and providing necessary feedback on their overall performance at the end of each session. During formative evaluation, students' speaking skills were evaluated by the teacher. Students were asked to answer the task after each session.

Summative evaluation: It was conducted after finishing the implementation of the proposed experiential learning model through the post-administration of the speaking skills test. The major purpose of this type of evaluation was to investigate the effect of the experiential learning model on developing speaking skills in the English language for the 4th primary school pupils.

Recommendations:

Based on the results of the current research, the research recommended the following:

1. The experiential learning model should be implemented in primary school stages and assigning appropriate tasks and activities assist in this implement.
2. Learners should be provided with the opportunity to use experiential learning in the language skills to improve the performance of the learners.
3. The Ministry of Education should enclose speaking skills in primary school language books.
4. Teachers of English should train learners on speaking skills by using the experiential learning model. They

should vary in using the experiential learning model in other teaching EFL skills.

Suggestions for further research:

1. Research is needed to investigate the effect of the experiential learning model on developing learners' other language skills at different levels of education.
2. Research is needed to use other modern approaches or strategies for developing speaking skills for learners.

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