European International University- EIU-Paris

Doctoral Thesis

Title:

Evaluating the Impact of Experiential Learning Programs on the Development of Students' English-Speaking Skills

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EIU262060

In Partial fulfillment of the Requirements for the Degree of

Professional Doctorate in Education Administration and Leadership

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Date:

05 April, 2024

ACKNOWLEDGEMENT

Greetings to the esteemed research committee members, faculty, and cherished friends.

I, Purvi Gupta, am humbled and deeply grateful for the collective support driving this research forward. I am resilient, resourceful, and ready to embrace the journey ahead with courage and conviction. I trust in my knowledge, skills, and intuition to guide me toward success, and I embrace each obstacle as an opportunity for growth and learning.

First and foremost, I extend my sincere gratitude to Dr. Aditi Ghosh, my esteemed professor and mentor. Your unwavering support and expert guidance have been the cornerstone of this research, and your wisdom and insights have encouraged me to progress as a researcher and educator.

I offer my heartfelt thanks to all the participants of this study. Your willingness to share your time and experiences has been instrumental in the success of this research. Your contributions have been crucial to the accomplishment of this study.

I am grateful to the Asian College of Teachers for your generous support and resources facilitating this research journey. Your commitment to excellence in education has been a constant source of inspiration.

I greatly appreciate my family and friends' patience, encouragement, and understanding throughout this research process. Your unwavering support has been my guiding light, fueling my determination to push boundaries and strive for excellence.

I genuinely applaud Chatterbox Speakers Institute, my place of employment, for providing me with the required knowledge and experience to assist students across India in improving their public speaking abilities.

Lastly, I extend my gratitude to the broader academic community and all those who have contributed to the body of knowledge in this field. Your collective efforts have laid the foundation for meaningful research and continuous educational advancement.

Thank you all for your continuous support and encouragement.

ABSTRACT

This descriptive research paper comprehensively explores the impact of experiential learning programs on students' English-speaking skills. Utilizing a quantitative research approach, a cross-sectional survey of 100 educational professionals assessed the efficacy of experiential learning in enhancing speaking skills and reducing oral communication apprehensions. The data analyzed via the one-sample t-test rejected the null hypothesis that experiential learning programs have no significant impact on developing English-speaking skills. Descriptive statistics such as mean, standard deviation, frequency distribution, and inferential statistics such as one sample t-test have been employed to determine the findings and answer the research question: How does participation in experiential learning programs impact the development of students' English-speaking skills? Approximately 90% of educational professionals supported the effectiveness of these programs. The article aims to improve students' speaking abilities and learning experiences by providing insights for educators and policymakers worldwide. The study suggests integrating an experiential learning approach in the curriculum of communication education classes and schools for students' academic and personal growth. With an emphasis on interactive learning experience, the study material has been presented in a speech-style structure with thought-provoking reflection questions supported by visual aids and the PAM method (Phrases, Analogy, and Metaphors).

Keywords: Experiential Learning, speaking skills, English-speaking skills, public speaking, speaking anxiety, speaking abilities, oral communication apprehension, communication education classes

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CHAPTER 1: INTRODUCTION

[The auditorium gets restless as the lights dim when a single spotlight brightens up the stage. As you step forward with papers in hand, the hall drops to silence.]

1.1 Research Background



Imagine time-traveling from our smart age to the Stone Age of our ancestors, where communication was not as simple as sending a text or making a phone call. Instead, they relied on primitive methods like looking at each other's faces, using a wild dance of gestures, or emitting primal grunts to convey their messages. It is almost like playing a game of dumb charades, where a person acts out a situation using only non-verbal communication. As our ancestors evolved, they developed languages and started speaking in words. While we have inherited these complex languages, many still struggle with the art of speaking despite living in an age where communication has never been more accessible.

Speaking has become an essential skill that requires oral communication to interact with others. Through speaking, an individual can express their thoughts, opinions, and emotions to others. Mastering English-speaking skills requires a good understanding of grammar, vocabulary, pronunciation, fluency, and comprehension. It is the most essential skill among the four: listening, speaking, reading, and writing (As, A.B. 2016). However, speaking has become challenging for many students as it requires interaction. Students find it difficult and often face anxiety while speaking or presenting themselves in front of an audience.

Have you ever felt nervous when speaking in front of others? Can you recall the feeling of flying butterflies in your stomach, the racing heart, and the sweaty palms? This discomfort is not uncommon and is primarily due to various forms of anxiety. Some of the common types of anxiety are fear of being judged by others, fear of making mistakes, or a lack of preparation. The groundwork for understanding the necessity of enhancing speaking skills has been laid to address these challenges.

[You pause, allowing your words to resonate with the audience, encouraging them to reflect on their goals and experiences.]

The main question that arises is what strategies can be employed to lower anxiety when engaging with others. What source can provide support or guidance to help cope with speaking anxiety? Speaking anxiety is a common challenge faced by students globally that hamper their academic and personal growth. Various programs are designed to enhance students' English-speaking skills, including workshops and training in public speaking, storytelling, debates, Model United Nations (MUN), or English as a Second or Foreign Language. The aim is to reduce oral communication anxiety and improve speaking abilities, including articulation, expression, confidence, positive body language, and stage presence. Some of these programs have been highlighted below for clarity and understanding:

1. Public Speaking Training: Public speaking is an activity that involves speaking to an audience, such as delivering a speech to a group, regardless of its size, whether large or small. Maintaining positive body language, vocal variety, and presenting meaningful delivery are crucial aspects of public speaking. Public speaking training aims to enhance an individual's ability to deliver effective speeches and overcome their fear of public speaking through various tricks and techniques.

2. Storytelling Workshop: Storytelling is an enjoyable tool for practicing listening and speaking skills, as Cameron mentioned in 2001. This teaching technique has been extensively used in preschools until university to share folk tales, real-life stories, and mythology. Storytelling fosters a relaxed and intimate atmosphere in the classroom. According to Iverson and Lancey, 1961, engaging students in storytelling activities develops communication skills and encourages shared learning experiences (As, A.B. (2016). The storytelling workshop teaches participants how to craft compelling narratives, engage their audience, and communicate effectively through stories.

3. Academic Speaking Class: As the Student Handbook 2017 outlines, students can enhance their speaking skills and linguistic knowledge within formal academic contexts. The course employs diverse activities, including presentations, mini-lectures, group projects, and class discussions. Its overarching goal is to equip students with the necessary skills to actively engage in academic discussions, excel in interviews within an educational setting, and proficiently deliver informative, persuasive, and argumentative presentations (Damayanti & Listyani, 2020).

These communication education classes aim to develop individuals' speaking skills and reduce speaking anxiety through a systematic learning and development process using a structured lesson plan. Have you ever considered participating in these workshops to become a more confident speaker or reduce speaking anxiety?

Effective communication, especially speaking skills, holds universal importance, particularly in students' lives. It empowers students to articulate their thoughts and ideas clearly, fostering self-confidence and self-expression. Additionally, strong speaking skills enable students to participate actively in classroom discussions, engage in collaborative projects, and deliver presentations effectively. Beyond the classroom, these skills prepare students for future academic pursuits and professional endeavors. Such skills equip them to communicate persuasively, build relationships, and navigate diverse social and professional settings. Thus, effective communication is foundational in students' personal, academic, and professional development.

Take a moment and rank your ability to communicate. Would you consider yourself an assertive communicator? An assertive communicator is someone who expresses their thoughts, feelings and needs in a clear, confident, and respectful manner while considering the rights and feelings of others.

This research highlights the importance of integrating David Kolb's (2008) experiential learning theory in communication education classes to develop students' speaking skills.

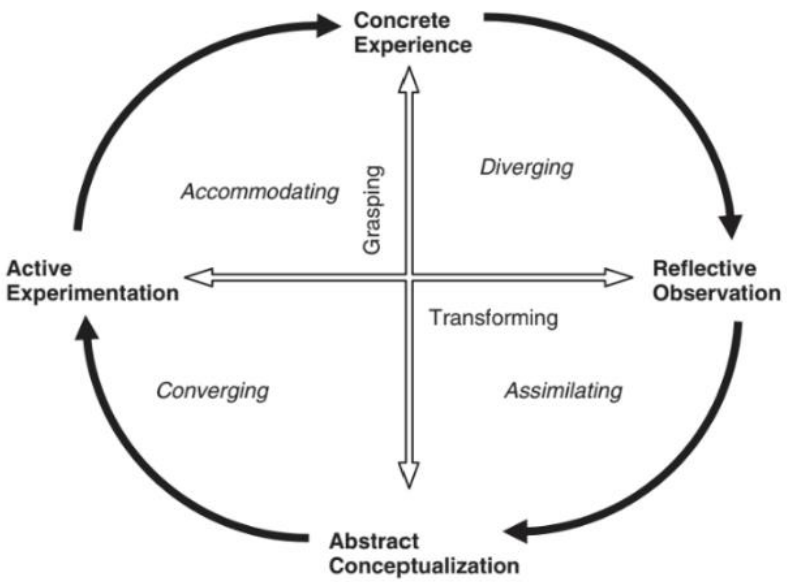
Students should be able to engage in speaking activities directly, reflect on their experiences, and actively participate in learning to increase knowledge retention.

Introduction to Experiential Learning

[As you shift your focus towards the audience, a spark of curiosity ignites in their eyes.]

Imagine yourself as an adventurer, understanding the curves of the educational landscape and using Kolb's experiential learning theory model as a compass. David A. Kolb and Alice. Y. Kolb (2008) describes experiential learning theory as the process whereby knowledge is created through the transformation of experience. The model emphasizes the learning cycle that involves concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE), with diverse learning styles involving diverging, assimilation, convergence, and accommodating. (figure 1)

1. Converging (CE/AC): Learners who prefer to think and do things and are interested in abstract concepts and practical applications.
2. Diverging (CE/RO): Individuals who enjoy observing and reflecting on concrete experiences, often focusing on people and relationships.
3. Assimilating (AC/RO): Learners who prefer to think and reflect on abstract concepts rather than engage in practical, hands-on experiences.
4. Accommodating (AE/CE): Those who learn best by doing and actively experimenting with new ideas and experiences.



(figure 1: Experiential Learning Cycle by Kolb)

Imagine yourself standing at the base of a tall tree, eager to climb it. You try different ways to reach the branches. This is the first stage of the learning cycle: the concrete experience, where learners actively engage by doing or having a tangible experience. In the second stage, learners reflect on what happened by considering the experience from different perspectives. Similar to how you sit and think about which branches were more accessible to climb and what the experience was like. The third stage, abstract conceptualization, is where you generate fresh concepts for improving your climbing. Here, learners conclude and form generalizations about the experience by developing theories or principles based on their reflections. With your new ideas in mind, you start climbing the tree again. The final stage—active experimentation—involves applying what has been learned to new situations by testing their theories and concepts.



[You pause again for reflection, allowing the audience to think about their experiences and resonate with the analogy provided.]

Experiential learning theory emphasizes integrating this learning cycle to create a well-rounded educational experience. Applying this theory involves providing opportunities for learners to engage in real-world experiences, reflect on them, conceptualize their learning, and use it in new situations. Reflect on your educational experiences and consider what information you have succeeded in retaining to date. Why do you think it has stayed with you?

Experiential learning program (ELP) is an engaging educational approach that focuses on learning and applying concepts practically in real-life situations rather than theoretically acquiring them. In this dynamic learning environment, participants play an active role and hone critical thinking, problem-solving, and decision-making skills. Going beyond traditional teaching methods, ELP promotes academic growth and nurtures a well-rounded understanding of concepts that skyrocket their future careers by developing the skills. The emphasis on active participation makes ELP a powerful strategy for immersive and practical learning experiences. Some examples of experiential learning programs that enhance speaking skills are:

1. Toastmasters International: The globally recognized organization that teaches public speaking skills fosters confidence in individuals through the Competent Communicator Manual, a structured educational curriculum that meets Kolb's learning cycle. The modules progress through various levels and include ten speech projects addressing several aspects of public speaking (Toastmasters International, 2022), as mentioned by Kho and Ting, 2023.

Imagine yourself at a Toastmasters meeting, surrounded by individuals eager to improve their public speaking skills. Your heart beats faster as you deliver your prepared speech before the group. Toastmasters' meetings provide a concrete experience where members actively participate in various speaking roles, such as prepared speeches, impromptu speaking, and

evaluations. After each speech, members engage in feedback sessions, receiving constructive evaluations from peers and fostering reflective observation to assess their performance and identify areas for improvement. The manuals complement this by offering theoretical insights into effective communication, speech structure, and leadership principles. They guide members on audience engagement, persuasive techniques, and strategies, aligning with theoretical foundations in communication studies. Members continually apply what they have learned by taking on different speaking roles, participating in speech contests, and progressively advancing through educational tracks. This hands-on involvement allows for active experimentation and skill development.

2. Model United Nations (MUN): A simulation activity replicating the United Nations (UN) procedures and functions is a dynamic educational tool that equips individuals with various skills essential for personal development.

Now shift your focus from Toastmasters meeting and imagine representing a country in diplomatic discussions. MUN simulations immerse participants in real-world scenarios where they represent countries and engage in diplomatic discussions. Delegates deliver speeches, negotiate, and draft resolutions, providing hands-on experience that leads to concrete learning. After each simulation, delegates participate in feedback sessions, reflecting on their performance and gaining insights from peers and experienced advisors. This reflective observation is crucial for personal and skill development. MUN involves extensive research on complex international issues, requiring delegates to conceptualize abstract concepts by studying historical, political, and social aspects and applying theoretical knowledge to their representation of a country. Delegates actively experiment with diplomatic strategies, negotiation techniques, and public speaking during committee sessions, showcasing the practical application of theoretical knowledge. Drawing on historical precedents, international relations theories, and sociopolitical contexts, delegates shape their positions and negotiation strategies, fostering adaptability and effective communication in a dynamic and ever-changing environment, as mentioned by Nasution and Sukmawati (2019).

3. The Moth Workshops: The Moth is a renowned organization dedicated to storytelling. Its mission is to prepare students for the world ahead of them and allow students and teachers to experience one another in a more intimate setting.

Imagine yourself sharing the incident with the audience that happened to you this morning. All eyes are glued to your captivating story. In the Moth workshops, participants engage in live storytelling sessions. Attendees have the concrete experience of crafting and delivering personal stories. Workshops include feedback sessions facilitated by experienced storytellers and peers that offer insights into narrative structure, emotional resonance, and delivery techniques. This feedback helps participants reflect on their storytelling performance, identify strengths, and receive constructive suggestions for improvement, fostering a more detailed understanding of the reflective observation process. The Moth provides resources on storytelling techniques and principles. Participants can access guidelines, storytelling frameworks, and insights to enhance their understanding, contributing to abstract conceptualization. Participants actively experiment with different storytelling approaches, refining their narratives based on feedback. They may share their stories in various settings, such as live events or podcasts, encouraging active experimentation. *(Source: Wikipedia)*

The structure of all these workshops aligns with Kolb's experiential learning theory, offering a cyclical process of hands-on experience, reflection, conceptualization, and experimentation. These foster environments encourage continuous learning and promote skill refinement through practical engagement and reflection. Have you encountered any members of the Toastmasters or The Moth? Do you believe they have better communication skills than people who have never participated in these programs?

1.2 Research Aims and Objectives

Effective oral communication is vital for personal, professional, and academic success. This research addresses the persistent issue of oral communication apprehension by integrating experiential learning theory into communication education classes and enhancing the English-speaking abilities of students. The aim is to create a dynamic learning environment that develops speaking skills and mitigates the anxiety associated with oral communication.

The three main research objectives are to:

1. Investigate the nuanced impact of experiential learning programs on students' speaking skills.
2. Identify specific factors contributing to the success of experiential learning programs in communication education classes and schools.
3. Offer insights, practical implications, and recommendations to improve students' learning experiences and optimize the development of speaking skills, particularly in English.

1.3 Research Scope of Study

This research adopts a global perspective, analyzing the impact of experiential learning programs on students' English-speaking skills and reducing speaking anxiety. While the primary focus is on a broad understanding, the study acknowledges potential variations based on the unique characteristics of each region, culture, and educational context. The aim is to uncover the potential benefits of experiential learning practices to enhance English-speaking skills in different educational settings such as communication classes or schools.

1.4 Research Question

How does participation in the experiential learning program impact the development of students’ English-speaking skills?

1.5 Research Rationale

This study's significance lies in empowering educators and policymakers to tailor speaking skills programs by incorporating experiential learning practices in the curriculum of communication education classes and schools for more effective and engaging education, fostering longer knowledge retention and the development of English-speaking skills. By understanding the effectiveness of such programs, the research aims to positively influence students' skill development globally. The findings have the potential to make a meaningful impact on education worldwide by addressing the universal importance of effective communication. Together, we can create dynamic learning environments where students can find their voices, share their stories confidently, and make a difference. Are you ready to join

us on this journey of hands-on learning? The future of education is in our hands, and together, the learning experience can be improved.

[You pause with a silent smile, and the audience applauds with a loud cheer.]

CHAPTER 2: LITERATURE REVIEW

2.1 Related Literature and Previous Studies

[Once again, the lights dim, and the room fills with anticipation. With evidence in hand, you look at the audience, but a sense of anxiety holds you back.]



Have you ever felt your heart pounding and your thoughts scattered like leaves, simply thinking about speaking in public or general? Whether it is a classroom presentation, a business meeting, or a social gathering, anxiety grips many of us at some point in our lives. Have you ever experienced the fear of speaking, the moment when your tongue gets tied, and your voice seems lost? However, why does this fear exist, and how can we overcome it? Meanwhile, have you observed someone else confidently speaking in public and wondered how they managed to do it with ease?

Understanding Speaking Anxiety

Imagine standing before a crowd with your stomach tied in knots and your mouth going dry as you struggle to find the right words. This fear of speaking in public or in general is termed glossophobia, as Hancock et al. (2010) mentioned. It derives from the Greek words glōssa, meaning tongue, and Phobos, meaning fear or dread (Grieve, R. et al., 2021). Other names, such as stage fright, speaking anxiety, or performance anxiety, are also used interchangeably. This literature review examines the factors contributing to speaking anxiety, explores strategies for addressing it, and evaluates the effectiveness of experiential learning approaches in enhancing English-speaking skills while alleviating anxiety.

[You pause and let the audience picture themselves of the time they felt nervous speaking in public.]

Speaking anxiety is a universal experience that is as common as any other fear we encounter, but it hampers both academic and personal growth, especially in students' lives. According to Damayanti and Listyani (2020), speaking anxiety is influenced by three primary factors: communication apprehension, test anxiety, and fear of negative evaluation. Their qualitative study, which involved 56 participants, highlighted these factors as significant contributors to students' anxiety in speaking classes. Additionally, Plantika (2021) found the fear of negative evaluation to be the dominant type of speaking anxiety among these three in their survey of 20 participants, emphasizing its prevalence in academic settings. Furthermore, Plantika's (2021) study revealed an insightful correlation between speaking anxiety and speaking ability.

Another significant study by Grieve R. et al. (2021) explored students' fear of public speaking through a qualitative survey involving 46 students. Utilizing purposive sampling and thematic analysis, the research uncovered various fears associated with speaking, including the fear of being judged, uncertainty about the topic, physical symptoms, and a perceived lack of practice and preparation. Another researcher, Dansieh, Owusu, and Seidu (2021), also conducted a study on glossophobia with 46 participants to understand the causes of speech anxiety among tertiary students. Their research revealed various anxiety-inducing

factors, including fear of speaking in front of a crowd, lack of confidence, limited exposure to public speaking, fear of ridicule, inexperience, inadequate preparation, fear of grammatical errors, tension, fear of mistakes, and poor vocabulary.

In the context of language education, fear of speaking is equally prevalent, mainly due to the limited opportunities to practice English-speaking skills in daily life. Bashir, Azeem, and Dogar (2011) addressed this challenge by surveying 400 students and 160 teachers from 20 urban and rural schools. Their survey highlighted the importance of using English as the instructional medium.

Addressing Speaking Anxiety

How do you deal with such anxiety? What are the various things you do to overcome your stage fright? In response to the challenges posed by speaking anxiety, researchers have proposed several strategies to foster a supportive learning environment and enhance students' confidence in public speaking. Both Bashir, Azeem, and Dogar (2011) and Grieve, R. et al. (2021) advocate integrating public speaking into the curriculum as a potential solution to address the challenges associated with speaking anxiety. Practical strategies such as minimal responses and recognizing scripts are recommended to help students navigate speaking situations with greater ease, as provided by Bashir, Azeem, and Dogar (2011). Dansieh, Owusu, and Seidu (2021) proposed various strategies to tackle these challenges, encouraging students to take leadership roles and participate in clubs like the Debating Club, Youth Parliament, and Drama Troupe. They also suggested engaging with speeches by renowned public speakers through reading books or watching videos to enhance students' confidence and public speaking skills. Furthermore, some researchers have explored experiential learning in public speaking to alleviate the fear of speaking and enhance students' speaking skills.

Public Speaking Skills

[As you shift your focus and gaze at the audience, you notice a glimmer of approval in their eyes.]

Blacksmiths sometimes use a method of twisting a horse's nose, causing a slight discomfort to divert its attention from the shoeing process. Similarly, various techniques such as role-playing, engaging in presentation tasks, or vicarious experience are employed to redirect an individual’s focus away from anxiety. Naqiyah (2022) conducted a study involving 20 students to investigate the effectiveness of experiential learning in public speaking. The study identified four key steps: practice, reflection, improvement, and follow-up. Results indicated a significant increase in students' self-efficacy in public speaking, suggesting the potential of experiential learning to enhance students' confidence and skills in this domain. High self-efficacy was associated with an increased willingness to engage in practice and effort in various aspects of speech preparation.

Another researcher, Maulidha and Tiatri (2023), investigated the impact of vicarious experience on public speaking self-efficacy using a one-group pre-test-post-test design with 30 students. They even found a notable improvement in self-efficacy after participating in the "Speak Up Now" public speaking training program. The researchers recommended direct interaction to enhance presentations, emphasizing the importance of clear persuasion, even in online settings.

Task-based language teaching has also shown promise in enhancing public speaking abilities, as demonstrated by Ningsih, Y., Mariyati, N., and Susanti, N. (2023). Their study, which involved Renewable Energy Engineering students, revealed high proficiency in public speaking after implementing presentation tasks. They advocated developing and practicing new learning strategies, such as oral presentations, to improve communication skills.

Kho, M.G.-W., and Ting, S.-H. (2023) proposed integrating the Toastmasters Competent Communicator Manual with the Experiential Learning Theory (ELT) model by Kolb (2008) to enhance public speaking skills. This approach aims to facilitate academic success and equip students with applicable speaking skills in various contexts, contributing to academic and personal growth. Tailoring the plan to individual needs can further enhance its effectiveness. It provides students with a personalized learning experience catering to their unique communication challenges.

[The room feels charged with excitement as you share the insights and open doors to new possibilities.]

Experiential Learning Approach



Can you master riding a bicycle by merely reading about it? One must grasp the handlebars to learn how to balance themselves on a bicycle. Likewise, a book can give excellent suggestions on conducting yourself in the water, but you must get wet to learn to swim. Experiencing hands-on learning is often the most effective solution to overcoming any challenge. Experiential learning has emerged as a promising approach for enhancing students' English-speaking skills while reducing speaking anxiety. S, A. (2020), and Afriani, R. (2021) conducted a quantitative study utilizing paired sample t-tests to assess the impact of the experiential learning approach on speaking abilities. Both researchers revealed a significant improvement in students' speaking skills following instruction using this approach. Their studies emphasized the crucial role of educators in selecting appropriate teaching methods to optimize student outcomes.

Similarly, Millatina, Gani, and Abdul Samad (2020) assessed the effectiveness of the experiential learning method in improving EFL students' speaking skills. The study found that most students acknowledged that the method motivated them to learn speaking skills and facilitated integration with other subjects, such as history. However, time constraints were identified as a challenge in implementing the experiential learning method.

Sanders, A.G.Y. (2018) investigated the efficacy of the Showcase Assignment in alleviating public speaking anxiety. The study revealed reduced anxiety levels among students in the experimental group, indicating increased confidence during speaking engagements. Moreover, the assignment positively impacted student grades in speaking assignments, highlighting its effectiveness in enhancing speaking skills.

Nasution and Sukmawati (2019) and, Bradberry, L.A., and Maio, J.D. (2018) provided compelling evidence supporting the effectiveness of Model United Nations (MUN) in

enhancing students' speaking skills. Their research demonstrated positive outcomes associated with increased student engagement, improved active participation, and confidence development. Experiential learning programs like MUN and JIP (Judicial Internship Program) offer opportunities for professional growth and skill acquisition beyond the traditional classroom setting, as mentioned by Bradberry, L.A., and Maio, J.D. (2018).

In another study, Kho and Ting (2023) contributed a public speaking training plan that integrates Toastmasters International's Competent Communication Handbook with Kolb's experiential learning theory. The program emphasizes active experimentation and various aspects of public speaking, highlighting the importance of educators' flexibility and adaptability to meet diverse learner needs.

[As you pause to look at the audience, you can see nods of agreement from some members considering these suggestions.]

Other Strategies to Mitigate Speaking Anxiety

Do you believe integrating such strategies in communication education classes can help students overcome speaking anxiety to some extent? What are your thoughts on these techniques? Various other researchers have explored innovative approaches to enhancing students' English-speaking skills, including TED Talk videos, storytelling techniques, and communicative activities.



As noted by Pinar and Aránzazu (2019) in the study of Cuong and Hang (2024), TED Talks cover diverse topics and provide viewers with opportunities to regulate expressions such as images, gestures, and voice. This valuable resource exposes students to various dialects, vocabulary, and expressions, motivating them to study English. Cuong and Hang's (2024) research, with a sample size of 61 participants, revealed that over half of the participants regularly use TED Talks to enhance their speaking performance. The study suggested incorporating TED Talks videos into speaking classes to increase students' perceptual skills and cultural awareness, ultimately enriching their understanding of the world beyond textbooks.

Another study conducted by As, A.B. (2016) demonstrated the effectiveness of storytelling techniques in improving EFL students' performance. Through pre-test and post-test experimental studies, the findings indicated a significant improvement in students' performance using storytelling compared to those taught conventionally. The paper suggested that educators adopt creative methods and media to enhance the teaching-learning process, with 80% of students excited to practice this technique while learning to speak.

Communicative activity, a learner-centered learning method, has shown promising results in enhancing English-speaking abilities, as Oradee, T. (2012) demonstrated. Employing communicative activities such as discussion, problem-solving, and role-playing with 49 participants, the study revealed a significantly higher English-speaking ability in students following the intervention. This approach emphasizes active participation and collaboration among students with varying language proficiencies, facilitating effective language acquisition and development of communication skills.

Furthermore, Haq, Khurram, and Bangash (2017) explored "activity-based learning" to improve elementary school students' speaking skills. Their study, employing a pre-test and post-test design with a sample of 50 students, compared an experimental group instructed using activity-based learning with a control group taught through traditional language teaching methods. The findings underscored the effectiveness of activity-based learning in enhancing students' speaking abilities, suggesting its value as a pedagogical approach for developing speaking skills. The study recommended integrating activity-based methods into classroom instruction to facilitate speaking skill enhancement.

Considering the existing literature that explores various strategies for addressing speaking anxiety and enhancing students' English-speaking skills, this research consolidates and provides practical implications and re-summarizes activities based on experiential learning theory. This study fills the gap in the literature by offering a comprehensive approach that can effectively support educators and policymakers in improving students' oral communication skills in diverse academic, professional, and social contexts. Whether you are an educator, student, or policymaker, are you ready to challenge yourself to integrate these innovative approaches into educational practices to enhance learning experiences?

2.2 Hypothesis

Participation in experiential learning programs impacts the development of students' English-speaking skills.

2.3 Theoretical Framework

Utilizing Kolb's experiential learning theory as a foundational framework that includes concrete experience, reflective observation, abstract conceptualization, and active experimentation, this study provides a theoretical lens for understanding the transformative nature of experiential learning in enhancing students' English-speaking skills and reducing speaking anxiety. The paper also summarizes various activities integrating Kolb's theory to enhance speaking skills.

[With a final glance at the audience, you leave the stage knowing that together, you can overcome your fear of speaking and embrace the power of effective communication.]

CHAPTER 3: RESEARCH METHODOLOGY

[As the curtains draw back and the stage is set for the next chapter, the audience hushes to learn about the study's practical intricacies.]

3.1 Introduction

Have you ever found yourself in a situation, hesitating to raise your hand even when you knew the answer? This fear of possibly being wrong is a scenario familiar to many. This hesitation often extends beyond answering questions, including speaking up in discussions, presenting ideas, or sharing experiences. The fear of judgment or making mistakes can hinder our growth. This methodology chapter evaluates the goals and objectives of experiential learning programs on students' speaking skills. It provides a comprehensive overview of the strategies employed to achieve the objectives. It offers a thorough examination, highlighting insights into the methodologies employed to gather and analyze data.

[You pause for a moment to make eye contact with the audience gazing at you curiously.]

3.2 Research Design

Just as a skilled architect meticulously plans every detail before laying the foundation of a building, researchers must carefully design their studies to ensure robustness and reliability. The study primarily adopts a quantitative research design, utilizing a survey methodology. This design allows for the systematic collection of data from a diverse sample of participants, addressing the research question about the impact of experiential learning programs on students' English-speaking skills. The quantitative nature of the design facilitates the measurement and analysis of variables, providing statistical insights and contributing to the overall robustness of the study.

[As you look at the crowd, you notice a few intrigued faces, prompting you to elaborate further.]

3.3 Participants and Sampling

Have you ever participated in any online survey that usually appears on your browsing page or social media handles? What factors do you think influence participants' willingness to respond to surveys?

Participants (n=100) were selected using convenience sampling due to their practicality in identifying and engaging educational professionals, age groups ranging from 25 to 55 years. The survey, administered online through social media platforms (Facebook, LinkedIn, and Instagram), attracted participants from various countries, mainly India. The diverse participant pool included school principals, teachers, and educators actively involved in public speaking classes. To maximize the reach and diversity of participants, the researcher strategically joined various educators' groups on these social media platforms. This approach aimed to tap into existing communities of educational professionals and foster participation from individuals with varied backgrounds and experiences. However, the online nature of the survey allowed for international participation, contributing to a global perspective on the impact of experiential learning programs on English-speaking skills. This diversity in geographic representation adds richness to the study, enabling insights into the broader

implications of experiential learning in different cultural and educational contexts. While the primary geographical focus is on India, including participants from other countries enhances the study's external validity, allowing for a more comprehensive understanding of the global relevance of experiential learning programs in developing English-speaking skills within the educational sector.

3.4 Data Collection

A structured questionnaire comprising 20 five-point Likert-scale statements was employed to gather quantitative data. The Likert scale ranged from "Strongly Disagree" to "Strongly Agree," allowing participants to express their opinions on various aspects of experiential learning and English-speaking skills development. Before the primary survey, a pilot test was conducted with a small group of educational professionals, and the feedback was used to refine and enhance the survey instrument.

3.5 Survey Setting

A cross-sectional survey was administered through a secure online platform using Google Forms. It was chosen for its user-friendly interface and widespread accessibility, ensuring an efficient and convenient means for participants to respond. It was open for a specified period, allowing participants ample time to respond. Clear instructions and transparency about the survey's purpose and duration were mentioned. The assurance of confidentiality encouraged honest and open feedback. How do you perceive the confidentiality of online surveys compared to other data collection methods?

[You scan the audience as the environment gets intense to ensure everyone follows along.]

3.6 Quantitative method

The quantitative analysis began with processing the Likert-scale responses through descriptive statistics, including measures such as mean, standard deviation, and frequency distributions. These statistical tools allowed for a comprehensive interpretation and presentation of the gathered quantitative data, offering insights into the characteristics of the study sample.

In addition to descriptive statistics, inferential statistics was applied as it is a crucial step in the analysis process. Specifically, a one-sample t-test was employed based on the nature of the data and the research questions at hand. Given that the survey responses were inherently related and the study focused on a single sample of participants without a pre-test and post-test structure, the one-sample t-test was deemed an appropriate choice. This statistical method facilitated a rigorous examination of whether the observed patterns and effects in the study were likely to extend to a broader population of educators or if they could be attributed to random chance. The null hypothesis tested was that there was no significant impact on students' English-speaking skills development when they participated in an experiential learning program. By utilizing inferential statistics, the study aimed to contribute to a more comprehensive understanding of the impact of experiential learning programs on speaking skills within the larger educational community.

3.7 Questionnaire Analysis

- Raw survey responses were collated, coded for quantitative analysis, and numerically converted (1 to 5) for statistical computations.
- Statistical software, such as MS Excel and GraphPad, were employed to compute descriptive and inferential statistics.
- Measures of central tendency, such as means, and measures of dispersion, such as standard deviations, were calculated.
- Graphical representations (pie charts, histograms) and summaries identified patterns in the dataset and illustrated response variations under different statements.

3.8 Ethical Considerations

The methodology meets ethical standards, focusing on participant rights and data integrity. It is crucial to note that the survey instrument did not request personal information such as email address, name, age, or gender. This intentional omission was a strategic measure to safeguard participant anonymity and protect their data privacy. Participants were assured that their responses would remain confidential and untraceable to specific individuals by excluding personal identifiers. This approach aligns with established ethical guidelines, ensuring the participants' welfare and rights while maintaining the research process's integrity.

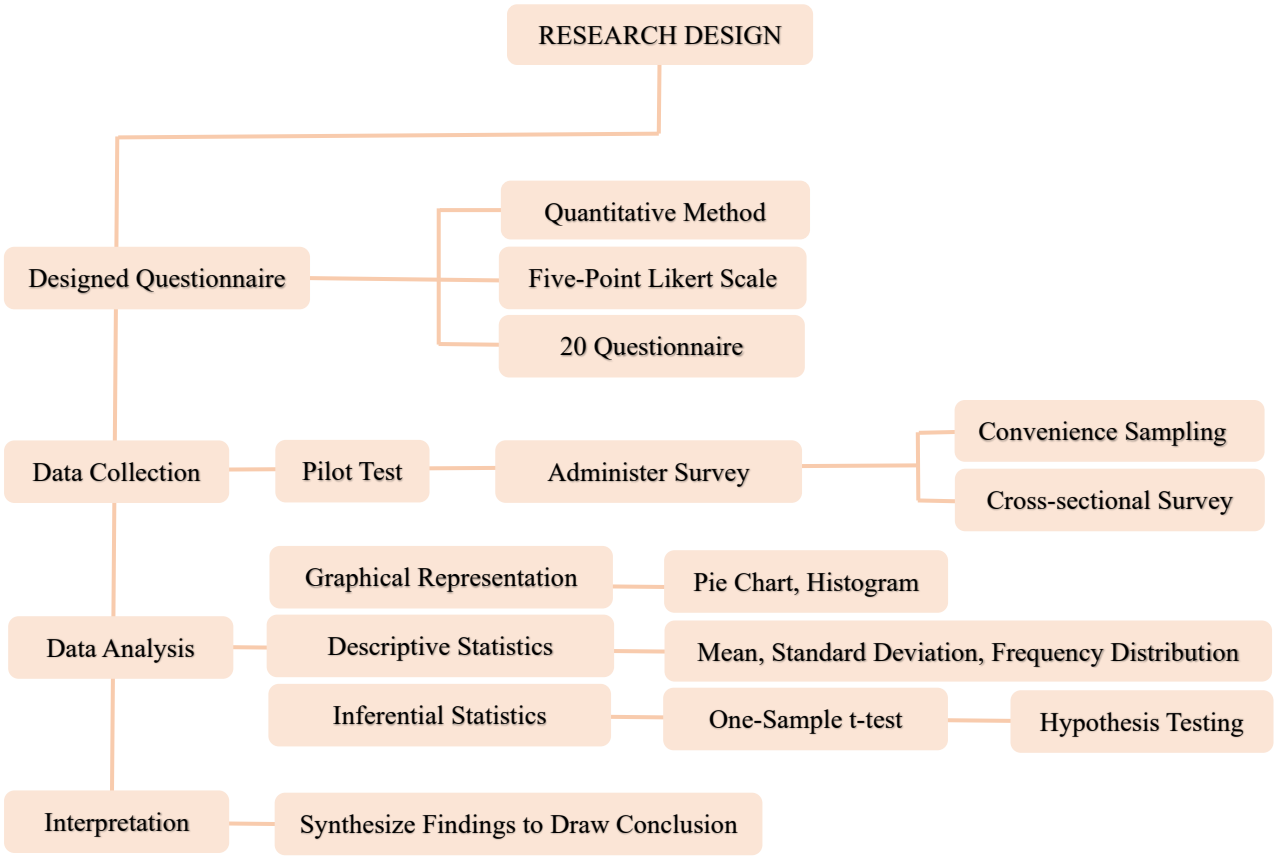
[You pause again to see approval in the eyes of the audience, indicating their appreciation for the ethical considerations.]

3.9 Conclusion

The methodology chapter investigates the objectives of experiential learning programs in developing students' English-speaking skills among educational professionals aged 25 – 55 years. Adopting a quantitative research design and leveraging a survey methodology ensures a systematic and comprehensive approach to data collection. The participant selection through convenience sampling, primarily from India, brings diverse perspectives, while the structured survey instrument, comprising Likert-scale statements, provides a nuanced understanding.

The quantitative analysis, including descriptive statistics and the consideration of inferential statistics like the one-sample t-test, underlines the study's robustness. This methodology not only explores the characteristics of the study sample but also contributes to drawing meaningful conclusions about the broader population. The methodological groundwork laid herein provides a detailed framework for the analysis, interpretation, and understanding of the results on the impact of experiential learning programs on the development of students' English-speaking skills among educational professionals.

[You smile at the audience as you conclude, feeling a connection built through sharing your research journey.]



(Chart 1.1 Summary of Methodology)

CHAPTER 4: FINDINGS

[The room goes silent as you stand in front of the projector. All eyes are on you, and excitement fills the air.]

4.1 Introduction

The findings presented in this section offer a comprehensive analysis of the quantitative data gathered through 20 structured questionnaires. The questionnaire aimed to assess the impact of experiential learning programs on the development of students' English-speaking skills. The responses were collected from a diverse sample of 100 educational professionals, age groups ranging from 25 to 55 years, distributed through social media like Facebook, LinkedIn, and Instagram, providing valuable insights into the perceptions and experiences of participants. The graphs provide a comparative analysis, enhancing clarity and visual interpretations and depicting vital quantitative findings.

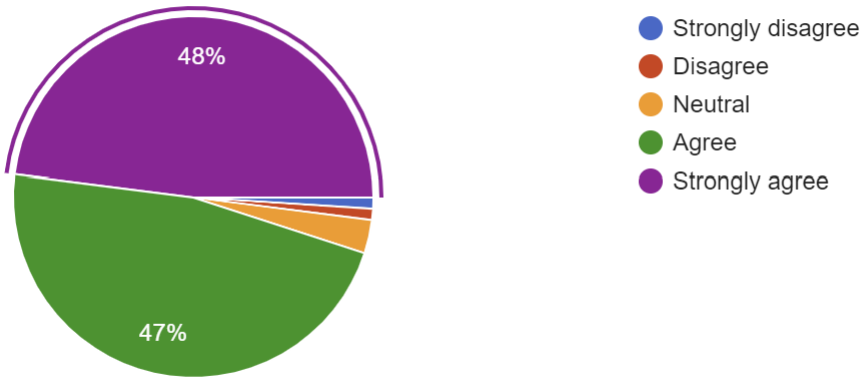
4.2 Graphical Representation

Do you remember the first time you used visual aids in a presentation? How does a visual aid change the dynamic of the room? Does the audience's attention divert towards the screen, focusing less on you? Does it aid in reducing nervousness when speaking? Visual aids act as pillars, supporting the narrative and providing a clear path for the audience by displaying the intricacies of the data. Graphical representations play a pivotal role in conveying complex viewpoints. These graphs present a nuanced perspective that goes beyond raw numerical values. The graphs captured the participants' responses through careful design and meticulous detailing, providing an immediate and comprehensive snapshot of their varied perceptions. By embracing this visual approach, we aim to enhance the accessibility and interpretability of the findings, enabling readers to figure out patterns, trends, and disparities quickly.

[Breathing quickly, you press the remote, and the first graph appears on the screen.]

Statement 1: Experiential Learning Program plays a significant role in advancing students' English-speaking skills.

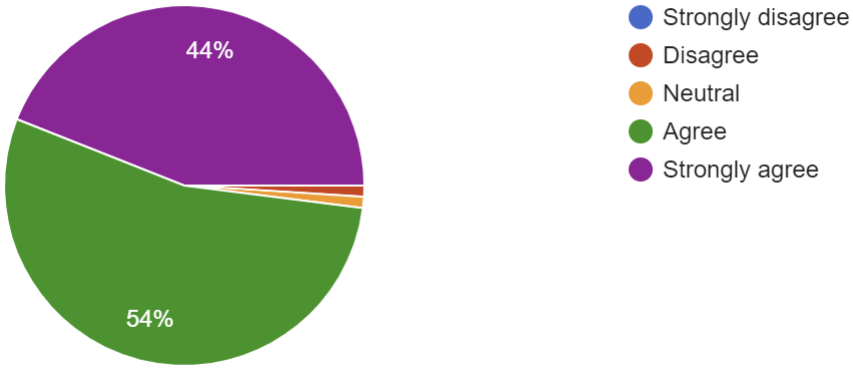
The findings show that 48% of the participants strongly agree, 47% agree, 3% are neutral, 1% disagree, and 1% strongly disagree.



Graph 1.1

Statement 2: Students become more comfortable speaking in front of an audience after participating in the Experiential Learning Program.

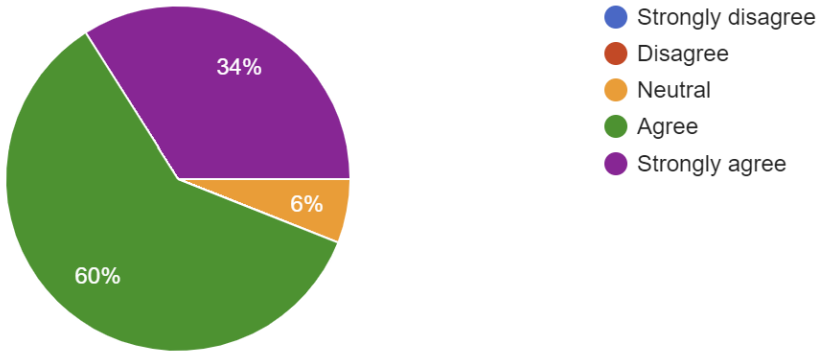
The findings show that 44% of the participants strongly agree, 54% agree, 1% are neutral, and 1% disagree.



Graph 1.2

Statement 3: Students' content structuring and meaningful delivery improve after participating in the Experiential Learning Program.

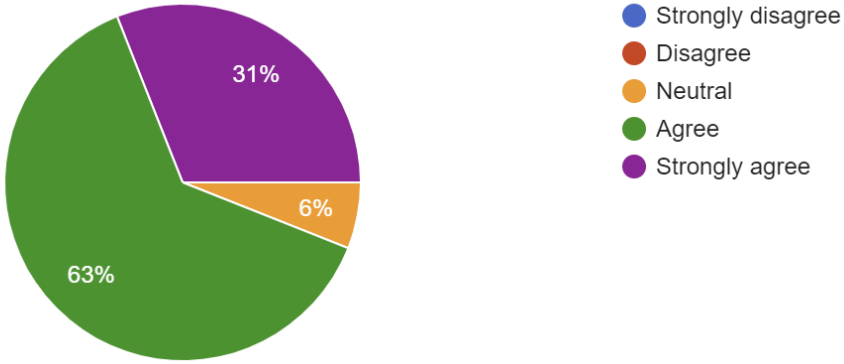
The findings show that 34% of the participants strongly agree, 60% agree, and 6% are neutral.



Graph 1.3

Statement 4: The experiential Learning Program informs students about maintaining positive body language.

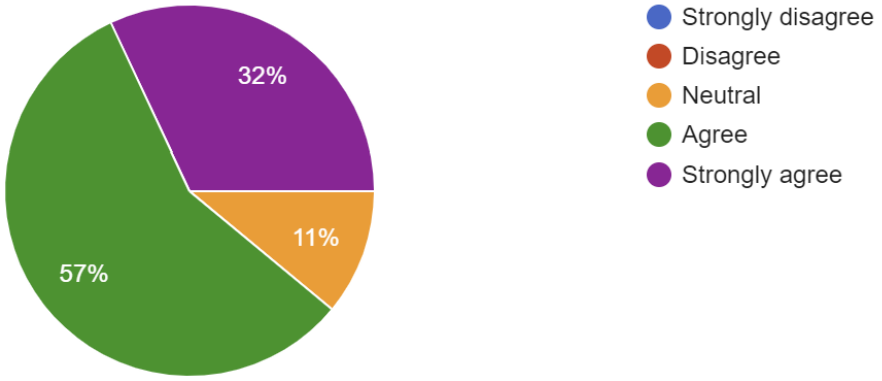
The findings show that 31% of the participants strongly agree, 63% agree, and 6% are neutral.



Graph 1.4

Statement 5: Students can handle unexpected speaking situations more effectively after they have joined the Experiential Learning Program.

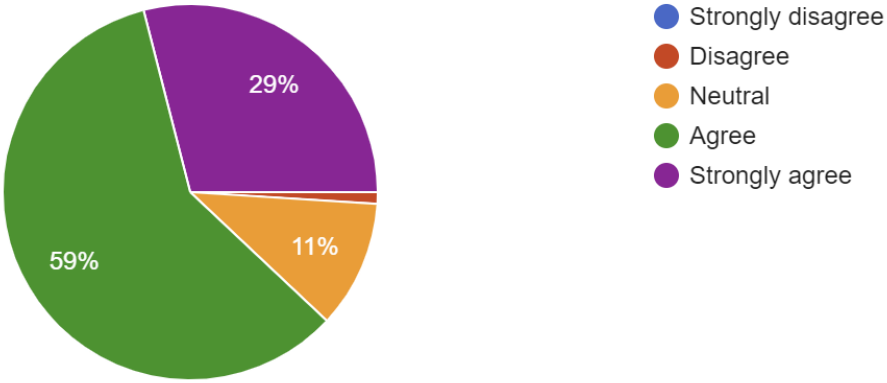
The findings show that 32% of the participants strongly agree, 57% agree, and 11% are neutral.



Graph 1.5

Statement 6: Students actively participating in the Experiential Learning Program feel at ease leading discussions in various situations.

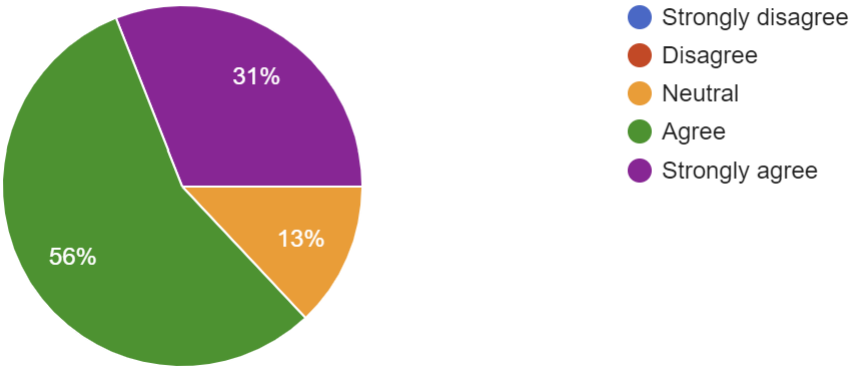
The findings show that 29% of the participants strongly agree, 59% agree, 11% are neutral, and 1% disagree.



Graph 1.6

Statement 7: Experiential Learning Program-involved students usually feel more confident in delivering impromptu speeches in English.

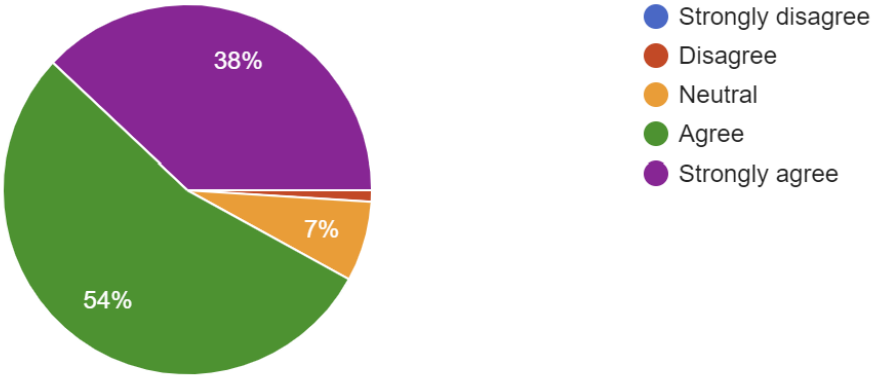
The findings show that 31% of the participants strongly agree, 56% agree, and 13% are neutral.



Graph 1.7

Statement 8: Students' ability to express ideas verbally in English is enhanced after participating in the Experiential Learning Program.

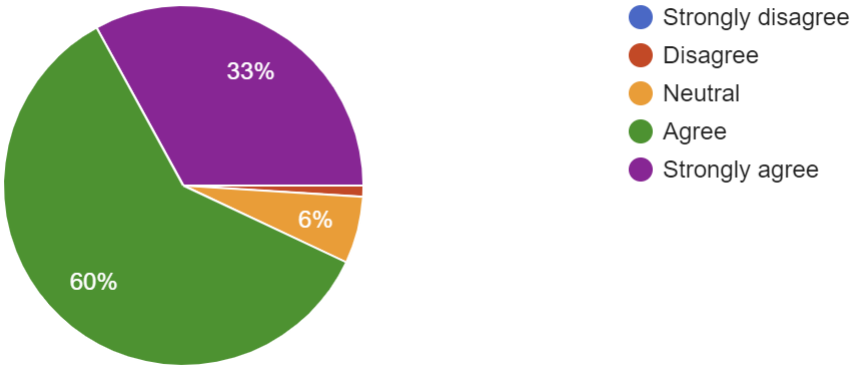
The finding shows that 38% of the participants strongly agree, 54% agree, 7% are neutral, and 1% disagree.



Graph 1.8

Statement 9: Experiential Learning Program helps improve students' articulation and clarity of speech in English.

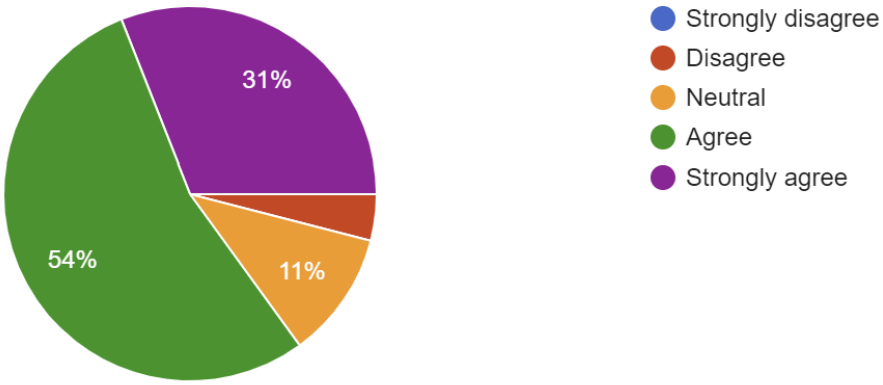
The finding shows that 33% of the participants strongly agree, 60% agree, 6% are neutral, and 1% disagree.



Graph 1.9

Statement 10: Experiential Learning Program participants feel less nervous when speaking in front of an audience.

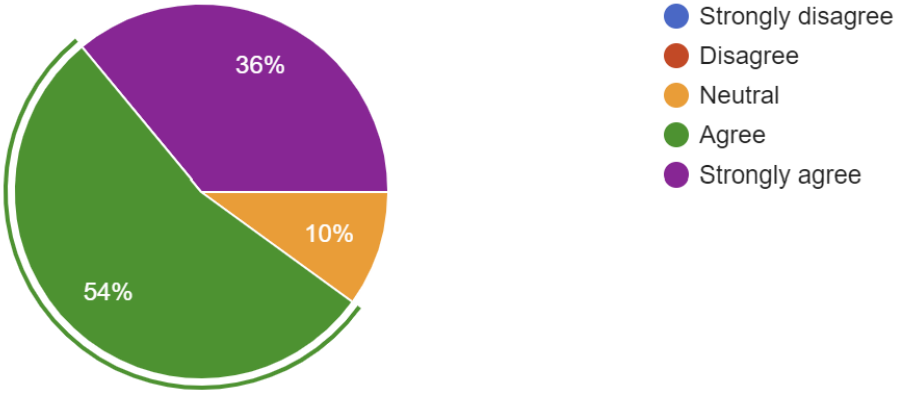
The finding shows that 31% of the participants strongly agree, 54% agree, 11% are neutral, and 4% disagree.



Graph 1.10

Statement 11: Students feel more comfortable presenting themselves on stage after participating in the Experiential Learning Program.

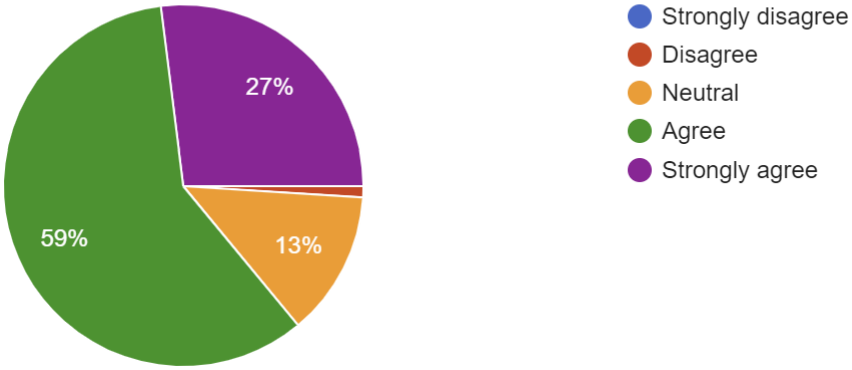
The findings show that 36% of the participants strongly agree, 54% agree, and 10% are neutral.



Graph 1.11

Statement 12: Students do not hesitate to maintain meaningful eye contact while speaking with others if they have joined the Experiential Learning Program.

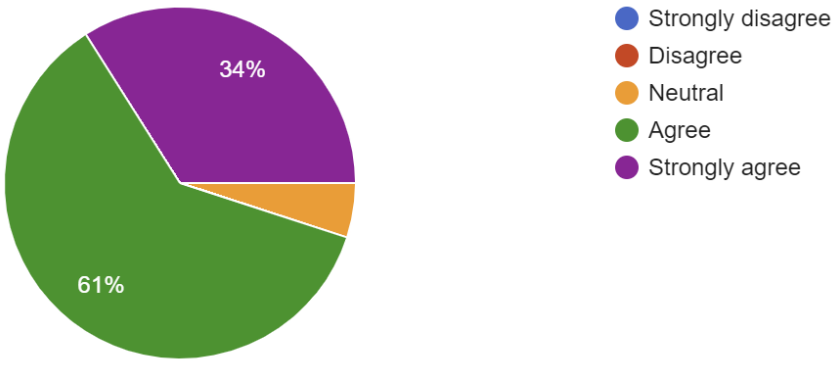
The finding shows that 27% of the participants strongly agree, 59% agree, 13% are neutral, and 1% disagree.



Graph 1.12

Statement 13: Experiential Learning Program helps students convey their message in English more clearly.

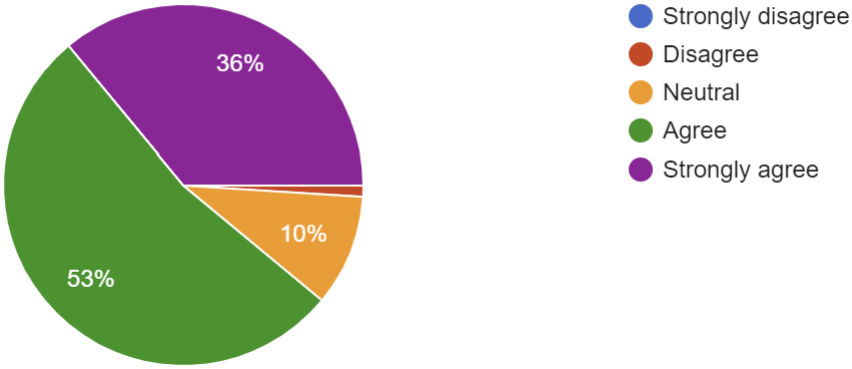
The finding shows that 34% of the participants strongly agree, 61% agree, and 5% are neutral.



Graph 1.13

Statement 14: Speaking at informal parties or gatherings becomes natural and easy for students after participating in the Experiential Learning Program.

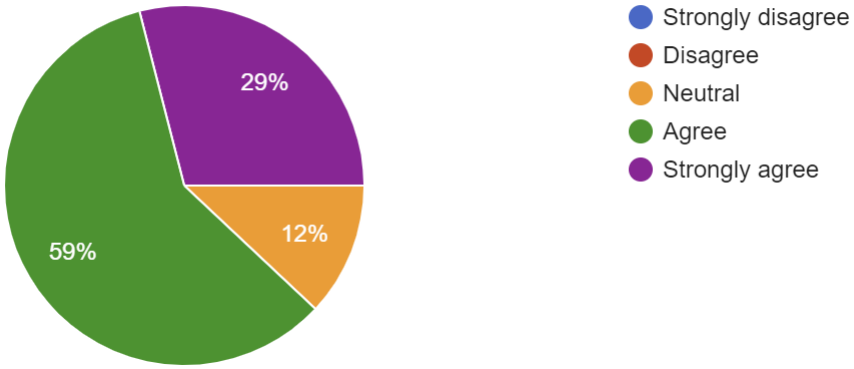
The findings show that 36% of the participants strongly agree, 53% agree, 10% are neutral, and 1% disagree.



Graph 1.14

Statement 15: Experiential Learning Program participants look forward to feedback that will improve their English-speaking abilities.

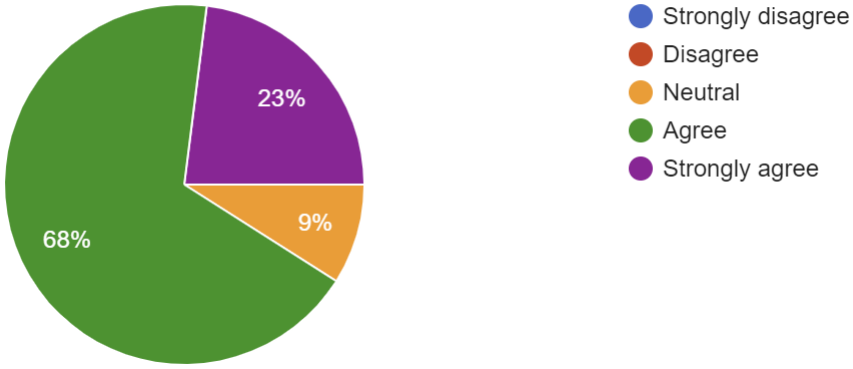
The findings show that 29% of the participants strongly agree, 59% agree, and 12% are neutral.



Graph 1.15

Statement 16: The ability of Experiential Learning Program-involved students to effectively maintain audience engagement through storytelling improves.

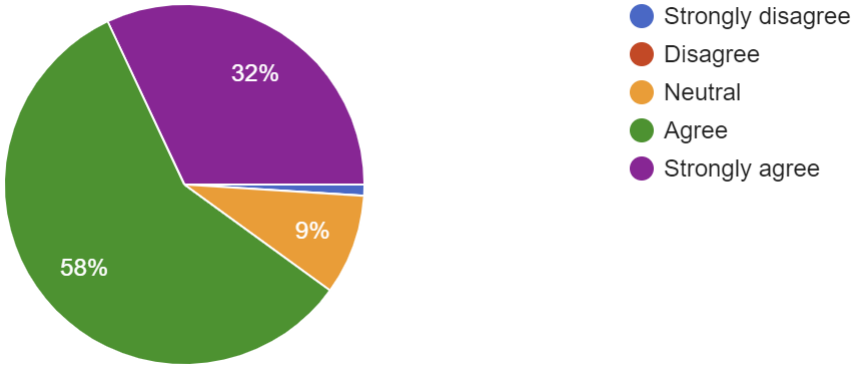
The finding shows that 23% of the participants strongly agree, 68% agree, and 9% are neutral.



Graph 1.16

Statement 17: Students involved in the Experiential Learning Program become proactive in speaking and sharing their ideas confidently in English.

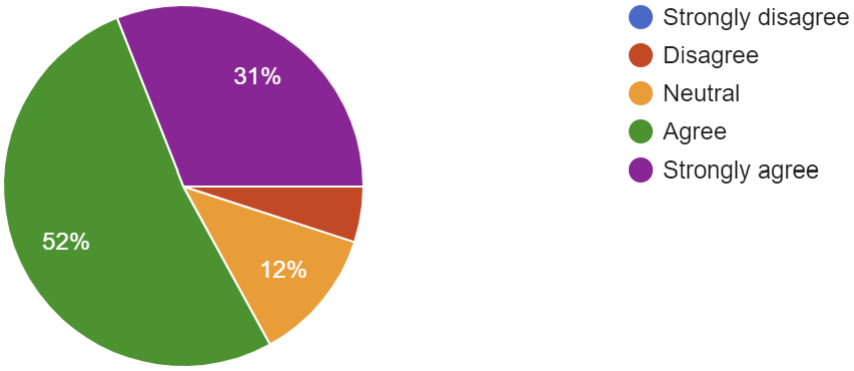
The findings show that 32% of the participants strongly agree, 58% agree, 9% are neutral, and 1% strongly disagree.



Graph 1.17

Statement 18: The English-speaking skills of students who have participated in the Experiential Learning Program are comparatively superior to those of peers who have not participated.

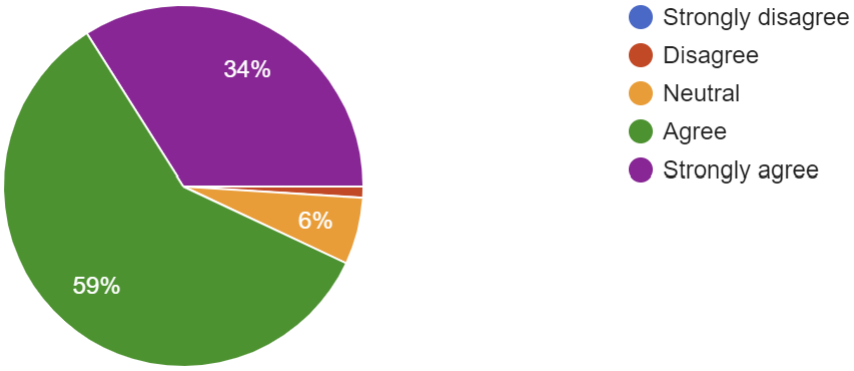
The findings show that 31% of the participants strongly agree, 52% agree, 12% are neutral, and 5% disagree.



Graph 1.18

Statement 19: Experiential Learning Program participants show confident body language while speaking.

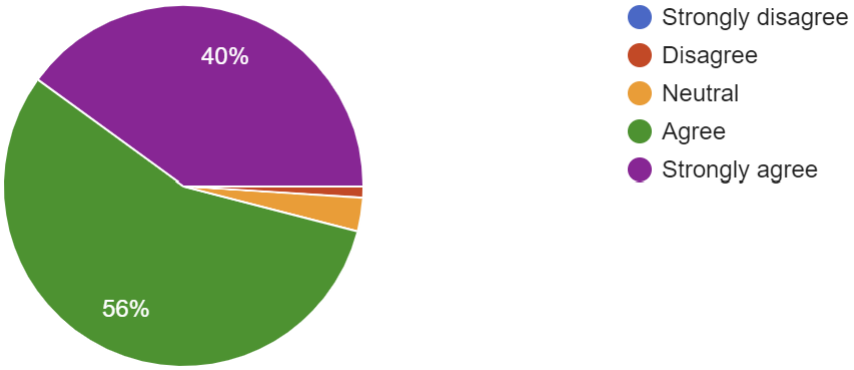
The findings show that 34% of the participants strongly agree, 59% agree, 6% are neutral, and 1% disagree.



Graph 1.19

Statement 20: The overall English-speaking skills of students improve through a tailored plan of the Experiential Learning Program.

The finding shows that 40% of the participants strongly agree, 56% agree, 3% are neutral, and 1% disagree.



Graph 1.20

Have you ever witnessed a student's confidence in their English-speaking abilities? Imagine the transformative impact that experiential learning could have on an entire classroom.

[The audience gasps and murmurs while a mix of excitement and nerves course through your veins.]

4.3 Statistical Analysis

In addition to the graphical representation, a statistical analysis was conducted to ascertain the significance of the observed trends. This section provides a detailed exploration of the descriptive and inferential statistics derived from the quantitative data collected through the questionnaire. The results of this analysis further contribute to the validation of the findings.

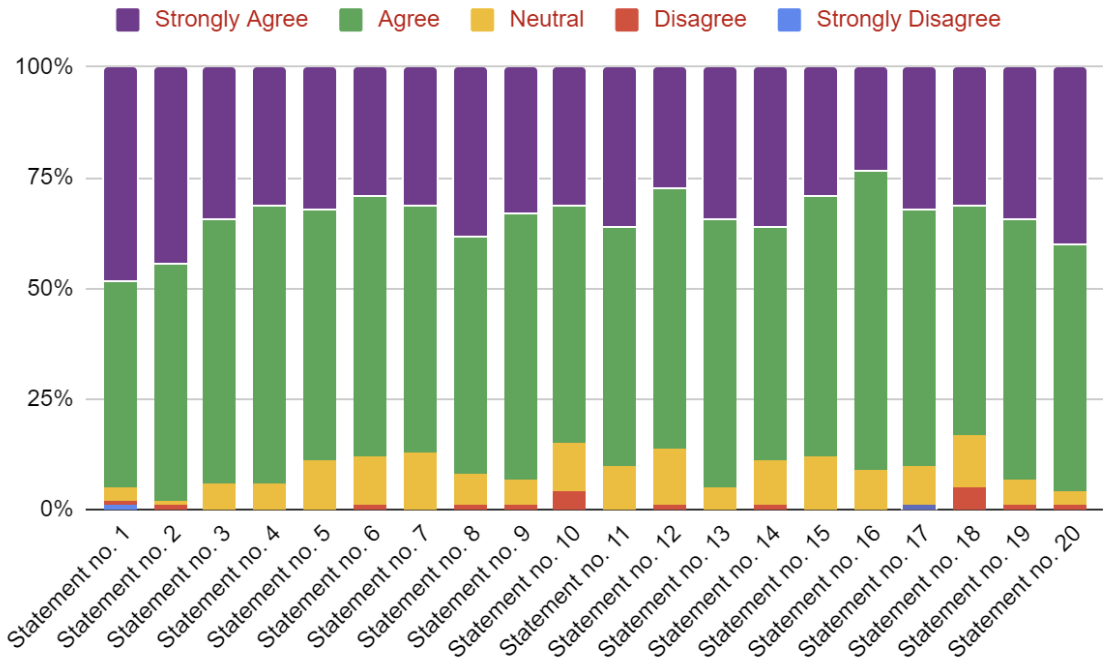
[You pause to scan the room and feel the audience's energy buzzing in the air.]

Descriptive Statistics: Descriptive statistics offer a comprehensive summary of the critical characteristics of the dataset, including measures such as means, standard deviations, and frequency distributions. These statistics contribute valuable insights into the central tendencies and variability of participants' responses. The following central tendency and dispersion were measured by interpreting participants' responses using the numerical scale as strongly disagree:1, disagree:2, neutral:3, agree:4, and strongly agree:5.

- Mean: The mean is a central measure that indicates the average response across participants. A higher mean suggests a more positive perception. In this study, the mean is calculated as 4.19642, based on participants' perceived impact of experiential learning on English-speaking skills.

- Standard Deviation: The standard deviation gauges the degree of variability or dispersion in participants' responses. A higher standard deviation indicates more significant variability among responses, while a lower standard deviation suggests more consistency. The standard deviation for participants' responses on the impact of experiential learning programs on English-speaking skills was 0.06415.

- Frequency Distribution: Frequency distributions offer a breakdown of responses across various categories. This analysis provides a more detailed understanding of the sample's perceptions and distribution. The following histogram is based on the numerical values of the frequency distribution.



Graph 2.1

[With clarity, you guide the audience through the findings, knowing you are just presenting data but telling a story that captivates and enlightens.]

How could these findings impact how we approach skill development in our schools? What strategies could we implement to enhance the effectiveness of experiential learning further?

Inferential Statistics: Inferential statistics extend the analysis, drawing conclusions about the broader population based on the collected sample. This section employs a one-sample t-test to assess the significance of observed trends.

Hypothesis testing:

- Null hypothesis (HO): There is no significant difference in the impact of experiential learning on students' English-speaking skills based on numerical responses.
- Alternative Hypothesis (H1): There is a positive response to the impact of experiential learning on students' English-speaking skills based on numerical responses.

Statistical tests: A one-sample t-test was conducted to determine significant differences in mean numerical responses.

P value and statistical significance:
The two-tailed P value is less than 0.0001
By conventional criteria, this difference is considered to be highly statistically significant.

Confidence interval: 95% confidence intervals are calculated to provide a range within which the population parameters, expressed numerically, are likely to fall.

The hypothetical mean is 3.00000
The actual mean is 4.19642
The difference between these two values is 1.19642
The 95% confidence interval for this difference is from 1.18369 to 1.20915

Intermediate values used in calculations:
t=186.4909
df=99
standard error of deviation= 0.006

[You take a moment to absorb the atmosphere in the room. Seeing the audience nodding along with the data validates you.]

4.4 Key Findings

The questionnaire findings reveal several key insights:

- Participants predominantly reported a positive impact of experiential learning on students' English-speaking skills.
- The mean numerical response indicated a generally favorable perception, with a value of 4.19642.
- Standard deviation analysis highlighting the diverse range of experiences suggests consistency among participants regarding the impact of experiential learning.
- The actual mean responses were compared with the hypothetical mean.
- One-sample t-tests indicated a significant positive shift, supporting the hypothesis that experiential learning positively impacts English-speaking skills.

- The calculated p-value, derived from statistical tests, was less than 0.05, rejecting the null hypothesis.
- The 95% confidence intervals for crucial variables provided precision in understanding the range of participants' perceptions.
- This statistical measure reinforced the reliability of the findings and the robustness of the reported improvements.

How do you think experiential learning is compared to traditional teaching methods for developing speaking skills? What challenges educators might face when implementing experiential learning programs to enhance English-speaking skills, and how can they overcome them? These quantitative findings serve as a foundational understanding for the subsequent analysis and contribute to the overall narrative of the experiential learning programs. In the next chapter, these foundational quantitative insights will be further dissected, offering a nuanced understanding of how experiential learning programs shape and influence the development of English-speaking skills in students. Are you ready to challenge traditional teaching methods and take skill development to the next level with innovative teaching strategies?

[As you wrap up, you feel a sense of accomplishment and a surge of satisfaction.]

CHAPTER 5: DISCUSSION

[After numerous interactions with the crowd, the spotlight on stage feels like a warm welcome as you stride with a surge of confidence.]

5.1 Introduction



Imagine you are a teacher standing in front of a classroom filled with eager students. You introduce yourself and begin the class with a simple icebreaker activity to gauge the students' speaking abilities. You ask each student to introduce themselves and share something interesting in English. As the activity progresses, you observe how some students confidently share their stories while others struggle to find the right words or express themselves clearly. Students' English-speaking skills, impacted by experiential learning programs, are discussed in this chapter by interpreting the quantitative research findings obtained from the survey. The analysis of these findings aims to provide valuable insights for educational professionals in enhancing students' speaking abilities through innovative pedagogical approaches. Through a comprehensive analysis of descriptive and inferential statistics, the nuanced trends and patterns within the data have been explored, drawing connections between the statistical results and the overarching research question.

5.2 Discussion on Quantitative Research

Interpreting various statistical analyses and hypothesis testing is crucial for examining the intricacies of educational professionals' perceptions, much like a skilled detective assembling clues to find correlations. By meticulously synthesizing these statistical findings, the paper aims to provide actionable insights to enhance students' speaking abilities by implementing innovative approaches to improve learning experiences. Whether through the refinement of existing experiential learning programs or the development of new initiatives, the analysis seeks to empower educators with the knowledge and tools needed to foster confident and articulate communicators in the classroom and beyond. By understanding the statistical evidence, educational professionals can make informed decisions to promote practical oral communication skills among students.

Analysis of Responses:

[It is important to note that the percentages of strongly disagree and disagree, and strongly agree and agree have been combined for better understanding.]

Group 1- Overall Impact on Speaking Skills: Statements that focus on the overarching improvement in English-speaking skills, from advanced abilities to maintaining audience engagement to the overall enhancement through tailored plans, include:

Statement 1: Experiential Learning Program plays a significant role in advancing students' English-speaking skills.

- Disagreement: 1%
- Neutral: 3%
- Agreement: 95%

Statement 15: Experiential Learning Program participants look forward to feedback that will improve their English-speaking abilities.

- Disagreement: 0%
- Neutral: 12%
- Agreement: 88%

Statement 16: The ability of Experiential Learning Program-involved students to effectively maintain audience engagement through storytelling improves.

- Disagreement: 1%
- Neutral: 9%
- Agreement: 91%

Statement 18: The English-speaking skills of students who have participated in the Experiential Learning Program are comparatively superior to those of peers who have not participated.

- Disagreement: 17%
- Neutral: 12%
- Agreement: 83%

Statement 20: The overall English-speaking skills of students improve through a tailored plan of the Experiential Learning Program.

- Disagreement: 2%
- Neutral: 3%
- Agreement: 96%

The frequency distribution illustrates participants' responses across various statements, reflecting their perceptions of the overall impact of experiential learning programs (ELP) on English-speaking skills, ranging from "strongly disagree" to "strongly agree." Across all statements, most participants showed agreement with ELP's positive impact. For instance, in Statement 1, 95% agreed that ELP advances English-speaking skills, and in Statement 20, 96% agreed that English-speaking skills improve through tailored ELP plans. This consistent agreement underscores widespread recognition among participants of ELP's efficacy in enhancing English-speaking skill development, supporting the integration of experiential learning methodologies into educational practices to foster confident communicators.

Group 2—Enhancement of Articulation and Expressions: Statements in this category emphasize improving articulation and expression and conveying messages in English.

Statement 3: Students' content structuring and meaningful delivery improve after participating in the Experiential Learning Program.

- Disagreement: 0%

- Neutral: 6%
- Agreement: 94%

Statement 7: Experiential Learning Program-involved students usually feel more confident in delivering impromptu speeches in English.

- Disagreement: 0%
- Neutral: 13%
- Agreement: 97%

Statement 8: Students' ability to express ideas verbally in English is enhanced after participating in the Experiential Learning Program.

- Disagreement: 1%
- Neutral: 7%
- Agreement: 92%

Statement 9: Experiential Learning Program helps improve students' articulation and clarity of speech in English.

- Disagreement: 1%
- Neutral: 6%
- Agreement: 93%

Statement 13: Experiential Learning Program helps students convey their message in English more clearly.

- Disagreement: 0%
- Neutral: 5%
- Agreement: 95%

Participants overwhelmingly agree on the positive impact of experiential learning programs (ELP) on students' articulation and expression skills. For instance, in Statement 9, 93% agreed that ELP enhances articulation, while 92% agreed in Statement 8 that it improves verbal expression. These findings underscore ELP's role in fostering practical communication skills, including content structuring, speech delivery, and message clarity in English, ultimately contributing to confident and articulate speakers.

Group 3- Comfort and Confidence in Different Settings: This category addresses the students' comfort and confidence in various speaking settings, including presentations on stage and engaging with an audience in informal gatherings.

Statement 2: Students become more comfortable speaking in front of an audience after participating in the Experiential Learning Program.

- Disagreement: 1%
- Neutral: 0%
- Agreement: 98%

Statement 6: Students actively participating in the Experiential Learning Program feel at ease leading discussions in various situations.

- Disagreement: 1%
- Neutral: 11%
- Agreement: 88%

Statement 11: Students feel more comfortable presenting themselves on stage after participating in the Experiential Learning Program.

- Disagreement: 0%
- Neutral: 10%
- Agreement: 90%

Statement 14: Speaking at informal parties or gatherings becomes natural and easy for students after participating in the Experiential Learning Program.

- Disagreement: 2%
- Neutral: 10%
- Agreement: 89%

Statement 17: Students involved in the Experiential Learning Program become proactive in speaking and sharing their ideas confidently in English.

- Disagreement: 1%
- Neutral: 9%
- Agreement: 90%

These statements gauge students' comfort and confidence levels in different speaking settings post-engagement with experiential learning programs (ELP). The responses consistently show increased comfort and confidence among students in speaking situations after ELP participation. For instance, in Statement 2, 98% agreed that students become more comfortable speaking in front of an audience with ELP. Similarly, in Statement 6, 88% agreed that students actively participating in ELP feel at ease leading discussions. These findings indicate that ELP enhances English-speaking skills and fosters comfort and confidence, enabling students to navigate diverse speaking contexts effortlessly. By offering supportive and structured practice and skill development environments, ELP cultivates confident and proficient communicators.

Group 4—Body Language and Stage Presence: The focus here is improving positive body language and maintaining eye contact.

Statement 4: The experiential Learning Program informs students of maintaining positive body language.

- Disagreement: 1%
- Neutral: 6%
- Agreement: 94%

Statement 5: Students can handle unexpected speaking situations more effectively after they have joined the Experiential Learning Program.

- Disagreement: 0%
- Neutral: 11%
- Agreement: 89%

Statement 10: Experiential Learning Program participants feel less nervous when speaking in front of an audience.

- Disagreement: 4%
- Neutral: 11%
- Agreement: 85%

Statement 12: Students do not hesitate to maintain meaningful eye contact while speaking with others if they have joined the Experiential Learning Program.

- Disagreement: 2%
- Neutral: 13%
- Agreement: 86%

Statement 19: Experiential Learning Program participants show confident body language while speaking.

- Disagreement: 2%
- Neutral: 6%
- Agreement: 93%

These statements focus on the awareness and improvement of body language and stage presence resulting from experiential learning programs (ELP) participation. Participants consistently recognize the positive impact of ELP on students' body language and stage presence. For instance, in Statement 4, 94% of participants agreed that ELP makes students aware of maintaining positive body language. Similarly, in Statement 19, 93% agreed that ELP participants display confident body language while speaking. These findings suggest that ELP enhances students' verbal and nonverbal communication skills, like maintaining eye contact and projecting confidence. By addressing verbal and nonverbal communication, ELP equips students with comprehensive skills crucial for effective public speaking and interpersonal interactions.

Upon grouping the statements into categories, it becomes evident that 90.8% (57.15% agree and 33.65% strongly agree) of educational professionals favor experiential learning programs. Group 1 demonstrates an overall enhancement in English-speaking skills, with participants overwhelmingly agreeing that ELP significantly advances students' abilities in various speaking contexts. Group 2 highlights improvements in articulation and expression, indicating that ELP enhances students' proficiency in delivering meaningful and structured content in English. Group 3 illustrates increased comfort and confidence among students in different speaking settings after participating in ELP, emphasizing the program's role in fostering self-assurance and adaptability. Group 4 showcases improvements in body language and stage presence, indicating that ELP equips students with verbal and nonverbal communication skills essential for effective speaking.

As an educator, how do you encourage students to speak without fear? Reflecting on your teaching experiences, what kind of reinforcement helps students overcome speaking anxiety? These findings emphasize integrating experiential learning methodologies into educational practices to mitigate speaking anxiety and cultivate confident and proficient communicators.

[You create a vivid picture that makes the data come to life with each narration, engrossing the active listeners in the life-changing experiential learning process.]

Descriptive Statistics Interpretation:

Descriptive statistics shed light on the three key measures—mean, standard deviation, and frequency distribution. It interprets the central tendency, variability, and distribution of responses, indicating widespread recognition among educational professionals regarding their efficacy in enhancing speaking skills.

1. Mean: The numerical response after the calculation is 4.196. A mean score above 4 indicates a predominantly positive perception among respondents, with most ratings leaning towards agreement or strong agreement. This suggests a consistent endorsement of experiential learning programs, highlighting their perceived effectiveness in enhancing speaking skills and reinforcing the widespread recognition of the benefits associated with these programs.

2. Standard Deviation: A low standard deviation of 0.064 accompanying the mean score of 4.196 suggests that most responses are closely aligned, with minimal variability in the perceived benefits of experiential learning programs. This consistency reinforces the robustness of the findings and the strength of the overall endorsement of these programs among educational professionals.

3. Frequency Distribution: In the findings, a high frequency of responses in the "agree" or "strongly agree" categories indicates a strong consensus among participants regarding the benefits of experiential learning programs. This distribution pattern further reinforces the overall positive perception of experiential learning programs among educational professionals, highlighting their perceived value in enhancing English-speaking skills.

The descriptive statistics provide valuable insights into educational professionals' perceptions of experiential learning programs' benefits for enhancing English-speaking skills. The high mean score, low standard deviation, and favorable frequency distribution underscore widespread recognition and endorsement of these programs, emphasizing their effectiveness and value in educational practice.

High Mean Score: 4.196	Low Standard Deviation: 0.064	High Frequency Responses: Agree

[You watch as the audience hangs on your every word, their eyes lit with curiosity and excitement.]

Inferential Statistics Interpretation:

Moving to inferential statistics, applying a one-sample t-test provides further insight into the significance of the observed trends for educational professionals. A one-sample t-test that compared the mean responses from the survey to a hypothetical average representing no change resulted in a p-value of less than 0.0001. This exceedingly low p-value suggests a significant difference between the observed mean response, approximately 4.20, and the hypothetical mean of 3.0. This indicates that the improvements in English-speaking skills linked to experiential learning programs are highly unlikely to be random. The statistical tests show strong evidence supporting the positive impact of experiential learning programs on speaking skills. The confidence interval, which provides a range of likely values, further supports this conclusion. Additionally, the calculated confidence interval for the mean difference, ranging from approximately 1.18 to 1.21, reinforces the reliability of our findings. Our statistical analysis confirms that experiential learning programs significantly enhance students' English-speaking skills. These results underscore the importance of such programs in education and highlight their potential to empower students for success. By understanding the statistical evidence, educational professionals can make informed decisions to promote practical communication skills among students.

Hypothesis Testing Interpretation:

Null Hypothesis (H0): $\mu = 3.0$

Alternate Hypothesis (H1): $\mu \neq 3.0$

The rejection of the null hypothesis (H0) in favor of the alternate hypothesis (H1) underscores the meaningful impact of experiential learning programs on students' English-speaking skills. This finding aligns with the overarching research question and validates the hypothesis that such programs have a beneficial effect. It indicates that participants' positive perceptions and experiences with experiential learning programs are not merely coincidental but reflect a genuine improvement in speaking skill development.

5.3 Drawing Connections to the Research Question

Do you sometimes think you are afraid of public speaking but are absolutely comfortable talking to your friends and colleagues? This is because, at times, there is no communication issue as you think. However, you find it challenging to perform under pressure when placed in a situation where the spotlight is on you. With experiential learning programs, you could understand how to manage your emotions and perform under pressure with constant exposure to different speaking settings. The statistical results directly address the overarching research question of investigating the impact of experiential learning programs (ELP) on students' speaking skills. Descriptive statistics reveal widespread recognition of ELP's efficacy, with high mean scores indicating strong agreement among participants regarding the benefits of these programs. Furthermore, the frequency distributions illustrate a consistent pattern of positive perceptions across various aspects of speaking skill development.

Inferential statistics, particularly the one-sample t-test, offer deeper insights by confirming a statistically significant positive impact of ELP on speaking skills. The rejection of the null

hypothesis in favor of the alternate hypothesis underscores the meaningfulness of participants' experiences with ELP, highlighting genuine improvements in speaking abilities.

These findings validate the hypothesis that experiential learning programs have a beneficial effect on speaking skill development. Drawing connections between the statistical results and the research question, the analysis provides empirical evidence supporting the integration of ELP into educational practices to foster confident and self-assured communicators. Reflecting on your own experiences, what are your perceptions about experiential learning programs?

5.4 Answering the Research Question

How does participation in experiential learning programs impact the development of students' English-speaking skills?

Participation in experiential learning programs significantly impacts the development of students' English-speaking skills by providing them with practical experiences, constructive feedback, tailored techniques, and ample opportunities for practice and improvement.

1. Engagement in Real-Life Situations: Experiential learning immerses students in authentic scenarios, such as role-plays, presentations, or persuasive speaking, where they communicate verbally. This hands-on experience fosters confidence and fluency in expressing ideas by exposing students to real-life speaking situations and facilitating skill development through active participation.

2. Immediate Feedback Mechanisms: Feedback from peers, mentors, and self-evaluation during experiential activities allows students to identify and address speaking skill gaps in real time. These programs directly impact the development of speaking skills by offering constructive feedback on aspects like pronunciation, intonation, and clarity of expression.

3. Enhanced Communication Skills: Experiential learning fosters effective verbal communication through collaborative activities, which include articulating thoughts clearly, actively listening to peers, and improving aspects like eye contact and body language. By teaching students to structure their message meaningfully, deliver impromptu speeches in English, and maintain audience engagement, these programs directly contribute to developing speaking skills.

4. Presentation Skill Development: Through presentations and debates, experiential learning refines students' ability to organize and deliver compelling messages confidently. Such programs lead to the development of specific speaking skills essential for academic, personal, and professional success.

5. Cultivation of Critical Thinking: Experiential tasks challenge students to think critically and articulate ideas effectively, strengthening their ability to express viewpoints with evidence. Assignments outside the classroom reinforce speaking skills and promote critical thinking, offering continuous practice and improvement opportunities.

In conclusion, participation in experiential learning programs provides a holistic approach to developing students' English-speaking skills. By engaging in real-life situations, receiving immediate feedback, enhancing communication skills, refining presentation techniques, and fostering critical thinking, students are better equipped to communicate effectively in various contexts, ultimately preparing them for academic, personal, and professional success.

[You notice that even the most selective listeners are leaning forward, eager to absorb every detail.]

5.5 Strategies to Enhance Experiential Learning Programs

Have you ever found yourself or seen someone else in a situation where you are constantly urged to adjust your clothes or hair? This discomfort is usually due to speaking anxiety. To address oral apprehension and enhance the experience of communication education classes**,** consider implementing the following practical strategies:

1. Gradual Exposure: Begin with low-pressure speaking activities and gradually increase complexity and audience size. This incremental approach builds confidence over time and reduces anxiety.

2. Supportive Environment: Foster a nonjudgmental atmosphere where participants feel safe taking risks. Provide constructive feedback focused on strengths and areas for improvement to encourage growth.

3. Peer Collaboration: Pair participants based on the Zone of Proximal Development, matching less skilled peers with more skilled ones. This collaborative approach fosters mutual learning and enhances overall performance.

4. Differentiated Lesson Plans: Design activities and tasks that can be adjusted based on participants' proficiency levels. This ensures that all participants are appropriately challenged and engaged.

5. Affective Filter Hypothesis**:** Offer consistent appreciation and positive reinforcement to motivate participants. This approach reduces stress and anxiety, creating a conducive learning environment.

6. Mindful Error Correction: Prioritize correcting errors significantly impacting message clarity, focusing on global errors while overlooking minor local ones. This helps participants learn from mistakes without feeling discouraged.

Implementing these strategies can effectively address oral apprehension in experiential learning programs, empowering participants to develop strong verbal communication skills with confidence and competence.

5.6 Experiential Learning Activities

[You look at the audience with bubbles of excitement as you unfold the various activities that can energize everyone in the room.]

Have you seen a palm tree that stands tall and bears a crown of leaves? Do you know that the tallest trees are the most prone to wind damage? Similarly, stepping out of your comfort zone and practicing diligently daily is essential to enhancing your speaking skills. Consistent effort and a willingness to learn from experience can strengthen your speaking abilities, just as the palm tree bends but does not break in adversity.

Integrating David Kolb's experiential learning theory, which focuses on concrete experience, reflective observation, abstract conceptualization, and active experimentation, into the existing activities has laid the theoretical foundation for developing English-speaking skills. Re-summarizing these activities has established a practical connection to the research objectives.

The foundation of effective communication lies in various aspects, namely articulation, expression, and non-verbal communication. These three main elements—words, vocal tone, and body language—are chosen based on their significance in developing comprehensive speaking abilities. Each activity integrates experiential learning techniques tailored to specific learning objectives and the unique needs of the students, ensuring a holistic approach to skill development.

Vocal Variety refers to intentional pitch, intonation, projection, pause, and pace variation. These are all essential components of effective communication that contribute to the overall quality of spoken language. It is just like the carpenter with a separate tool for constructing several furniture parts or the organist with specific keys to manipulate the production of tunes and harmonies. Clear articulation enables speakers to modulate their voice more effectively, while expression allows the conveyance of different emotions, attitudes, and intentions, thus enhancing the expressiveness of their speech.

Activity 1: Vocal Exercises Like Tongue Twisters

Read the tongue-twister “She sells seashells by the seashore." Repeat slowly and gradually increase the speed. What did you observe as you practiced? Now, focus on the sound of each word and repeat it with your mouth wide open.

Apply this technique to "A big black bug bit a big black dog on his big black nose. Give it a try!

Engage the participants in a concrete experience by introducing them to a classic tongue twister, such as "She sells seashells by the seashore." Demonstrate the tongue twister by performing it slowly and clearly, emphasizing each word. Following the demonstration, instruct the participants to repeat the tongue twister themselves, starting slowly and gradually increasing speed. Transitioning to reflective observation, facilitate a discussion using open-ended questions to encourage participants to share their observations and insights. Move to abstract conceptualization by discussing the purpose and benefits of tongue twisters, relating these concepts to broader communication principles. Finally, in the active experimentation phase, instruct them to tackle more complex tongue twisters by providing specific strategies

and feedback to aid their practice. This activity could enhance participants' vocal skills and articulation through the practice of tongue twisters.

Activity 2: Sentence Emphasis Exercise

Can you say this sentence in seven ways: “The police never found the stolen watch.”

Engage the participants by presenting them with a sentence that can be interpreted differently based on word emphasis, such as "The police never found the stolen watch." Instruct participants to read the sentence aloud, emphasizing different words each time to convey varying meanings. Following this concrete experience, facilitate a reflective observation phase, guiding a discussion on the implications of emphasis and encouraging participants to share their insights. Transition to abstract conceptualization by connecting the exercise to vocal expression in public speaking and discussing its significance in conveying messages effectively. Finally, in the active experimentation phase, encourage participants to create their sentences and practice emphasizing different words, providing them with opportunities to refine their vocal modulation skills.

Activity 3: Storytelling with Pauses

Engage participants in a concrete experience by sharing a short story with them, ensuring it is initially read without pauses. Instruct them to retell the story with appropriate pauses, emphasizing the significance of timing and pacing. Following this, facilitate reflective observation by guiding a discussion that compares their storytelling attempts, focusing on the impact of pauses on engagement and comprehension. Transition to abstract conceptualization by exploring the role of pauses in effective communication and storytelling and discussing how well-placed pauses can enhance narrative flow and listener engagement. Finally, encourage active experimentation by prompting participants to incorporate pauses into their storytelling, allowing them to practice and refine their skills.

Body language is a crucial component of non-verbal communication, encompassing gestures, facial expressions, posture, and eye contact. Dr. Albert Mehrabian's communication theory emphasizes that communication consists of words (7%), vocal tone (38%), and body language (55%), underscoring the significance of body language in conveying messages. One notable advantage of positive body language is its capacity to cultivate rapport and trust, thus enhancing the effectiveness of communication and nurturing stronger interpersonal bonds.

Activity 1: Two Truths and a Lie

Engage participants in a concrete experience by introducing the game. Each participant comes up with two factual statements about themselves and one false statement. They take turns sharing their statements with the group, who guess which statement is the lie. After each participant shares, facilitate a reflective observation phase, discussing the body language cues observed during the game and how they convey honesty or deception. Transition to abstract conceptualization by exploring the importance of body language in detecting deception and building trust in communication. Finally, in the active experimentation phase, encourage participants to practice using body language intentionally to convey honesty and authenticity in interactions.

Activity 2: Anti-Synchronization Exercise

Enact the sentence using body language that suggests the opposite of the underlined words: “I walked forward, then took a step back.”

Engage participants by sharing a sentence, “I nodded in agreement, then shook my head in disagreement,” or a paragraph containing words requiring verbal communication while suggesting the opposite nonverbally. For example, if the text mentions "forward," participants physically portray "backward." After the exercise, reflect on the experience and discuss how effectively participants synchronized their verbal and nonverbal cues—transition to abstract conceptualization by exploring the challenges faced and strategies employed to align communication effectively. Finally, in the active experimentation phase, apply the insights by practicing intentional synchronization of verbal and nonverbal communication in various scenarios. This activity enhances participants' awareness of the importance of non-verbal communication while speaking.

Activity 3: Gibberish Communication

Read the sentence using proper gestures while speaking gibberish: “Where are the round apples I bought yesterday?”

Instruct participants to convey a message using proper body language while speaking gibberish. Despite speaking nonsensical language, they communicate solely through nonverbal cues such as facial expressions, gestures, and posture. After the activity, reflect on observations and experiences, discussing the effectiveness of conveying the message using body language alone. Transition to abstract conceptualization by discussing the significance of body language in communication and its ability to convey meaning beyond verbal language. Finally, in the active experimentation phase, encourage participants to apply insights by practicing the intentional use of body language to enhance communication effectiveness in various scenarios.

[You pause briefly to see the audience’s enthusiasm, all gauged and engrossed with the kinesthetic activities.]

Words are the primary vehicles for expressing thoughts, ideas, and emotions. While words represent only a portion of the communication process, they are crucial in conveying specific meanings and facilitating understanding. A rich vocabulary enhances communication effectiveness, making conversations more accessible and engaging by enabling individuals to express themselves clearly and participate confidently in discussions.

Activity 1: Word Association Game

Can you think of a chain of words that comes to mind with the word “cloud”? For example, Cloud—rain—heavy—stone—emerald—green.

Engage participants in a concrete experience by organizing a word association game. Provide a starting word or phrase related to your communication objectives or theme. Each participant takes turns saying a word or phrase that comes to mind in response to the previous word or

phrase, forming a chain of associations. Encourage participants to think quickly and creatively, using relevant and meaningful words. The game continues until everyone has contributed multiple times or until a set time limit is reached. After the game, facilitate a reflective discussion where participants share their thought processes behind their word choices, discuss any patterns or connections that emerged, and reflect on how this activity relates to effective verbal communication. Encourage participants to consider how words can evoke different meanings, emotions, and associations, highlighting the importance of word choice in communication. Transition to active experimentation and encourage participants to apply the insights to real-life communication scenarios. Encourage them to experiment with different word choices and observe how they influence the effectiveness of their communication.

Activity 2: Vocabulary Challenge

Can you speak for 60 seconds about your journey, incorporating the following words: destination, adventure, challenges, discoveries, and personal growth?

Engage participants in a concrete experience by organizing a vocabulary challenge. Provide participants with words about a specific theme or topic relevant to their communication goals. Set a time limit and challenge participants to incorporate as many words as possible from the list into a short impromptu speech or conversation. Encourage creativity and practical word usage. After the challenge, facilitate a reflective discussion where participants share their experiences, discuss the effectiveness of their word choices, and exchange feedback on each other's communication styles. In the active experimentation phase, encourage participants to utilize the insights from the challenge by providing opportunities to practice incorporating varied vocabulary into everyday conversations, presentations, or written communication. Encourage them to experiment with different words and expressions to effectively convey their thoughts and ideas.

Activity 3: Persuasive Pitch

Can you pitch and sell your friend a dirty pair of shoes in just five minutes? Give it a try!

Engage participants in a concrete experience by assigning them a persuasive pitch task. Provide each participant with a product, service, or idea they must pitch to a hypothetical audience. Participants should craft a persuasive speech or presentation using words that evoke emotion, convey benefits, and address potential objections. Encourage participants to tailor their language to resonate with the audience's values and interests. After preparing their pitches, participants deliver them to the group. Facilitate a reflective discussion where participants analyze the effectiveness of their word choices in persuading the audience and achieving their communication objectives. In the active experimentation phase, encourage participants to tailor their language and message to different audiences, refining their persuasive techniques based on feedback and observation. Finally, motivate them to experiment with various approaches and language styles to enhance their ability to influence and persuade others effectively.

[You pause momentarily, allowing the audience to breathe and process all the information.]

Enhancement of skills through feedback

Feedback is an integral component of the experiential learning process, catalyzing reflection and growth. When participants receive feedback from mentors, peers, and self-assessment, it strategically reinforces the importance of reflection in the learning journey. Constructive feedback plays a pivotal role in addressing areas for improvement and building confidence, particularly in overcoming oral apprehension. Through active engagement in reflective practices such as journaling and structured reflection activities, participants can identify strengths, address areas for improvement, and refine their speaking skills. Additionally, feedback fosters a dynamic learning environment where individuals benefit from diverse insights and perspectives.

Effective feedback delivery methods such as the 'Sandwich Method' or 'CRC Method' (commendation-recommendation-commendation) are instrumental in providing constructive feedback. For instance, in the 'Sandwich Method,' feedback begins with positive reinforcement, is followed by areas for improvement, and concludes with additional positive feedback. Similarly, the 'CRC Method' follows a commendation-recommendation-commendation structure, emphasizing constructive criticism within a supportive framework. These approaches ensure that feedback is balanced and encourages growth without undermining confidence.

For example, start by commending the participant for their clear articulation and confident delivery, acknowledging the presentation's strengths. Then, offer recommendations for improvement, suggesting strategies to enhance vocal variety and maintain consistent pacing. Finally, end the feedback session by reiterating the participant's strengths and expressing confidence in their ability to develop their speaking skills further. This approach fosters a supportive environment for growth while effectively addressing areas of development.

Moreover, fostering a positive mindset toward receiving feedback is essential for personal and professional development, particularly in enhancing speaking skills and overcoming oral apprehension. Embracing feedback as an opportunity to learn and grow cultivates a mindset of continuous improvement and resilience. By promoting an environment where feedback is viewed as a valuable tool for development, individuals can harness its power to enhance their skills and achieve their goals.

According to experiential learning theory, feedback is essential to the reflective observation stage. Following a concrete experience, individuals reflect and receive feedback from various sources, facilitating deeper learning and growth. By incorporating feedback into the reflective observation process, individuals can refine their understanding, skills, and decision-making for future actions. Thus, feedback serves as a catalyst for meaningful reflection and learning within the experiential learning framework. How do you effectively provide feedback to individuals seeking it, ensuring it is constructive, insightful, and supportive of their growth and development?

[You take a moment to let the silence persist, allowing the audience to reflect on the depth of your message.]

5.7 Conclusion of Quantitative Research

Do you feel anxiety the moment someone invites you out? Do you feel pressured to fit in and get people to like you? Do you laugh at things that you did not find funny? Remember, a lion does not need to sharpen its claws to know it is the king of the jungle. True confidence does not come from others accepting you but from accepting yourself. Once you can seek what scares you, half the battle is won. Everyone is afraid of something or the other. Accepting the facts and working on them is the first step toward accomplishment. The quantitative research findings reported in this study provide strong evidence for the efficacy of experiential learning programs. Through a comprehensive analysis of survey responses, we have gained valuable insights into the perceptions of educational professionals aged 25 to 55, regarding the impact of these programs on various aspects of speaking skill development.

The overwhelming agreement among participants regarding the positive impact of experiential learning programs underscores their significance in educational practice. The findings highlight the multifaceted benefits of these programs, from overall improvements in English-speaking abilities to enhanced articulation, expression, comfort, and confidence in speaking settings.

[You sense a roar of motivation from the audience as you conclude your speech. Their energized response ignites a collective spark of inspiration throughout the room.]

CHAPTER 6: CONCLUSION



[You hold your head high confidently, hands in the steeple, maintaining eye contact and allowing each audience member to feel your presence.]

Imagine taking a bath with cold water. Initially, it feels tingly on the body, sending shivers down your spine. However, as you immerse yourself further, you enjoy its comfort and calmness. Similarly, speaking in general or public can be nerve-wracking for the first time. The pressure to perform is abundant, and the fear of judgment can be overwhelming. However, as you take that first step, you find your rhythm. The fear begins to fade, replaced by confidence and a sense of empowerment. Just like the cold water in the bath, speaking becomes more comfortable with time and practice.

6.1 Concluding Thought

The study demonstrates the significant impact of experiential learning programs on students' ability to speak English, as perceived by educational professionals of age groups ranging from 25-55 years. By carefully examining survey responses and statistical information, it is apparent that a substantial percentage of respondents support these programs' ability to help students become more confident and effective communicators. Recognizing this impact demands that educators and policymakers adopt experiential learning approaches and smoothly incorporate them into the curriculum of communication education classes and schools. Combining these strategies with various speaking approaches could allow educational institutions to simultaneously support students' personal, professional, and academic growth. Moreover, incorporating fun and interactive activities within experiential learning programs could facilitate skill development and mitigate students' anxiety. This holistic approach to education could ensure that students develop critical communication skills. The study's conclusions support the broad implementation of experiential learning initiatives as a transformative strategy for developing competent and expressive communicators. By harnessing the power of experiential learning, educators could empower students to thrive, laying the groundwork for lifelong success.

6.2 Practical Implications and Recommendations

1. Integration of experiential learning: Educational institutions should prioritize integrating experiential learning methodologies into curriculum design and classroom practices to enhance students' speaking skills.

2. Professional development for educators: Providing professional development opportunities to familiarize them with experiential learning methodologies and effective teaching strategies is crucial. Workshops, seminars, and online courses can help educators enhance their pedagogical skills and incorporate innovative approaches into their teaching practices.

3. Collaboration with Industry Partners: Collaborating with industry partners enriches experiential learning programs by allowing students to apply their speaking skills in real-world contexts. Internships, service-learning projects, and collaborative research initiatives offer valuable immersion experiences and enhance communication abilities.

4. Flexible Learning Environments: It is essential to create flexible learning environments that encourage student engagement and participation. Classroom layouts, technology integration, and collaborative learning spaces foster a supportive and interactive learning environment conducive to speaking skill development.

5. Community Engagement and Outreach: Engaging parents, families, and community members in experiential learning initiatives reinforces learning outside the classroom. Community events, immersion programs, and volunteer opportunities provide students with authentic experiences and opportunities to develop English-speaking skills.

[You notice the tilted heads of the audience, a clear sign of their attentiveness and interest. Their focused gaze encourages you to continue, knowing your message deeply resonates with them.]

6.3 Limitations

1. Sampling Bias: Convenience sampling introduces potential bias by selecting participants based on accessibility rather than randomization. This may result in a non-representative sample, limiting the generalizability of findings.

2. Limited Scope of Variables: The study focused on a specific set of variables related to English-speaking skills, potentially overlooking other influential factors such as socioeconomic background, prior language proficiency, and individual learning styles.

3. Cross-Sectional Surveys: Employing a cross-sectional survey design limits the study to capture the perspective of educational professionals regarding students' speaking skills at a particular point in time. Longitudinal studies would offer deeper insights into the sustained impact of experiential learning programs on speaking skill development over time.

4. Contextual Factors: The study did not fully account for contextual factors, such as classroom environment, teacher effectiveness, and extracurricular activities, which could interact with the intervention and influence outcomes.

5. Cultural Differences: While the findings are relevant to the study's region, they may not generalize to other areas due to cultural variations. Conducting comparative studies across diverse regions would facilitate a better understanding of how cultural context influences the effectiveness of experiential learning programs.

6.4 Future Research

1. Rigorous Sampling Techniques: Future research should employ more rigorous sampling techniques to mitigate sampling bias and enhance the generalizability of findings. Random sampling methods could ensure a representative sample that accurately reflects the broader population of interest.

2. Comparative Studies: Conducting comparative studies across diverse regions would elucidate how cultural and contextual differences impact the effectiveness of experiential learning programs on students' English-speaking skills. Researchers can identify factors influencing program outcomes by examining educational system variations, language environment, and cultural norms and tailor interventions accordingly.

3. Longitudinal Studies: Employing longitudinal study designs is essential to investigate the sustained impact of experiential learning programs on students' English-speaking skills over time. Longitudinal studies can track participants' progress and development, providing valuable insights into the long-term effectiveness of these programs and factors contributing to skill retention and enhancement.

4. Factors Mediating Program Effectiveness: Investigating mediating factors such as program duration, intensity, instructor characteristics, and student motivation is crucial to understanding the effectiveness of experiential learning programs on English-speaking skills. Identifying these factors and their interactions can inform program design and implementation strategies to optimize outcomes.

5. Teacher Training and Professional Development: Research should explore the impact of teacher training and professional development programs on educators' ability to implement experiential learning approaches for English-speaking skill development effectively. Researchers can enhance program fidelity and instructional practices by providing educators with targeted training and support, maximizing student benefits.

In conclusion, this research has revealed the profound impact of experiential learning programs on enhancing students' English-speaking skills, offering significant insights for educators and policymakers globally. As we bring this study to a close, let us take a moment to reflect on how our educational journey might have developed differently had experiential learning been an integral part of our academic years. Would we have emerged from our schooling years as more confident, self-assured, and skillful individuals? As we ponder these questions, let us acknowledge that experiential learning can shape our academic achievements and broader development. While we may not be able to rewrite our educational past, we can harness these insights to promote more dynamic and inclusive learning experiences for future generations, ensuring that every student has the opportunity to thrive and succeed in the ever-evolving landscape of education and beyond.

[As you conclude your speech, you notice the audience watching in awe, captivated by your words. Realizing you have overcome the fear of speaking, you beam with confidence. You leave the stage with a last impression and a sense of accomplishment.]

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APPENDIX

Survey Questionnaire

Statement 1: Experiential Learning Program plays a significant role in advancing students' English-speaking skills.

Statement 2: Students become more comfortable speaking in front of an audience after participating in the Experiential Learning Program.

Statement 3: Students' content structuring and meaningful delivery improve after participating in the Experiential Learning Program.

Statement 4: The experiential Learning Program informs students of maintaining positive body language.

Statement 5: Students can handle unexpected speaking situations more effectively after they have joined the Experiential Learning Program.

Statement 6: Students actively participating in the Experiential Learning Program feel at ease leading discussions in various situations.

Statement 7: Experiential Learning Program-involved students usually feel more confident in delivering impromptu speeches in English.

Statement 8: Students' ability to express ideas verbally in English is enhanced after participating in the Experiential Learning Program.

Statement 9: Experiential Learning Program helps improve students' articulation and clarity of speech in English.

Statement 10: Experiential Learning Program participants feel less nervous when speaking in front of an audience.

Statement 11: Students feel more comfortable presenting themselves on stage after participating in the Experiential Learning Program.

Statement 12: Students do not hesitate to maintain meaningful eye contact while speaking with others if they have joined the Experiential Learning Program.

Statement 13: Experiential Learning Program helps students convey their message in English more clearly.

Statement 14: Speaking at informal parties or gatherings becomes natural and easy for students after participating in the Experiential Learning Program.

Statement 15: Experiential Learning Program participants look forward to feedback that will improve their English-speaking abilities.

Statement 16: The ability of Experiential Learning Program-involved students to effectively maintain audience engagement through storytelling improves.

Statement 17: Students involved in the Experiential Learning Program become proactive in speaking and sharing their ideas confidently in English.

Statement 18: The English-speaking skills of students who have participated in the Experiential Learning Program are comparatively superior to those of peers who have not participated.

Statement 19: Experiential Learning Program participants show confident body language while speaking.

Statement 20: The overall English-speaking skills of students improve through a tailored plan of the Experiential Learning Program.