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Integrating the Teaching of Vocabulary into Experiential Learning to Enhance Young
Learners' Speaking Skills. An action Research.

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Patras, Greece, June 2024

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Dedication

To my husband, George,

and

my daughters,

Marietta and Aggeliki.

Acknowledgments

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Abstract

This dissertation aims to examine the degree to which the integration of vocabulary teaching into Experiential Learning (EL) boosts young learners' speaking skills. More specifically, the viability of the theory that EL can be a stimulating way for young learners to enhance their speaking skills, compared to other methods of teaching and learning will be also probed into. Two classes from a private English school of an A2 level, consisting of eight students each, took place in this small-scale research. The research method applied was action research and one class was the control group taught through traditional books, and the other was the experimental group taught through the Experiential Learning (EL) method. The researcher designed eight lessons in connection with speaking skills teaching based on the Common European Framework of Reference's (CEFR) objectives and the learners' preferences and needs.

To determine the learners' speaking proficiency and assess their growth in that area, an A1/A2 KPG pre-test was administered to each group before and after the teaching of English. Additionally, qualitative research was conducted. Pre- and Semi-structured interviews were undertaken with the experimental group's students to gain insight into their perspectives and preferences regarding speaking as well as post-semi-structured interviews to examine the effectiveness of the specific instruction. A journal focusing on vocabulary, speaking, motivation, and teamwork was also archived by the researcher. All in all, the study's conclusions indicated that integrating the teaching of vocabulary in the Experiential Learning (EL) method was a successful means of honing the speaking skills of young learners as well as contributing effectively to the acquisition of the vocabulary taught.

Key-words:

Experiential Learning, young learners, real-world situations, action research, collaborative speaking, hands-on activities, semi-structured interviews.

ΠΕΡΙΛΗΨΗ

Ο σκοπός αυτής της διπλωματικής είναι να εξετάσει σε ποιο βαθμό η ενσωμάτωση της διδασκαλίας του λεξιλογίου μέσω της βιωματικής μάθησης ενισχύει την ικανότητα του προφορικού λόγου των μαθητών / μαθητριών. Πιο συγκεκριμένα, η βιωσιμότητα της θεωρίας ότι η Βιωματική Μάθηση μπορεί να είναι ένας συναρπαστικός τρόπος για τους μικρούς μαθητές να βελτιώσουν την ικανότητα τους στην ομιλία σε σύγκριση με άλλες μεθόδους, θα ερευνηθεί επίσης. Δύο τάξεις σε ιδιωτικό σχολείων αγγλικών του επιπέδου A2, οι οποίες αποτελούνται από 8 παιδιά η καθεμία, έλαβαν μέρος στην έρευνα. Η μέθοδος διδασκαλίας που χρησιμοποιήθηκε ήταν η έρευνα δράσης και η μία τάξη ήταν η ομάδα ελέγχου (control group) η οποία διδάχτηκε μέσω του παραδοσιακού βιβλίου ενώ η άλλη ήταν η πειραματική ομάδα (experimental group) η οποία διδάχτηκε μέσω της μεθόδου της Βιωματικής Μάθησης.

Η ερευνήτρια σχεδίασε οχτώ μαθήματα σε σχέση με τη διδασκαλία του προφορικού λόγου βασισμένη στους στόχους του Κοινού Ευρωπαϊκού Πλαισίου Αναφοράς για τις Γλώσσες και στις προτιμήσεις και τις ανάγκες των μαθητών.

Για να καθορίσει τη γλωσσική ικανότητα των μαθητών και να αξιολογήσει την ανάπτυξη τους σε αυτόν το τομέα, ένα τεστ Κρατικού Πιστοποιητικού Γλωσσομάθειας επιπέδου A1/A2 διεξήχθη σε κάθε γκρουπ πριν και μετά την εφαρμογή της Βιωματικής Μάθησης. Επιπρόσθετα, διεξήχθη ποιοτική έρευνα. Ημιδομημένες συνεντεύξεις, πριν την εφαρμογή της Βιωματικής Μάθησης, έλαβαν χώρα με τους μαθητές της πειραματικής ομάδας για να ερευνήσει τις απόψεις και τις προτιμήσεις σχετικά με το προφορικό λόγο καθώς επίσης και ημιδομημένες συνεντεύξεις μετά την εφαρμογή της, για να ερευνήσει την αποδοτικότητα της συγκεκριμένης μεθόδου διδασκαλίας. Ένα ημερολόγιο επικεντρωμένο πάνω στο λεξιλόγιο του προφορικού λόγου στο κίνητρο και την ομαδική δουλειά επίσης εφαρμόστηκε από την ερευνήτρια. Γενικά, τα συμπεράσματα της έρευνας έδειξαν ότι η ενσωμάτωση της διδασκαλίας του λεξιλογίου μέσω της Βιωματικής Μάθησης ήταν ένας επιτυχημένος τρόπος βελτίωσης του προφορικού λόγου των νέων μαθητών καθώς συνέβαλε αποτελεσματικά στη κατάκτηση του λεξιλογίου που διδάσκονταν.

Λέξεις κλειδιά:

Βιωματική Μάθηση, μαθητές δημοτικού σχολείου, πραγματικές καταστάσεις, έρευνα δράσης, συλλογικός προφορικός λόγος, ημιδομημένες συνεντεύξεις.

List of Abbreviations and Acronyms

AR	Action Research
CEFR	The Common European Framework of Reference for Languages
EFL	English as a Foreign Language
EL	Experiential Learning
FL	Foreign Language
KPG	The State Certificate of Language Proficiency
EPS – XG	The Unified Curriculum for Foreign Languages
L1	First Language
Ss	Students
T	Teacher
YL	Young Learners

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Introduction

In this modern era, speaking multiple languages is essential to living in our rapidly changing global environment. English serves as a lingua franca, an intermediate medium of communication, and an important role in numerous sectors, particularly in education, as Mahu (2012) mentions English has evolved into a norm. Greek schools are required to teach English which according to Dendrinis (2013), was previously taught in the third grade, but it is currently being launched in the first grade of primary school, as well as in pre-school, with a focus on the holistic development of the learner and an intercultural communication.

Listening, speaking, reading, and writing are the main components of English skills, and grammatical structures, as well as vocabulary, which constitute the main language elements. Language proficiency and should be the objective of the students. More specifically, Oxford (1990) reports that the most overwhelming aspect of acquiring any language is vocabulary and according to Deliou & Zafiri (2016), since English is a lingua franca, the development of speaking abilities is vital. As a result, teachers have frequently struggled with enabling their pupils to acquire new terms and having to look into efficient teaching methods (Alqahtani, 2015). Such a method for enabling learners to totally grasp new skills and knowledge is Experiential Learning (Haynew, 2007).

Involving a variety of processes, experiential learning gives students a hands-on, group-based, and reflective learning experience. The teacher facilitates the learning process rather than controlling it. According to Wurdinger & Carlson (2010, p.13), the teacher adopts the position of a facilitator and is led by an abundance of essential processes for experiential learning.

In light of the aforementioned, the researcher, based on the objectives of the CEFR (Common European Framework of Reference), and the KPG (The State Certificate of Language Proficiency), as well as the requirements and tastes of the students, created a blended teaching course consisting of eight individualized lessons. The aim of this research is to investigate whether experiential learning (EL) affects the enhancement of young learner's speaking skills and vocabulary acquisition.

The following research questions were investigated by the researcher:

- a) Can Experiential Learning (EL) contribute effectively to young learners' acquisition of vocabulary?
- b) In what ways does Experiential Learning (EL) encourage young learners to maximize their knowledge of vocabulary?
- c) To what extent does Experiential Learning (EL) enhance young learners' speaking skills?
- d) How can Experiential Learning (EL) stimulate young EFL learners to become involved in speaking activities?

The current dissertation consists of five chapters. The first Chapter presents the educational context of an English Private School. It also presents the aims of the Common European Framework of Reference (CEFR) (Council of Europe, 2020), concerning the A2 level and how it aligns with the Unified Curriculum (EPS-XG) (Government Gazette, 2016) and the State Certificate of Language Proficiency (KPG). A presentation of the teacher's and student's book in use follows, as well as their compliance with the Common European Framework (CEFR), the EPS-XG, and the State Certificate of Language Proficiency (KPG). In Chapter 2, speaking and vocabulary will be discussed as well as the definitions and characteristics of Experiential Learning. Chapter 3 continues with the research objectives, the research questions, and the action research method that will be employed by the researcher. The tools used for the research will be also presented. Chapter 4 includes an analysis of the lesson plans designed and tailored by the researcher on the Experiential Learning (EL) Method to enhance learners' speaking skills. The dissertation concludes with Chapter 5 which involves a presentation and analysis of the research results. Additionally, some limitations of the research are illustrated, and further research is recommended.

Chapter 1: Teaching EFL: The Educational Context.

1.1 Introduction

The educational context related to foreign language training will be presented in the first chapter of this dissertation. The CEFR's aims and objectives concerning the A2 level and how it aligns with the EPS-XG and the KPG (State Certificate of Language Proficiency) will also be presented. Discrepancies between the official documents and the course book regarding speaking skills and the needs of young learners will highlight the areas requiring a tailored approach to teaching speaking. In this context, the predominant learning theories, and more specifically the ones related to young learners, along with the main principles of Experiential Learning (EL), will be briefly examined.

1.2. Teaching EFL at a "Private Language Institute" –The CEFR, the KPG, and the EPS-XG.

In the private sector, private English schools comply with the educational guidelines of the Common European Framework of Reference. The Common European Framework of Reference (CEFR) for languages aims to provide a thorough and consistent framework for describing and evaluating language competence. It seeks to advance successful intercultural communication and understanding. Similarly, the KPG and EPS-XG follow the CEFR's descriptors (KPG Handbook, 2013).

Regarding the language skills, the CEFR (2020) places an emphasis on both productive (speaking and writing) and receptive (listening and reading) skills. Strong emphasis is also placed on the languages used in everyday situations. Learners are prompted to acquire practical language abilities that allow them to communicate effectively in a variety of circumstances, including professional and academic settings as well as day-to-day interactions. Moreover, it acknowledges the significance of the students' linguistic rate and fluency in a variety of linguistic contexts.

More specifically, at the A2 level learners generally need to comprehend words and phrases used in everyday contexts as long as speakers speak slowly and clearly. Such examples are very basic family and personal information, shopping, job opportunities, and geographical locations (CEFR, 2020). Additionally, CERFs (2020) cites that students should be able to provide a brief

set of short simple words and sentences that describe or depict persons, their housing or employment conditions, daily routines, likes, and dislikes.

1.3 The books in use

After presenting the descriptors of the CERF, EPS-XG, and KPG, the speaking skills of the A2 learners are also expected to be acquired. The book in use is #English 3 by Jenny Dooley (Dooley, 2022). It is published by Express Publishing and the proficiency level according to the author, which complies with the CEFR, is A2 (Dooley, 2022). A teacher's book, a student's book, a workbook, a companion, and an e-book are part of this level's obligatory collection of books that should be used during the lesson.

1.3.1 The Student's Book

Concerning the student's book, it is thoughtfully organized into six themed modules, each of which is further separated into 5 units. Each unit centers around a different subject (see Appendix III, pp.99-103). The Student's Book introduces all students to each unit with the target vocabulary and the grammatical phenomenon. A text follows which is usually accompanied by a video and a reading comprehension exercise. One or two vocabulary exercises come next and grammar theory with two exercises to practice the theory, follows. The last two exercises consist of pronunciation and speaking. In every second lesson, the pronunciation exercise is replaced by listening, or writing. At the end of each module, a page with activities promoting public speaking and then two pages with review activities are provided. Additionally, a page called 'Fun Time' follows including more relaxed activities and an episode of a comic strip concludes the module. The specific pattern is followed throughout the six modules.

According to the authors, in this book digital and print resources are combined effectively and it aims to foster learner autonomy and promote the advancement of real-life skills (Dooley,2022). As far as the speaking exercises are concerned, students are provided with speaking models which are generally presented at the final stage of each unit. Even though students are asked to produce an assortment of speaking activities, namely dialogues, interviews, and descriptions, most of them promote participation in acting out dialogues based on model dialogues provided to previous activities (see Appendix III, ex.8, P.101), limiting, in

this way, learners' creativity and speaking's authenticity. Baker & Roos (2016) report that although the fixed dialogue facilitates the acquisition process, young learners' opportunities to engage in creative language experimentation are rare.

Moreover, although opportunities for practicing the target vocabulary of the unit are offered (see Appendix III, ex., p.100, ex.4, p.101), yet they are not consecutive as there are speaking activities that just include the implementation of grammar theory. More specifically, activities promoting the practice of the grammatical phenomenon previously taught (Appendix III, ex.8, p.100, ex.7, p.101) encourage learners to merely practice sentences exemplifying grammatical accuracy (Sifakis, 2004). As a result, the vocabulary used in these activities is irrelevant to the target vocabulary of the unit minimizing the changes for repetition. Cameron (2001) emphasizes the advantages of repetition for young learners as words that are frequently recycled in many contexts thus aiding in the improvement of their memory span.

It is also evident that only in some circumstances do students become involved in situations that can be encountered outside the classroom (Appendix III, ex.7, p.101), confining therefore the authenticity of the speaking situation. Ozverir & Herrington (2011) pinpoint that learners' motivation is increased and their freedom and creativity are boosted when a learning environment, where learners can engage in interactive, real-world learning activities, is provided. Even though some communicative needs are satisfied and the speaking activities are genuine, it still has constraints due to the fact that learners have all the information they need (Appendix III, ex.7+8, p.101). Consequently, there is an absence of the "information gap", which can reduce students' motivation, and limited production of the language (Son, 2009). More particularly, according to Nation (1989), when there are roles, the learners know exactly what to do, and their involvement in the activity is restricted by the roles. The learners mostly become involved in 'speaking to learn' activities as the language are utilized as a means for language practice (West, 2000).

Regarding the techniques used, it can be observed that there is a lack of them. Brainstorming is a significant technique that is really effective as it introduces learners to the context and helps them to generate ideas freely and quickly (AlMutairi, 2015). Other techniques which was equally efficient are information gap-filling, simulations, storytelling, or discussions. Speaking activities are mostly guided by the provided dialogues or sentences (see Appendix III, ex.9,

p.100, ex.8, p.101), leaving little space for the learner for the development of their communicative skills and genuine interaction (Sifakis, 2004).

Regarding the workbook, in each unit, there are three vocabulary and three grammar exercises. At the end of each module, there is a review with vocabulary and grammar exercises, yet again. Generally, the exercises of the workbook implement the Grammar Translation Method. They focus on the grammatical rules, the memorization of vocabulary, and doing written exercises (Brown, 2001), like fill-in-the-blanks exercises in which learners fill in the blanks with new vocabulary items or with items of a particular grammar type (Larshen-Freeman, 2000 in Rahman, 2012). Consequently, opportunities for communication and participation in real-life situations are not offered, limiting in this way the integration of speaking and listening. According to Oxford (2023) participating in class promotes active learning and increases students' engagement.

The companion is constructed in much the same vein. It adopts the Grammar Translation Method as the vocabulary is taught in the form of lists of isolated words (Rahman, 2012). Once again, exercises focus on grammatical rules and memorization of vocabulary, leaving no room for communication, and instruction, through exposure (Krashen & Terrell, 1983). However, the interactive whiteboard software of the books is stimulating, and it includes e-books, games, and quizzes which are fun.

1.3.2 Compliance with the CEFR, the EPS-XG, and the KPG

English according to Dornyei (1990) can bridge the gap created by varied mother tongues and facilitate cross-cultural interaction and development. This principle of multiculturalism and multilingualism are promoted in the student's book with 'Culture Snippets' (AppendixIII, p.106/26) impressing cultural information about features of English-speaking countries (Dooley, 2022). Therefore, learners are introduced to other cultures and traditions. A multicultural approach to teaching foreign languages is embraced by the CEFR (2020) which aims to enhance learners' awareness of otherness in language and culture (CoE, 2001) which is also supported by the EPS-XG and the KPG.

The CEFR (Council of Europe, 2020), encourages communication in real-life situations which is in compliance with the EPS-XG and KPG. While activities including expressions that can

be used outside the classroom are evident in the student's book (Appendix, ex.9, 100/13), yet they fail to engage learners in genuine conversations since language production is restricted by the activity (Sifakis, 2004). Moreover, the author pre-created the activities of these three components namely, the Student's Book, Workbook, and Companion, based on her evaluation of the needs the learners in this language level and age group might have. However, some of these needs do not fulfil the demands of the learners in each class. The CEFR (Council of Europe, 2020) as well as the EPS-XG and KPG, proposes students' actual communication needs to be planned in alignment with instruction, the curriculum, and evaluation (Appendix I, p.84).

In the end, Johnson (1996), highlights that speaking activities promoting the sole training on form-focused practice can result in difficulties in conveying a message outside the classroom. Such activities are apparent in all course components which are in contrast with the CEFR, the EPS-XG, and the KPG which encourage the purposeful use of language (Appendix I&II, pp.84&85).

1.3.3 The Teacher's Book

The Teacher's Book is readily divided into 3 sections. Its goal, according to Hemsley (1997), is to assist teachers by providing the reasoning behind the course it presents. Seldon (1988) has stated that the Teacher's Book should be more than a Student's Book with answers which have been provided. The author of the Teacher's Book presents, in its first pages, general information about each book, namely the Student's, Workbook, and Teacher's, and its content, as well as information about all skills and suggested teaching techniques (Dooley, 2022).

It is also provided by the author of #English3 two ways of how to teach the book. The traditional way in which new words, presentations, and videos are produced in class, and the Flipped Classroom approach in which new words, presentations, and videos are watched at home by the students, and during the lesson they work on any misunderstandings which have to do with the content, and they do the exercises (Dooley, 2022). However, providing only this approach as an alternative is questionable since not all students are motivated and willing to study material at home and may spend their time for other purposes (Acedo, 2013).

In the second section of #English3, suggestions on how to present the material as well as step-by-step lessons are provided (Dooley, 2022) to help the teacher. Additionally, the audio script of all the listening materials, over-printed answers to exercises included in the student's book, and suggested speaking are contained in the teacher's book (Dooley, 2022).

In the third part, extra material is offered by the author. Except for some information provided for the teacher in the writing section, the rest of the extra material, namely projects, word lists, pronunciation, American British English, Irregular verbs, and evaluations, are the same as the Student Book (Dooley, 2022).

As a final point, the material to be covered is quite demanding since there is not enough time. Because of this, the teacher finds it difficult to finish the syllabus which leaves no space to support engaging teaching methods that facilitate authentic communication. Additionally, the educators are provided with alternative ways of teaching and guidelines on how to handle the lesson. However, considering that every class has heterogeneity and variation, its requirements differ. Thus, the activities cannot be defined based on the wants and the age of students of the particular level, namely A2.

1.3.4. Compliance with the CEFR, the EPS-XG and the KPG

According to the author, the intended level of the book is the A2 which is addressed to learners of the pre-intermediate level, and it complies with the CEFR and by extension the EPS-XG and the KPG (Dooley, 2022). Ben-Peretz (1990), mentions that the Teacher's Book should embody the curriculum's guiding concepts. As mentioned before, the learners aim to take the KPG exams since these are the exams they are preparing for in the public section and the exams parents ask for their children to take.

Regarding the vocabulary used is more advanced than A2 level, since according to the CEFR (2020), the students should be able to give short, rehearsed presentations on a topic pertinent to their everyday life or only to a familiar subject and have to be able to communicate about routine or habits and converse with other people using simple words (Appendix I, p.87). The same guideline is followed by the EPS-XG and the KPG (Appendix II, Excerpt1, p.88)), (KPG Handbook, 2013).

Speaking models are offered, yet in many cases, they do not promote the authentic use of the language since the exercises are a simple practice of grammar rules (Appendix III, p.100/15, ex.8) or a practice of a "script" with an absence of information gap as both learners have access to each other's information. As a result, the purposeful use of language is limited and it is not in compliance with CEFR, EPS-XG, and KPG which promote meaningful communication in real-life situations (Appendix I, II, p.87-88). The Workbook and the Companion follow the same form focus pattern and promote the deliberate acquisition of vocabulary which according to Lawson & Hogden (1996), can be unmotivating and tiring for the learners.

According to the CEFR (2020), some interaction strategies such as cooperating, turn-taking, and asking for clarification using simple, short sentences for the target level, namely A2. The EPS-XG and the KPG share the same idea as they mentioned that the teacher has to deploy contemporary practices and methods. The author of the book has included such strategies enriching, in this way, the teacher's horizon (Dooley, 2022).

1.4 Teaching Context

After the description of the books used, the description of the teaching context follows. Two groups were actively involved in the specific research. The control group consisted of eight students, who followed the syllabus found in the regular coursebook, and the experimental group consisted of eight (8) students, who participated in the experiential learning and teaching. The speaking skill of the experimental group was expected to be enhanced through the experiential learning approach as they were involved in direct experience, group work, hands-on participation, and information outside the classroom. Besides developing their communication skills, the learners were also expected to gain and strengthen decision-making skills and boost their self-confidence. Students through Experiential Learning become involved in hands-on activities, group work, and situations that can be met outside of the classroom. These activities, which promote the framework for Experiential Learning, enhance the students' speaking skills as they engage with real-world tasks.

1.5 Conclusion

To sum up, this chapter illustrated the educational setting for teaching foreign languages according to proficiency levels of descriptors of the CEFR (2020). The EPS-XG and the KPG

are consistent with the CEFR’s descriptors. Even though the books, in use, including the teacher’s book, correspond adequately to the level of proficiency A2, since principles of multiculturalism and multilingualism are promoted as well as an alternative approach to teach the lessons namely the Flipped Classroom Approach.

However, some notifications should be considered, such as the provision of more than one approach and the shortening of the required time to conduct the lesson to leave room for additional activities that will pique students’ interests (Bouniol, 2004, week 4). A more authentic environment and materials should be implemented as well. The next chapter includes an overview of speaking, vocabulary, and experiential learning and how it is used in a young learner's foreign language class.

CHAPTER 2: Speaking, Vocabulary, and Experiential Learning.

2.1 Introduction

Speaking and vocabulary are crucial components of acquiring a foreign language and they will be discussed in this chapter (Grass, 2013). The difficulties learners face with these two skills will also be covered. The discussion also includes definitions, characteristics, and advantages of EL, the responsibilities that teachers and students have, as well as how EL can be used in a foreign language class for young language learners.

2.2 Speaking

Speaking consists one of the most common and demanding skills when learning English as a foreign language (EFL) or second language (ESL) and oral communication is more necessary than ever. According to Delliou & Zafiri (2016), speaking fluency is becoming increasingly important because English is becoming a lingua franca, and even when learners are proficient in theory, they still struggle when it comes to speaking. In the past, as Chaney (1998) mentions, it was believed that oral communication competence develops unconsciously over the years and that the cognitive skills required for writing effortlessly transferred to equivalent oral communication skills. As a consequence, the teaching of oral communication was disregarded.

Nowadays, Al-Sibai (2004) states that speaking English fluently at this time has become a must, especially for those who want to succeed in specific sectors of human endeavour. According to Ur (1996), someone who knows a language is regarded as a speaker of that language rendering speaking the most significant skill of all. Consequently, if you are unable to utilize the language you have learned a lot about, it is meaningless (Scrivener, 2005). Therefore, classroom language instruction should focus on maximizing each student's employment of language since the main goal of teaching speaking is to strengthen pupils' oral productive skills (Haozhang, 1997). By strengthening learners' productive skills, they can learn how to respond appropriately in each communication circumstance.

YLS at this language level, namely A2, according to the CEFR (2020), have to be able to handle brief social interactions even if they do not understand enough of the conversation. Moreover, they have to be able to exchange information on familiar tasks and communicate in simple routine tasks. Concerning the young learner and the skill of speaking, young students need

extra time in the classroom to listen and absorb speech in a foreign language, as well as more opportunities to mimic some of the statements. To be able to listen to a repetition of predetermined sentences is nevertheless highly important.

YLs can interact and speak when they feel less anxiety (Krashen, 1982). As a result, speaking skills can be facilitated by the development of a positive and relaxed atmosphere in the classroom which can lead to more motivated students. According to Krashen (1982), learners who are more motivated increase the probability of acquiring a foreign language (Stoimcheva–Kolarska, 2020). Learning in experiential settings results in more motivated and excited learners who will be passionate about learning (Kong, 2021).

Additionally, to develop the speaking skills of young learners the teacher has to find guidelines so that the students become involved and interested in foreign language learning (Arifin, 2018). When students are educated through action, stories, games, or songs they can absorb the language taught. Experiential learning promotes the active participation of the students including various forms such as experiments, real-life scenarios, group projects, and field trips (Diyanat, 2018).

2.2.1 Difficulties YLs face in Speaking English

Speaking is viewed as the most difficult and complex skill to acquire and master in learning English (Zhang, 2009). It is obvious that not only YL but the advanced learners of the language face difficulties in its application. According to Harmer (2007), the learners' shyness and the fact that they're not willing to express themselves in front of their classmates can make them reluctant to speak. They often worry about making mistakes or getting embarrassed in front of their classmates. Anxiety for the fear of being negatively evaluated is another obstacle the EFL young learners have to deal with (Yim, 2014). Rababa'h (2005), has also reported that learners are unable to maintain the conversation since they do not have the language to convey what they have in mind.

Additionally, Ur (1995) mentioned the difficulties learners face because of their tension in utilizing their mother tongue (L1) as they feel more comfortable and less exposed when using it. Furthermore, learners' lack of motivation is another problem causing difficulty with speaking while they have no motive to express themselves (Ur, 1995). The low participation

can be also caused by the fact that only one learner, per time, usually talks, the time is not adequate and the learner who usually talks is the one who is more fluent and dominant in comparison to the others (Ur, 1995).

2.3 Vocabulary

In this section vocabulary, which is one of the most important aspects of foreign language learning, will be discussed (Gass, 2013). Oral language understanding relies heavily on vocabulary which also lays the groundwork for domain-specific knowledge and subsequent reading comprehension (Marulis & Neuman, 2010). Vocabulary is a fundamental component of language acquisition, and its importance cannot be overstated. All four skills involve the use of vocabulary and FL learners rely more on vocabulary than on grammar, as little can be conveyed without grammar but without vocabulary, nothing can be conveyed (Somjai & Soontornwipast, 2020). Consequently, for overall success in the acquisition of a foreign language, it is clear that vocabulary development is very important (Maley, 2013). According to Milton (2008), the lack of sufficient vocabulary can be significantly more detrimental to communication than other aspects of the FL, including grammar.

Regarding YL and the acquisition of vocabulary, Cameron (2001) mentions that the early school years are the best time to retain meaningful vocabulary in foreign language (FL) learning. The materials and the activities have to be appropriate to the learners' development when teaching vocabulary to YL (Syafei & Waiti, 2013). Seville-Troike (2012) pinpoints that beginning learners preserve foreign language phrases and words in their similar phase and word entries from their L1. Because of this, all other features of foreign language words are borrowed from the learners' L1, even though the words are maintained with their phonological and semantic features. This frequently leads to syntax, lexical, or grammar-related errors in the target language (Yu & Odlin, 2015). However, more and more knowledge is incorporated progressively as learners develop their language learning.

2.3.1 Difficulties in Learning Vocabulary

The teaching of vocabulary can be proven to flourish when the teacher can recognize the obstacles the learners confront. Boonkonosean (2012), mentions that personal and social factors which consist of extra lexical factors can hinder vocabulary learning. Such factors are

the learners' motivation, beliefs, previous language experience, their language level as well as their learning environment. Osguthorpe & Osguthorpe (2009), highlight that when a learner is demotivated to learn a word, even a simple one, this word is difficult to remember.

The vocabulary of a foreign language is generally learned at an early stage around the world (Curran & Baidak, 2023). More specifically, the students of the group age we are investigating learn vocabulary implicitly since they have a greater brain plasticity. Learning vocabulary through, play, songs, and interaction with others assists them in learning the foreign language like their native one. Moreover, young learners take more risks and they do not worry about being corrected.

Thornbury (2002) states that words containing silent letters, such as the words honest, listen, can contribute to a word's difficulty. He also states that the coincidence of the meaning of two words, such as the words say (say goodbye) and tell (tell the truth), as well as the range of a word, meaning how often a word is encountered, can impede the word's learning. In the same vein, spelling and pronunciation can affect the learning of a word (Gower, Roger et al., 1995). For example, the spelling and the pronunciation of the words, tough or through, can be confusing. Moreover, some words consist of two or three words such as phrasal verbs leading to misconceptions and phrases and words that can be used in a specific appropriate context misleading the learners and the resulting difficulties (Gower, Roger et. al., 1995). Having explored the difficulties in learning vocabulary, we will turn our attention to the presentation of the Experiential Learning (EL) definition.

2.4 Definition of Experiential Learning

“Tell me and I forget, teach me and I remember, involve me and I will learn”

The specific famous saying by Benjamin Franklin (1750), describes, in one line, what EL represents. Very well-known scholars in the field of educational psychology formed the basis for theories regarding learning that “emphasize” learning through experience. One such scholar is Rogers (1969) who, in contrast to cognitive learning, which he deemed “meaningless”, regarded EL as significant. Another important scholar is John Dewey (1938) who, instead of emphasizing rote learning and memorization, promoted EL which fosters critical thinking and

problem-solving. Lewin (1951) is another scholar who laid the foundational theories on Experiential Learning in the context of social psychology and group dynamics.

Kolb is another important scholar who stated that "learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p.38). Kolb introduced a cycle of learning consisting of four stages. The first stage is the Concrete Experience Stage, where the learner meets an experience in the light of new concepts. The second stage is the Effective Observation stage of the new experience, during which the learner having the previous knowledge in mind, considers the new experience. The third stage is the Abstract Conceptualization stage, in which a fresh notion emerges from reflection, or an old abstract idea is modified. The last stage is the Active Experimentation stage, where the experimentation is prompted by recently developed or altered thoughts. Kolb (1984) mentions that the cycle can be entered at any point and followed through logically from there. However, learning becomes successful and productive only when a student can complete all four model levels. As a result, no phase of the cycle works well as the standalone learning process.

Kolb (1984) has also presented four learning styles, based on the aforementioned stages, as each person learns differently, and these styles are influenced by a variety of things such as a person's fundamental cognitive structure, educational background, and social surroundings. The same learning styles are supported by Naulan et. al. (2020) who pinpoint their significance in the learning process. The four learning styles consist of the Diverging learning styles in which people prefer to watch rather than to do and they like to gather information. Next, the Assimilating learning style in which people are interested in ideas rather than in people and they like to organize these ideas in a clear logical format, and also the Converging learning style in which people are more attracted to technical tasks to find solutions to practical issues and to experiment with new ideas. The last learning style, is the Accommodating style, which is dominant in the general population and in which people prefer to learn by relying on others' information rather than doing their own analysis. New experiences and carrying out plans are what they are attracted to (Kolb, 1984). Zulkardi (2013), has also based his study on Kolb's cycles.

After having mentioned Kolb's theory on Experiential Learning (EL) and his learning styles (1984), Bourbeau (2004) stated that EL is a concept and practice in which instructors

intentionally involve learners in hands-on experiences and focused reflection to clarify values and enhance and strengthen knowledge and abilities. Davis (2011), highlights that the distinguishing factor between EL and the model popularly known as "learning by doing" ,Dewey (1938), is the stages of reflection and application. Moreover, Illeris (2007) defines EL as learning that involves contact, motivation, and context in a subjectively significant and balanced way. He also mentions that the propensity to classify learning as experiential increases with the complexity of the individual acquisition type.

Haynes (2007) has stated that the "hows" we encounter are the conditions, and the "whats" the content of our experience. In this regard, when someone suffers a heart attack as a result of a falling, the fall constitutes the "how", reason for it, and the content, "what", would be the heart attack. Thus, acts that generate development, and originate knowledge with implications for a future constitute experience. The experience is used as a learning method as we learn from both our past and present experiences. In this way, Experiential Learning reflects how learners are embroiled in activities that represent real-life situations (hows), from which they gain meaningful knowledge. Experience according to Sleight (2007), is tenacious and never ends. Therefore, Experiential Learning deploys experience to promote a meaningful understanding so that the learners will be ready to use what they learn in the future.

Learners' relationship with the learning environment is very crucial and constitutes the keystone of EL (Loretto, 2011) which can play a significant role in the educational process. Instead of giving learners a homework assignment or a section from a textbook, advocates of EL contend that learners' motivation will be enhanced when they are involved and when they have a genuine interest in the subject. In this way, as stated by Bear and Wilson (2006), learners can grasp and comprehend an idea.

As mentioned in Bourdeau (2004), the fundamentals of EL are that in the learning process, learners actively participate in asking questions, conducting research, exploring, analyzing issues, taking responsibility, and generating meaning. These activities are facilitated by examination, evaluation, and synthesis and they also encourage students to take initiative, come to conclusions, and be responsible for their actions and outcomes.

The section aforementioned defines the Experiential Learning (EL) Method. The specific method will help my students make use of the language, and more specifically the vocabulary that will be taught, in real-life contexts and equip them with relevant experiences which can be applied to their communication needs. According to a study conducted in Banda Aceh, Indonesia, regarding the effect of the Experiential Learning Method on students' speaking skills, it turned out that its implementation improved their speaking skills and produced an appropriate response from students (Naulan et al, 2020) something which also happened in this research study.

2.5 The Teacher's Role in Experiential Learning

In experiential learning, teachers play a crucial role in facilitating and guiding students through their learning experiences and according to Wurdinger & Carlson (2010), their role is guided by certain steps that are essential to EL.

Facilitating Experiences: Teachers design and organize experiences that allow students to engage directly with concepts and ideas. They create opportunities for hands-on learning, simulations, role-plays, field trips, and other immersive activities. According to Kolb's experiential learning theory, teachers should provide concrete experiences and reflective observation to facilitate learning.

Setting Learning Objectives: Teachers establish clear learning objectives aligned with the curriculum, the learners' preferences, and the goals of experiential learning. They ensure that the experiences provided offer opportunities for students to achieve these objectives. This helps in maintaining focus and direction during the learning process.

Providing Guidance and Support: Teachers guide students through the learning process by offering support, feedback, and encouragement and they embrace a less teacher-centered role in the classroom (Experiential Learning, Center for Innovative Teaching and Learning, Northern Illinois University, 2012). They scaffold learning experiences by breaking down complex tasks into manageable steps and providing assistance as needed. This guidance helps students to make connections between their experiences and theoretical concepts.

Encouraging Reflection: Reflection is a critical component of experiential learning. Teachers encourage students to reflect on their experiences, insights, and challenges encountered during the learning process. Reflection promotes a deeper understanding, self-awareness, and the integration of new knowledge and skills. Teachers can use various techniques such as journaling, group discussions, and structured reflection exercises to facilitate this process.

Promoting Critical Thinking: Experiential learning encourages students to think critically, analyze situations, and solve problems creatively. Teachers foster critical thinking skills by posing thought-provoking questions, encouraging exploration and inquiry, and challenging students to consider different perspectives. They create a supportive environment where students feel comfortable expressing their ideas and engaging in intellectual discourse.

Assessing Learning: Teachers assess student learning through various means, including observation, performance assessments, projects, presentations, and written reflections. Assessment in Experiential Learning focuses not only on the acquisition of knowledge but also on the application of skills, the depth of understanding, and the ability to transfer learning to new contexts. Assessment criteria should be aligned with learning objectives and provide meaningful feedback to students.

Creating a Positive Learning Environment: Teachers cultivate a positive and inclusive learning environment where students feel motivated, supported, and respected. They foster a sense of community and collaboration among students, encouraging peer learning and teamwork. A supportive learning environment enhances engagement, participation, and the overall effectiveness of experiential learning experiences.

2.6 The Learner's Role in Experiential Learning

In experiential learning, students are actively engaged participants who play a central role in constructing their own knowledge and understanding. Here are some key aspects of the student's role in experiential learning:

Ownership of Learning: Through goal setting, decision-making, and accepting accountability for their development, students in experiential learning take ownership of their learning. Students are allowed to investigate subjects that pique their curiosity and choose educational

options that complement their goals and interests. A stronger commitment to learning and intrinsic motivation are both fostered by this sense of autonomy (Ryan & Deci, 2000).

Reflection and Metacognition: Students use reflective activities to make sense of their experiences, assess their learning objectives, and pinpoint areas in which they need to improve. Students can effectively monitor and regulate their learning by developing metacognitive skills through reflection on their thoughts, actions, and emotions (Schön, 1987). A deeper comprehension and the application of knowledge in new settings are fostered by reflection.

Cooperation and Communication: Group projects that require students to solve issues together, exchange ideas, and gain knowledge from one another are frequently a part of experiential learning. According to Johnson and Johnson (1999), collaborative learning improves communication skills, interpersonal skills, and teamwork capabilities. Pupils acquire knowledge on how to resolve conflicts, actively listen, and participate in class discussions.

Feedback and Continuing Enhancement: Students participate in a constant improvement process by asking for feedback, evaluating their own work, and modifying their approach to learning. Students can identify strengths and weaknesses, create learning objectives, and track their progress over time with the use of feedback from peers, teachers, and self-evaluation (Hattie & Timperley, 2007). This repetitive procedure fosters proficiency and skill growth.

Transfer of Learning: The main focus of experiential learning is on the transfer of learning from one context to another, giving students the chance to use their knowledge and abilities in practical settings. Bransford et al. (2000) mention that students who make the connection between their classroom education and real-world experiences acquire transferable skills that may be used in a variety of contexts and domains. Learning results are deeper and more meaningful when theory and practice are integrated through experiential learning.

2.7 Implementing Experiential Learning to Young Learners and its Benefits.

As mentioned earlier, one of the main responsibilities of instructors is to find a scenario that requires learners to solve problems, work cooperatively, reflect on their learning, and solve problems on their own. Determine what the kids should take away or acquire from the

experience at the same time. The subject of whether EL can improve and enhance the awareness of young learners seems to be included in the field of a study conducted by REA (Rapid Evidence Assessment) on children aged 4-14 (Raken, et. al., 2023). Eighty-eight studies were included in the final analysis and indicated that the EL method had an effective impact on students' academic success, motivation, involvement, and agency. The study also revealed the positive impact of EL on students who have behavioral or emotional difficulties or are falling behind in formal education (Raken, et. al., 2023). Another study conducted by Naulan et. al. (2020), divulged that the students' speaking skills were increased and that students were more willing to learn speaking skills.

There are some things that the researcher of the specific research study has to think about while incorporating experiential learning into her teaching. The process of planning an experiential learning (EL) according to the Northern Illinois University (2012), involves tying EL to course learning objectives, determining resources needed, logistics, and assessment methods. After planning, and preparing materials, rubrics, and assessment tools, the researcher should guide students through the process of finding solutions for themselves, rather than providing all the content. This is what happened in the specific research study, in which learners learn through direct experience and reflection. They are engaged in speaking activities practicing the vocabulary taught, reflecting on their performance, discussing strategies for improvement, and then applying these in new activities. The success of the experience can be determined through discussions, reflections, and a debriefing session, reinforcing and extending the learning process (Experiential Learning, Centre for Innovative Teaching and Learning, Northern Illinois University, 2012).

When instructing youngsters, language educators should keep in mind the traits of their cognitive level (Piaget, 1970). The learners of the specific age are at the stage of concrete operations. The students learn how to use reasons to solve real-world issues throughout these years. Young students learn new concepts and ideas better through practical, hands-on experiences. EL can be a highly effective approach to involve students in the educational process. Through practical experiences and reflection, EL can enhance retention and understanding. As a result, it can be advantageous in learning settings. Learners instead of simply accepting the conclusions drawn by others, prefer to interact with the material more

critically and use it to create decisions on their own. According to Krain and Lantis (2006), active learning strategies enhance students' ability to comprehend material, sharpen their problem-solving abilities, and raise their rate of retention.

Since real-world experiences and the authentic use of the language are what the learners have to deal with in the future, a corresponding environment has to be created in order to urge their participation in the learning process. The EL method which involves simulations, field trips, interactive projects, and experiments, enable learners to apply concepts in practical settings (Wurdinger & Carlson, 2010). Guo et al. (2016), mention that this method provides students with the opportunity to transfer to authentic situations to what they have learned in class. Therefore, the learners grow from failures, accomplishments, and inevitable repercussions since they are urged to experiment and accept responsibility for their actions when the safety net of the classroom is removed (Bradberry & Maio, 2018). As a consequence, their readiness for the future is improved.

Young learners become bored easily since they have a limited attention span. They learn better through playing and they prefer the motivating and engaging activities through which they can make sense of the world (Rhalmi, 2023). According to Harmer (2001), young learners are more likely to comprehend depending on what they hear, see, and touch rather than just explanations alone. EL furnishes a pleasant and relaxed environment where students feel at ease, inspired, and have favourable attitudes about learning foreign languages. Experiments, mock cities, internship opportunities, role-plays, and interactive classroom games -which all consist of experiential learning activities- are fascinating and enjoyable. According to Bradberry & Maio (2018), learners are motivated to learn and succeed in class when they become active learners. Additionally, according to Krashen (1982), learners who are highly motivated, feel comfortable and have low levels of anxiety, and are better able to acquire language.

A novel interpretation of the notion of "intelligence" is offered by Garner's Multiple Theory (1983) which proposes that there are distinct types of intelligences, namely kinaesthetic, linguistic, logical, visual, intrapersonal, musical, and interpersonal which enable learners to make sense of the world in various ways and rates. Therefore, the personalization of education and a wide range of tasks are required to be included in the curriculum to support students in

challenging all of their intelligence aspects, maximizing their strengths, and cooperating rather than competing with their peers during the learning process.

Learners by using EL practice, not only their verbal communication but written communication as well. EL facilitates the integration of skills and communication opportunities, that allow students to engage in meaningful interactions, cultivate learning strategies, and strengthen communicative competence like asking questions which focus on listening, and paraphrasing to prevent difficulties with communication, (Richards 2005).

EL is a student-centered approach since greater autonomy and responsibility are provided to learners and they are involved personally in the learning process (Villarroel et al., 2020). EL also allows students to take initiative, make decisions, and be accountable for results (Experiential Learning, Centre for Innovative Teaching and Learning, Northern Illinois University, 2012).

Due to their different social and cognitive development, instructing this age group can be proven a demanding undertaking. As a result, it is primordial for a teacher to contemplate and take into account each student's unique requirements, learning preferences, and interests while designing lesson plans (Buniol, 2004). EL, by contrast with the predetermined topics of traditional classes, empowers instructors to design their classroom activities based upon their students' preferences and how much involvement would be appropriate for them. As a result, students' incentive is enhanced as the lesson can be tailored to their needs and preferences (Kolb & Kolb, 2009).

The aforementioned discussion on Experiential Learning theory and more specifically, Dewey's (1938) and Kolb's (1984) theories, makes it evident that developing communication skills via experience- that is by engaging in real-world interactions and genuine situations- is a very effective way to improve students' speaking skills and to boost their self-esteem, which happened in the specific study. The real-life environment forces the learners to generate their own knowledge, competence, value and encourages them to take charge of their education, and pushes them to achieve more. Thus, integrating the Experiential Learning method, in the teaching context to strengthen learners' speaking skills, would be a boon to educators and learners in their daily lives inside and outside of the classroom (Devardhi, 2020), and this is

the reason for the implementation of the specific method, namely the Experiential Learning Method, in this research.

2.8 Conclusion

This chapter highlighted the importance of speaking and vocabulary in acquiring a foreign language as well as exhibited some factors that hinder the development of speaking skills and the use of vocabulary taught. Moreover, there was an attempt to present the principles of EL, the benefits of its implementation, and the teacher and learner's role. In the following chapter, the methodology, the action research tools, and the proposed EL method for teaching the skill of speaking to a particular group of learners will be delineated.

CHAPTER 3: Research Methodology

3.1 Introduction

This chapter outlines the research objectives, the research questions, and a summary of the methodology known as action research that the researcher used to gain insight into the research hypothesis. It also aims to shed light on how a study on teaching speaking to A2 level students of a private English institute was conducted using the EL method presented in the preceding section as well as the instrument employed for this inquiry and the setting of the research.

3.2 The research questions

Taking into consideration the suggested integration of vocabulary teaching into EL to enhance YL's speaking skills, the researcher attempts to explore its effectiveness by examining the following questions:

- a) Can Experiential Learning (EL) contribute effectively to young learners' acquisition of vocabulary?
- b) In what ways does Experiential Learning (EL) encourage young learners to maximize their knowledge of vocabulary?
- c) To what extent does Experiential Learning (EL) enhance young learners' speaking skills?
- d) How can Experiential Learning (EL) stimulate EFL young learners to become involved in speaking activities?

3.3 The Action Research Method

After identifying that the learners were underperforming in speaking tasks the researcher resolved to incorporate EL into her classes as a means of strengthening learners' oral communication abilities. For this reason, the method used in this research is action research. In this way, the teacher-researcher would be able to gather data and determine the effectiveness of the Experiential Learning (EL) Method.

Schmuck (2006) states that action research is used to examine aerial word educational settings to boost the quality of activities and outcomes inside it. According to Castello (2003), action research enables professionals to investigate their situations as researchers and follow a methodical examination of their practices to implement targeted improvements in their educational environment. Furthermore, professionals can acquire greater insight into the context in which they operate (Hendricks, 2016) and discover practical answers to a range of issues they may encounter in their daily lives (Jacobs & Cooper, 2016).

In the same vein, McNiff (2013), mentions that Action Research is a method for investigating and resolving problems in order to enhance education via change. That is why its primary goal in an educational setting is to motivate instructors to become involved in their practice as investigators. Mertler (2009), highlights that action research encompasses a reflective stage and tries to update the way instructors educate. Therefore, it can also help one develop academic behavior and it facilitates educators in tracking students' progress, gathering information, and modifying teaching strategies to enhance their ability to learn (Mills, 2011).

A researcher conducting Action Research must adhere to a few stages. The researcher needs to recognize an issue and implement appropriate steps to address it, then the information should be gathered and examined and ultimately the results must be considered by the researcher in order to arrive at a comprehensive and reliable understanding. Planning, acting, observing, and reflecting on the outcomes are spiral self-reflective cycles considered by Kemmis, McTaggart, and Nixon (2014) as a four-stage procedure followed by specific research. More specifically, as concerning my research, I design the plan and then implement it, I observe its application, and I reflect on my plan as well as proceed to the necessary adjustments for the following cycle. According to Mertler (2009), the number of cycles of this cyclical process relies on the time constraints and the problem's nature. This research includes cycles.

3.4 Research Tools

Moving forward, the presentation of the employed research tools follows. The triangulation of research reinforces its results and ascertains its accuracy (Noble & Heale, 2019). Hence, a wide range of tools were used to gather the data of the specific research and will be examined further on.

3.4.1 Qualitative Research

According to Patton (1999), triangulation in qualitative research is the process of using several techniques or data sources to create a thorough understanding of a phenomenon. By combining data from several sources, triangulation has also been as a qualitative research strategy for assessing validity. The researcher has conducted qualitative research due to the limited sample size of the participants. The qualitative research was chosen as according to Dorney (2007), this strategy allows the collection of open-ended, non-numerical data that can be analyzed using non-statistical methods. Katsilis et al. (2020), also pinpoint that this method provides a comprehensive examination of the topic matter and highlights subjective experiences and their personal meanings for each participant. The study emphasizes the importance of students in the learning process, and their active engagement in it which results in successful learning since it is learner-centered (Dogru & Kalender, 2007).

Moreover, qualitative research is connected to constructivism, a philosophical perspective that emphasizes the viewpoints of participants regarding the topic being studied. Constructivism emphasizes that hypotheses emerge from inquiry and that reality is constructed in a social environment, as most people learn through experience (Creswell, 2009). Hence, as the researcher wants to actively involve the learners in their educational journey and provide them with the opportunity to communicate their ideas and sentiments, she has chosen to implement the Experiential Learning Method to enhance their speaking skills.

3.4.2 Interviews

The researcher used pre-semi-structure interviews to discover more about the perspectives and preferences of the learners regarding the speaking process as well as their knowledge of the EL method. Additionally, the researcher, in order to find out how the learners felt about the efficiency of the aforementioned method, held post-semi-structured interviews. The semi-structured interview was deemed the best method for this specific study since it provided the researcher with a blend of directness, structure, and adaptability (Reason & Bradbury, 2006). A set of structured questions composes the semi-structured interview which according to Galletta (2013), functions as an outline and direction for the investigator during the interview, ensuring that the subjects related to the research are discussed. The questions used in the interviews allow space for interaction and communication between interviewer and respondent

(Fylan, 2005), since the questions are not completely structured or conventional as in a questionnaire. As a result, clarifications for any questions can be provided to the respondent and the researcher can open up a door for additional investigation by setting inside into parts of an issue (Prior, 2016).

3.4.3 Pre and Post-KPG speaking tests

The KPG tests, based on the CEFR Principles (Council of Europe, 2011), and proficiency levels, consistently yield reliable results, demonstrating the validity of certification processes (KPG, Handbook, 2013). The Greek state promotes elementary school pupils to take the KPG exams, which is why the teacher chose the specific exam with parents prompting. In this way, the researcher is allowed to gather data. According to Dorney (2007), the disparities between two groups can be identified through tests as they consist of a most effective method of gathering data.

One A1/A2 Test was handed out to the learners of both the experimental and control group before the implementation of the EL method so as to find out about the students' competency regarding speaking skills and one after the implementation of the EL method to figure out the degree to which the experimental group performance on speaking skill had improved or gained advantages from the above-named method.

3.4.4 The Teacher's Diary

A Teacher's Diary serves as a multifaceted tool; it can be used for reflection, Lesson planning, and monitoring learners' development (Griva & Kofou, 2018). It can be seen as the educator's journey, in which 'the joys and sorrows' and the 'ups and downs' of teaching are captured. According to Larrivee (2000), keeping a diary encourages reflective practice by enabling educators to assess their instructional strategies critically and make necessary modifications. Therefore, to boost her findings' trustworthiness (Sagor, 2000), the researcher used a diary regularly following each EL lesson to ensure that noteworthy events refrain from being ignored (McNiff, 2013).

Additionally, the researcher had the opportunity to collect authentic data regarding students' thoughts toward the use of the Experiential Learning (EL) method to acquire vocabulary and enhance their speaking skills. Moreover, information about learners' engagement, collaborative

work, and motivation is gathered allowing, in this way, the tailoring of the process to meet the learners' requirements.

3.4.5. The Participants

Sixteen primary school learners enrolled in the private language institute where the teacher-researcher works, constituting the study's participants. The learners, whose ages ranged from 11 to 12, have distinct abilities in language learning, and their current level of competence is A2 according to the CEFR (CEFR, 2020). All the learners are monolingual and native speakers of the Greek language. They are all of Greek origin.

The students are divided into two classes of eight students, and they have been learning English for four years. The teacher has been teaching them for three years which means that she knows both their advantages and disadvantages. She used one class as the experiential group, following the instruction through the Experiential Learning Method, and the other class as the control group following the traditional way of teaching through the book which is applied by the foreign language institute.

The students are divided into two classes of eight students, and they have been learning English for four years. The teacher has been teaching them for three years which means that she knows both their advantages and disadvantages. She used one class as the experimental group, following the instruction through the EL method, and the other class as the control group following the traditional way of teaching.

Academically, the learners demonstrate a variety of skills and learning preferences influenced by variables like individual interests, developmental stages, and prior English language exposure. Three students are more hesitant and need more encouragement and support to build their confidence in language learning. In contrast, the other five are enthusiastic about learning new languages and actively engage in class activities.

The classroom environment is characterized by curiosity and energy showing an eagerness for interactive activities. However, sporadic times of distraction and restlessness are apparent, as well as differences in attention spans, thus, rendering the alteration of activities and the use of a variety of teaching strategies which are necessary to maintain engagement. The teacher and

researcher noticed that they exhibit a preference for collaborative tasks, group projects, and to more alternative ways of learning due to their different learning styles namely visual kinesthetic, and auditory.

3.5 Conclusion

In the aforementioned chapter, the research questions, the action research, and the tools used for the data collection were presented. Transitioning to the next chapter, the description of the experiential lesson plans will follow.

CHAPTER 4: Analysis of the Experiential Learning Lesson Plans

4.1 Introduction

As previously alluded to, inquiry-based learning, problem-based learning, and new medals other subcategories that actively engage learners in settings where information can be applied immediately are all included in the broader umbrella of the EL method. According to (Burch et al., 2019), when the EL method is used, the learners experience superior learning outcomes.

For this reason, the researcher created eight speaking lessons, based on the Experiential Learning method, for the experimental group of this study. The specific lessons were tailored to the learner's needs, preferences, and competence level, and followed the CEFR's goals for the specific level, namely A2. The integration of the targeted vocabulary in EL instruction is intended to enhance and reinforce students' ability to speak.

A specific environment was created to be used during the EL teaching to promote and expose students to authentic environments. Additionally, specific technological tools were used, mostly at the planning stage, to present the new vocabulary and foreground learners' prior knowledge with schema activation which assists learners in comprehending new ideas as they can connect them to something they already know (Carell & Eisterhold, 1988). In the implementation stage, the learners were exposed to the aforementioned environment where they could find different authentic places such as a clothes boutique or a pharmacy and they could dress up in the way they wanted and practice their English. The exposure to nature and to an environment outside of the class was also applied to the needs of the EL teaching.

4.2 EL Lessons (Cycles)

In the first lesson (see Appendix IX, p.118 and p.122) & (see Appendix X, p.161 and p.165), while designed to engage learners in speaking activities, it initially introduces the idea and the concept of experiential learning. It also focuses on the description of a person's character and appearance. Three (3) stages constitute the lessons, namely the preparation, implementation, and evaluation stage. In order to pique learners' attention and promote conversation, the educator presents the idea of experiential learning throughout the stage of preparation with the use of a special designed classroom that promotes real-life situations and visual aids such as pictures. The teacher exposes learners to the topic through activities such as superhero descriptions allowing them, in this way, to create expectations for it and to develop vocabulary. According to Alexiou et al. (2019), the picture presentation of a target language assists learners in acquiring and recalling that vocabulary smoothly.

By using dialogues and visual aids in the implementation stage, learners practice in a restaurant setting on how to describe a person's character and appearance and, in this way, add elements of dramatization (Ellis & Brewster, 2014). Thus, learners within the artificial real-life environment become actively involved in speaking tasks. Zouganeli (2004), claims that social

interaction is promoted with the integration of speaking skills. To further encourage autonomous learning and memory enhancement the learners participate in a guessing game which includes drawing and asking questions about superheroes. Both the dialogues and the guessing game promote playing and working with others, establishing an atmosphere of low anxiety. A class with low levels of anxiety can lead to more motivated learners making the language acquisition prosperous (Krashen, 1982). Learners' creativity is also developed as they have to create their own dialogue integrating their writing skills at the same time.

The evaluation stage follows, which aims to enhance learners' confidence and metacognitive techniques as well as their presentation skills. The learners' dialogues are presented, and peer feedback is provided. According to O'Malley & Chamot (1990), students' metacognitive skills grow when there is an audience to annotate their work. There is also a conversation about the effectiveness of the Experiential Learning Method.

A journey to illnesses and medicine will take place in the second stimulating lesson (see Appendix IX, p.123-127) & (see Appendix X, p.166-170), immersing learners to real-life situations. Consequently, learners will not only foster collaboration and strengthen their capacity to speak but also gain knowledge of new words via an assortment of tasks. At the beginning of the lesson, two videos related to the topic are shown to learners in order to activate their background schemata and knowledge to introduce new vocabulary. By activating background knowledge and schemata then formation is personalized by the learner and connected to real experiences. In this way, the students are motivated to take part in the speaking activities as the more they understand the topic, the less anxious to speak about it they are (Oktaviyani, 2017). Additionally, personal questions such as "Have you had these symptoms?" were asked by the teacher so as to help learners connect their experiences to the specific topic (Ellis & Brewster, 2014). The objectives of the lessons namely vocabulary connected to illnesses and medicine are outlined next and the use of a picture dictionary provides visual support which according to Mourao (2019), reinforces young learners' understanding. Moving on to the implementation stage, learners are at the medical center where the labels on the wall need unscrambling. The application of the vocabulary in real-life context through the specific hands-on activity promotes speaking and listening practice while cementing a better comprehension of the vocabulary. Hands-on approach to learning is thought

to be a most effective and appreciated way of teaching English to young learners (Andrews, 2004). She wouldn't continue their journey to the medical center by engaging in a role play pretending to be the doctor and the patient. The role play's significance in the learners' linguistic and cognitive development is pointed out by Slaven and Slaven (1991), as not only do they help students practice the target language in meaningful conversation and increase its flow but they also improve students' body and space awareness. Moreover, a playful environment is established with the use of costumes. The lesson continues with the integration of writing since the learners have to create their own prescriptions. Throughout the implementation stage it is evident that there is implicit learning of grammatical structures and more specifically the structure of conditionals. Following the lexical approach (Lewis, 2002), learners are capable of acquiring grammatical structures implicitly when they are exposed to them as they have the ability to keep whole phrases in their memory. As a result, they can employ these structures and phrases in normal everyday communication haphazardly. Another opportunity to boost interpersonal, spatial, and linguistic intelligences is offered by going to the pharmacy, this time, to collect the prescribed medicines. Students are engaged in oral communication in real-life scenarios. They are also immersed in different roles creating, in this way, an enjoyable and relaxing environment of learning in which they do not feel like students but like actors making them feel more comfortable to "act" and using the language. As a result, their self-esteem is boosted. In the final stage, the evaluation one, the learners write a short story about the time they were ill. Then, they have to present it, reflect on the learning process, and provide feedback to their classmates. The writing skill is integrated again and the presentation skills of the students are expanded.

Transitioning to the third lesson (see Appendix IX, p.128-133) & (see Appendix X, p.171-178), PC learners delve into the world of finance and employment, exploring vocabulary related to money, banks, and jobs while developing their speaking skills. To get the lesson underway, the teacher shows students photos on the projector as a preparation activity so as to brainstorm words they already know (Cameron, 2001), and create expectations about the lesson. Then, the teacher provides students with a word list which included the related vocabulary which according to Oktaviyani (2017), word lists give students clues related to the topic creating in this way a bridge between the topic and students' schemata. Regarding the implementation

stage, learners familiarise themselves with coins and banknotes and they are called to solve puzzles with money. Group work and collaboration are promoted once again as well as multi-sensory learning which is most beneficial for young learners as their learning style is mostly kinaesthetic and it is important for them to touch and see what they learn (Ormond, 2010). In the next activity, we find learners at the bank practicing the newly acquired vocabulary in context by using dialogues reinforcing their listening and speaking skills. The integration of writing follows another innovative environment of the school not the traditional chair and desk environment by using the traditional way of writing. Students, by using chalks, have the opportunity to produce four to five lines about their experience, at the simulated bank, and if they would be interested in such a job enhancing, at the same time, their memory strategies. In the last activity of the implementation stage, learners stroll around the simulated city classroom exploring the available jobs and expressing their interests in any of them. Next, they are interviewed about these jobs through a role-play activity consolidating the vocabulary taught, activating background knowledge, and practicing speaking skills. Dialogues are a feature of the audio-lingua method which is appropriate for young learners inducting them into everyday tasks such as going to the bank or the supermarket (Al-Madi, 2020). Finally, in the evaluation stage, the teacher shows students the outline of an e-mail and asks them to prepare an e-mail on a large piece of paper on the floor by creating its outline. In this way, the teacher blends the traditional practices with the new technology ones which according to Challob, Baker & Latif (2016) can boost learners' motivation to write, as pleasant and fun learning opportunities are offered. In the end, there is an integration of reading, listening, and speaking skills asking students to present their emails, and opportunities for self-evaluation and peer feedback are provided.

Moving forward to the fourth lesson (see Appendix IX, p.134-137) & (see Appendix X, p.179-186) the teacher shows students photos of her traveling experiences and asks them about theirs. Dornyei (2001), underlines that when intriguing materials are presented that touches upon learners' personal experiences, then the learning process is more meaningful to them, and their intrinsic motivation is stimulated. Implementation stage begins with the presentation of different types of holidays and means of transport. Learners are called to express how they prefer to travel and the types of holidays they like setting, in this way, expectations for the

lesson and introducing the target vocabulary. Setting their own preferences and experiences allows learners to express themselves while practicing speaking and listening skills. Transitioning to the implementation stage, we meet another activity which integrates technology into the lesson resulting, as aforementioned, in a more engaging and pleasant environment of learning. More specifically, a Kahoot application activity has been created by the teacher so as to practice the vocabulary taught. The practice of speaking and listening skills are obvious once more, through scenes played out students who are at a travel agency in which one student acts as the travel agent and the other as the customer. The specific real-life situation stimulates their imagination, encourages group work, and develops grammar implicitly. Learning grammar implicitly can help learners gain the basic soft skills we acquire when we are little and they are essential to language. Learners do not care for the rules behind the language, but they are prepared for natural communicative situations. Moreover, the teacher had asked students in the previous lesson to bring a photo from their vacation in today's lesson a photo from their vacation and she asks them to write the story behind the photo, integrating, in this way, the writing skills by making connections with their own lives. In the last stage, learners practice their presentation skills by presenting their stories to the class and the peer feedback follows it. Therefore, group evaluation is promoted as learners receive constructive criticism and their metacognitive strategies are enhanced. Stuever (2006), reports that when learners apply metacognitive strategies their class participation is improved as well as their motivation to participate in lessons, especially the weaker ones.

To kick off the fifth lesson (see Appendix IX, p.138-142) & (see Appendix X, p.187-192), The teacher uses a mimic game to introduce the new vocabulary. Games not only act as a fruitful tool in introducing and practicing vocabulary, but they can also uplift the environment of the classroom and make the lesson more engrossing and spark curiosity (Alexiou, 2003). The new vocabulary is related to shopping, clothing, and food. The teacher urges students to guess what she mimics and then she invites them to pretend something related to the aforementioned vocabulary so as to generate ideas and brainstorm vocabulary in a convivial learning atmosphere. The lesson progresses to the implementation stage where the integration of speaking is vividly apparent since the teacher asks questions relating to shopping preferences, shopping frequency, and shopping methods. Different kinds of products and shops are also

explored in order to introduce the new vocabulary. Learning through experiences can assist learners in connecting their materials to their real life (Naulan et al, 2020). In the next experiential learning activity, students, by using their imagination and promoting their creativity, they create their own salads with vegetable details as they are participants in the "Master Chef" show. Presentation of their creations follows this. The new vocabulary is established in context and the hands-on learning experience is more stimulating and gripping (Bouniol, 2004). Collaboration and real-life communication are encouraged to the next activity in which learners simulate shopping experiences at the clothes boutique and the supermarket practicing the vocabulary taught and stimulating their spatial, visual, and interpersonal intelligences. The final stage involves the integration of technology and more specifically a computer application game in order to establish the vocabulary introduced. Additionally, the creation of a dialogue similar to the ones practiced earlier is what learners have to do the last activity encouraging not only their memory and metacognitive strategies but also their presentation skills. The sense of self-accomplishment and the students' self-esteem are also boosted. Generally, this lesson strengthens the learners' relationship, cultivates several abilities, and eases the acquisition of the language.

Moving on to the sixth lesson (see Appendix IX, p.143-148) & (see Appendix X, p.193-198), a variety of experiential activities and games are used to foster teamwork and enhance learning. The teacher takes the students to the nearest sports center where the stage for discussion is set. The learners can focus their attention on comprehending, recalling, concluding, and setting expectations with the help of their background schemata (Oktaviyani, 2017). The real-life environment arouses learners' interest. By taking the learning process outside of the books and tasks a much better knowledge is advanced (Bradbury, 2017). There is a small discussion about sports and personal experiences with them. After that, the use of technology facilitates the lesson as the teacher with the use of a laptop and the Internet shows learners' various sports from around the world. According to Yang (2009), educational technology, and the website constitute a boundless source of information and tools to achieve learning process objectives. Additionally, with the exposure to other sports from around the world, multiculturalism is promoted as learners are introduced to sports of other cultures and increase knowledge of diversity and citizenship by sporting differences and similarities. The implementation stage

starts with a fun and engaging activity the known game "Chinese Whispers" in order to practice the new sports-related vocabulary and integrate speaking and listening skills into the lesson (Ellis & Brewster, 2014). The next collaborative activity boosts low proficiency confidence and fosters peer interaction. The learners, in groups of two, discuss about the sports they would be interested in giving it a whirl. Students and teacher go back to school and a scavenger game takes place. According to Pinter (2017), games can help learners to make meaning for themselves, grow socially, and emotionally, and expand their knowledge. The teacher has hidden differing riddles related to sports around the school and learners have to follow a specific route to find the hidden Riddle. A learner acts as a "checker", namely the one who has the riddles and their answers, so to be able to check the students' answers to the riddles when they find the hidden object. Learners are allowed to talk only in English. While learners participate actively in the learning process through Experiential Learning their inherent motivation level is enhanced (Helle et al., 2007) and they have the opportunity to choose the way to solve the problem becoming, in this way, more autonomous. The incorporation of multiple intelligences hones the overall learning experience and the different learning styles are indulged. The drawing and description of unusual sports come next to the evaluation stage. Creativity, critical thinking, and the application of the new vocabulary in an innovative context are promoted. Moreover, this activity not only integrates writing and imaginative thinking but also develops learners' presentation skills and reflective thinking. In conclusion, it is obvious that through the specific lesson plan, there is an integration of all four language skills, namely listening, speaking, reading, and writing, as well as key aspects of a holistic educational approach are embedded and more specifically, the autonomous learning and collaboration (Brown, 2000, Richards & Rodgers, 2014).

Proceeding to the seven-lesson plan (see Appendix IX, p.149-154) & (see Appendix X, p.199-203) individual and collaborative learning are encouraged via a diversity of experiential learning activities. Learners at the planning stage are introduced to new vocabulary related to technology. They can compare two types of phones, an old home phone and the modern mobile phone providing, in this way, an opportunity to talk about technology and share personal experiences (Oktaviyani, 2017). A teacher-student communication is facilitated in a real-life environment while the activity aims to engage learners and generate curiosity. Moving forward

to the implementation stage, there is a blend of traditional practices with technological advancements through hands-on activities. Students improve their understanding of basic electronic components while they broaden their vocabulary as they have to build an easy and simple circuit using copper tape, a coin cell battery, and LEDs. Constructing a catapult is what learners are encouraged to do in two teams at the next activity. After constructing them, they have to test accuracy and speed by using cotton balls and marshmallows. Thus, this activity urges students to work as a team and to think critically. Additionally, elements of STEM education are integrated, reinforcing technological and scientific concepts through experiential learning (Kolb, 1984). There is an efficient combination of multi-sensory learning and the introduction of relevant vocabulary with the incorporation of the above practical activities with visual videos and support, resulting in a more memorable and engaging learning process (Dale, 1969). Peer feedback and reflective thinking are fostered once again at the evaluation stage while one student acts as a reporter and the other as an interviewee and they talk about the advantages and disadvantages of technology and its future impact. Learners are encouraged to synthesize their new knowledge, express their opinions, and engage in meaningful discussions (Al-Madi, 2020). The teacher helps students to provide clear evaluation and feedback developing, in this way, their metacognitive skills. The above lesson plan fosters learners to cultivate their abilities and more specifically, speaking ability in an engaging experience learning environment.

The next lesson (see Appendix IX, p.155-p.160) & (see Appendix X, p.204-p.207), aims to raise awareness of environmental issues and introduce the relevant vocabulary. The primary stage entails pertinent questions about eco-friendliness and recycling so as to brainstorm vocabulary. According to Oktaviyani (2017), learning is supported by allowing learners to personalize the information. The learners are taken outside the classroom for a real-world activity in order to observe the different kinds of recycling bins. Engaging learners meaningfully and actively with a topic and situating the lesson in a real-life setting aligns with the Experiential Learning principles (Kolb, 1984). Proceeding to the implementation stage, a game with riddles takes place fostering learners' collaboration and consolidating the new vocabulary by experiencing it as people learn best through experience (Kolb, 2015). Learners have to solve six riddles which include the related vocabulary, and they are placed on the walls

of the school. Students are separated into two teams. This activity is followed by an activity in which the teacher has placed shuffled photos with eco-friendly and non-eco-friendly products on the floor. There are two bins in the other corner of the school and the students are divided once more into two groups. Learners have to place the product which the teacher mentions into the correct bin. The team with the best time wins. The aforementioned activities cultivate a pleasant environment by integrating multiple intelligences and encouraging team spirit resulting in effective and enjoyable learning (Gardner, 1983). Last but not least, the lesson's environmental topic is underpinned by the next activity, as learners in four groups of two have to plant their own plants. Through the specific experiential activities students not only come closer to nature but also learn practical skills such as gardening. The most important is that students have the opportunity to get real-life experience and improve not only their speaking skills but also their interpersonal skills as they have to cooperate, make decisions together, and end up to a win-win situation (Le-Thi, 2020). In the final stage, all four skills are integrated promoting critical thinking and creativity since students with the use of mobile phones search for ways to become more eco-friendly. Then, they have to create a poster, present it to the class, and finally vote for the best one. They discuss and critically evaluate all the other classmates' creations. Metacognitive strategies and thinking skills are strengthened as well as the sense of achievement (Lee, 2011).

4.3 Conclusion

In this chapter, the EL lessons were described in detail. Learning through active participation and personal experience leads to more independent learners who can apply their knowledge to different contexts. In the following chapter, the research results will be presented.

CHAPTER 5: Presentation of the Results and their Analysis

5.1 Introduction

In this chapter, there will be an analysis and presentation of the results of the KPG test that the students of two groups took part in the interviews, and the diary. Additionally, some educational limitations and implications will be discussed.

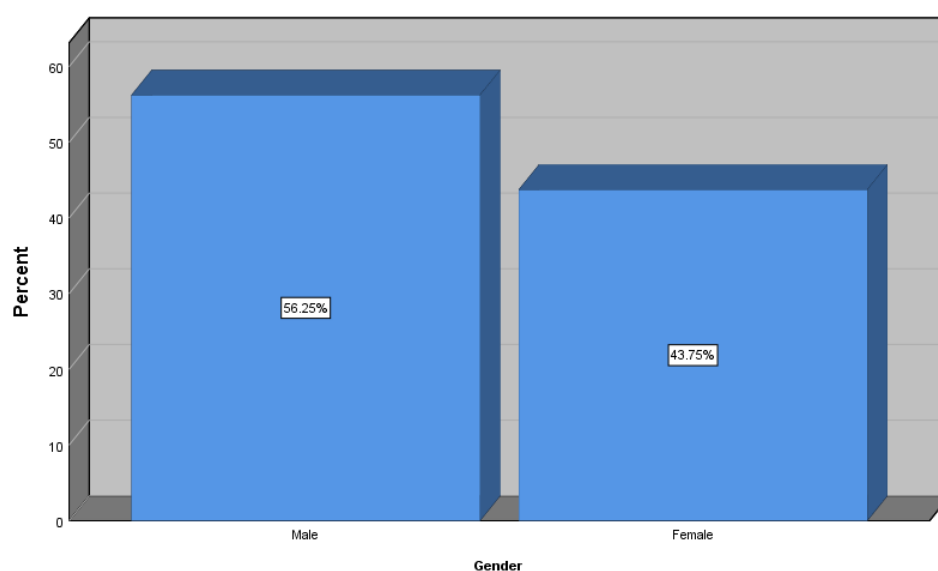
5.2 Pre- and Post-KPG Test Results

From Table 1 (and Graph 1), it is evident that a total of 16 participants took part in the study, with 8 in the control group and 8 in the experimental group. Overall, 56.3% were male students (N = 9) and 43.8% were female students (N = 7).

Table 1. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	9	56.3	56.3	56.3
	Female	7	43.8	43.8	100.0
	Total	16	100.0	100.0	

Graph 1. Gender



In order to statistically highlight significant differences between the two measurements in the experimental group and the control group, a mixed ANOVA model was applied with a within-subject factor of measurement (time: pre- and post-) and a between-subjects factor (group: experimental and control).

Initially, from the descriptive statistics table, it was shown that in the experimental group, the mean score was 11.5 in the first measurement ($SD = 2.69$) and became 15.62 after the intervention ($SD = 2.60$). Similarly, the control group had a mean score of 11.75 in the first measurement ($SD = 3.00$), and after the intervention, the score became 13.06 ($SD = 3.21$). It has to be mentioned that the scores range from 1 to 20.

Table 2. Descriptive Statistics

	Group	Mean	Std. Deviation	N
Pre test	Experimental	11.5000	2.69921	8
	Control	11.7500	3.00000	8
	Total	11.6250	2.75983	16
Post test	Experimental	15.6250	2.60151	8
	Control	13.0625	3.21200	8
	Total	14.3438	3.11833	16

As aforementioned, the students of the two groups took part in pre-tests to discover their strengths and weaknesses. The duration of the pre-test was around fifteen (15) minutes. More specifically, in the first section of the pre- and post-test personal questions related to students' interests, everyday life, and school life were made. In the second section, the teacher showed students some photographs and asked them questions about them. For example, she asked them

either to describe feelings or photos (Appendix VIII, P.105-107). In the third section, the teacher had some topics with information, she chose one and posed two questions to the learners about it. Then, the learners had to create questions with the words provided (Appendix VIII, p.107-109), and the teacher had to answer them.

The students needed clarifications before the test started. Additionally, they were informed that their answers would be graded for the niche of this research, which may be proven beneficial for the learners' accomplishments in learning a foreign language (Garner, 1985). The tests included topics from everyday life. Two students of the experimental group received a low score (S2, S8) while two others got a little higher (S4+S6) since in many cases the students needed extra time, and more clarifications to understand the questions or their answers were not always understandable. The same happened with students of the control group (S2, S4, S5, S6) (Appendix IV, p.215). However, their score on the post-test increased, especially in the experimental group after the intervention as they appeared more confident and willing to use the English language. The specific tests were chosen since public schools prepare the students for this exam and for this reason, parents want their children to take this exam.

Moreover, multivariate tests (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root) were applied to reveal whether time and group affect the dependent variable. As shown in Table 3, all the indexes were significant ($p < .001$), so there is a statistically significant effect of time and group in the pre and post-tests.

Table 3. Multivariate Tests^a

Effect		Value	F	Hypothesis		
				df	Error df	Sig.
Time	Pillai's Trace	.844	75.798 ^b	1.000	14.000	.000
	Wilks' Lambda	.156	75.798 ^b	1.000	14.000	.000
	Hotelling's Trace	5.414	75.798 ^b	1.000	14.000	.000
	Roy's Largest Root	5.414	75.798 ^b	1.000	14.000	.000

Time * Group	Pillai's Trace	.592	20.279 ^b	1.000	14.000	.000
	Wilks' Lambda	.408	20.279 ^b	1.000	14.000	.000
	Hotelling's Trace	1.448	20.279 ^b	1.000	14.000	.000
	Roy's Largest Root	1.448	20.279 ^b	1.000	14.000	.000

a. Design: Intercept + Group

Within Subjects Design: Time

b. Exact statistic

As for the within-subjects effects tests (Table 4), it was revealed that the main effect of time is significant ($F(1, 14) = 75.80, p < .001$), and the interaction effect of time and group is also significant ($F(1, 14) = 20.28, p < .001$). Interpreting this means that the changes in scores over time differ significantly between the experimental and control groups.

Table 4. Tests of Within-Subjects Effects

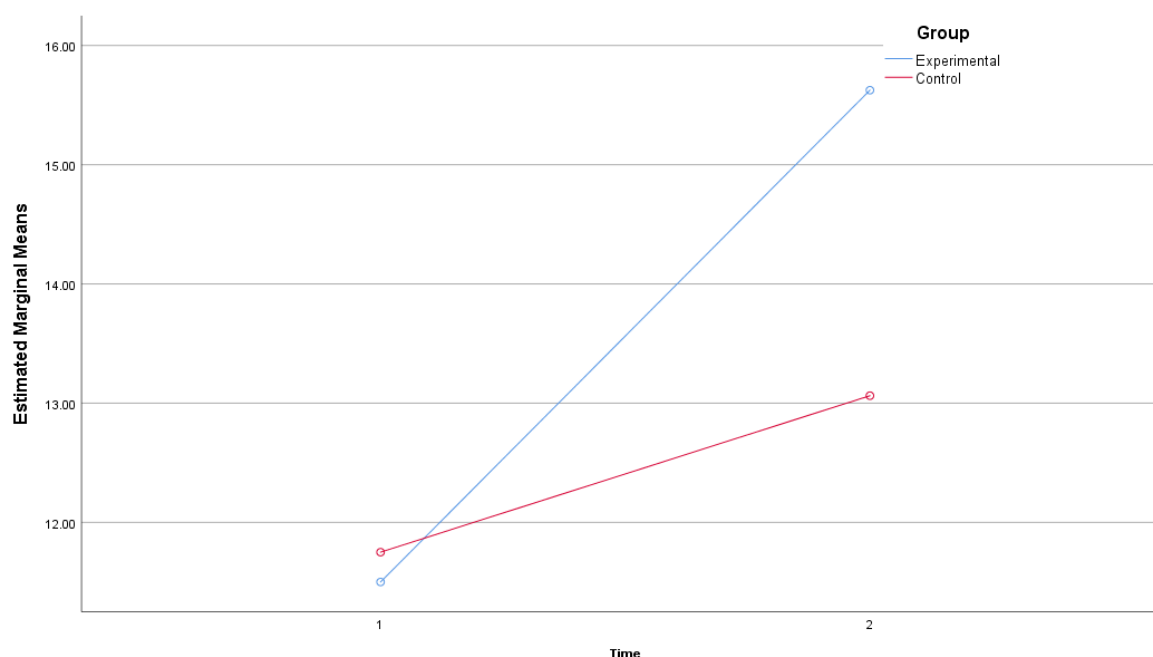
Measure: MEASURE_1

		Type III Sum of Squares	df	Mean Square	F	Sig.
Time	Sphericity Assumed	59.133	1	59.133	75.798	.000
	Greenhouse-Geisser	59.133	1.000	59.133	75.798	.000
	Huynh-Feldt	59.133	1.000	59.133	75.798	.000
	Lower-bound	59.133	1.000	59.133	75.798	.000
Time * Group	Sphericity Assumed	15.820	1	15.820	20.279	.000
	Greenhouse-Geisser	15.820	1.000	15.820	20.279	.000
	Huynh-Feldt	15.820	1.000	15.820	20.279	.000

	Lower-bound	15.820	1.000	15.820	20.279	.000
Error (Time)	Sphericity Assumed	10.922	14	.780		
	Greenhouse-Geisser	10.922	14.000	.780		
	Huynh-Feldt	10.922	14.000	.780		
	Lower-bound	10.922	14.000	.780		

To round off, in Graph 2 the intervention is presented, in which the conclusion is that both groups improved from the pre-test to the post-test, but the experimental group showed a significantly greater improvement compared to the control group.

Table 2. Mean scores for pre- and post - test, in experimental and control groups



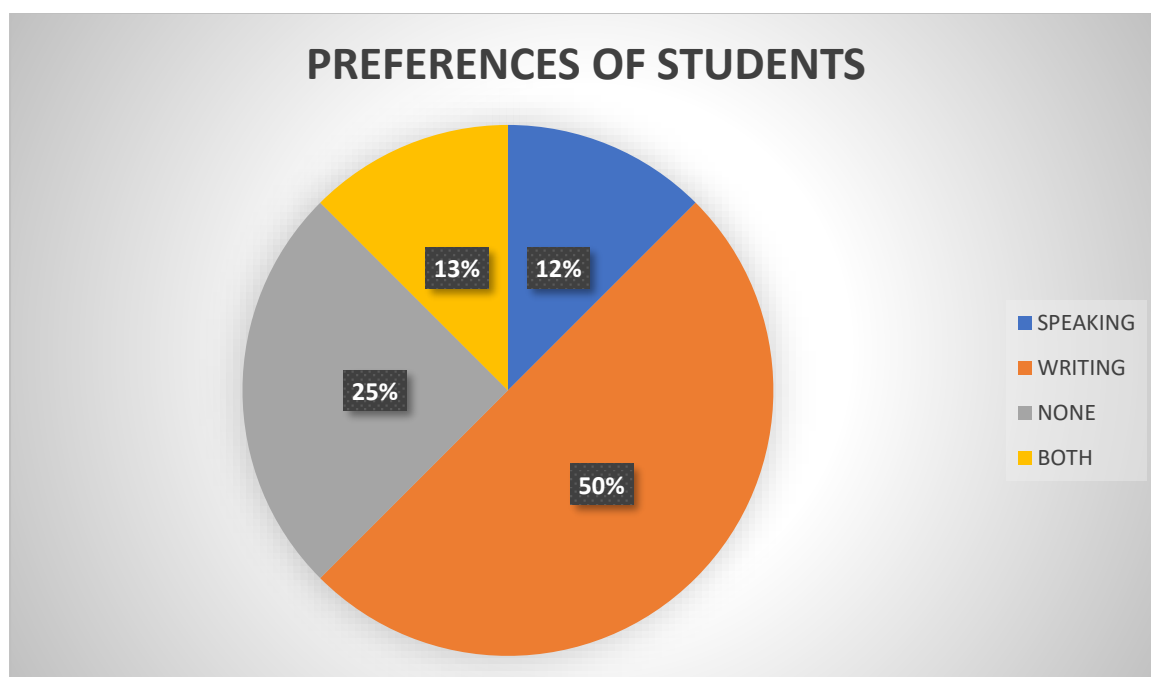
5.3 The Results of the pre- and semi-structured interviews

Conducting and analyzing semi-structured interviews is an extremely demanding and interesting process. The researcher, on the one hand, is called upon to understand complex data

and on the other hand, to present it in a way that is understandable and organized to the reader. On the other hand, through the process of interview analysis, a direct contact with the material is ensured, which allows for an in-depth understanding of the interview's content (Adeoye-Olatunde et al., 2021; Magaldi & Berler, 2020). Starting with the demographics of the sample, eight (8) students participated in the pre- and semi-structured interviews, of which four (4) were males and four (4) were females.

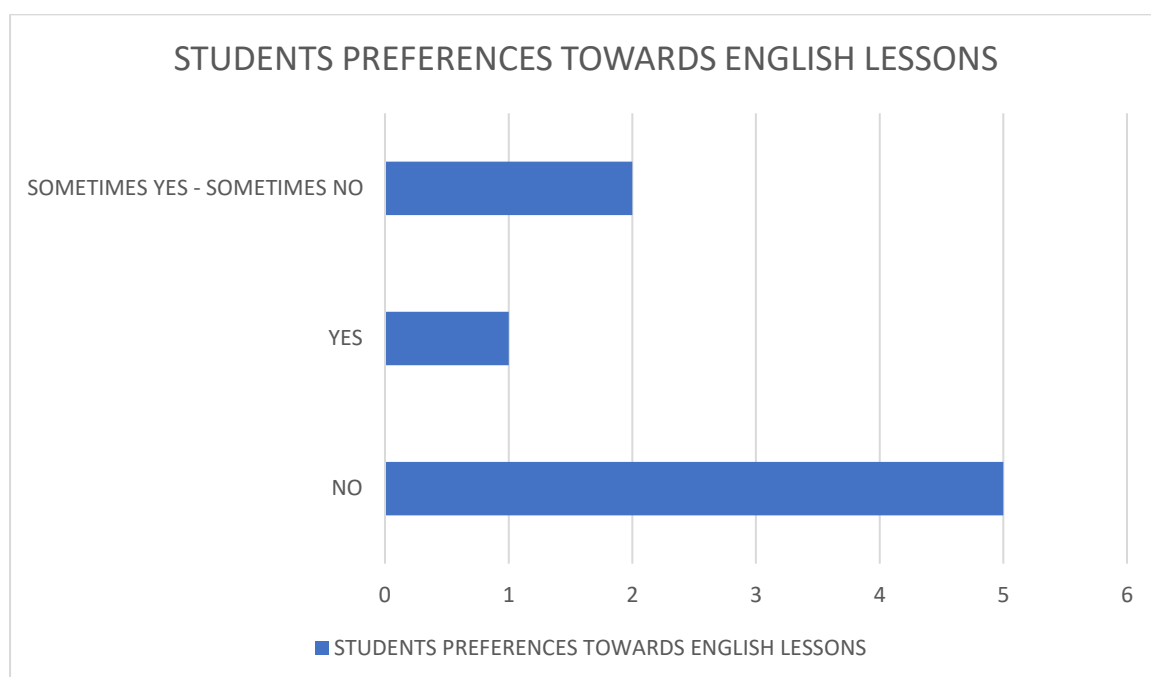
5.3.1. 1st Axis

The first axis examined students' views on their level of knowledge and ways of learning English. In general, it was found that students have mixed views in relation to their ability to speak and write in English, with some students finding the process of writing easier while others preferring speaking. From the following graph, the preference for writing over speaking is clear, while two (2) out of eight (8) students stressed that they prefer neither.



Graph 1: Students' Preferences

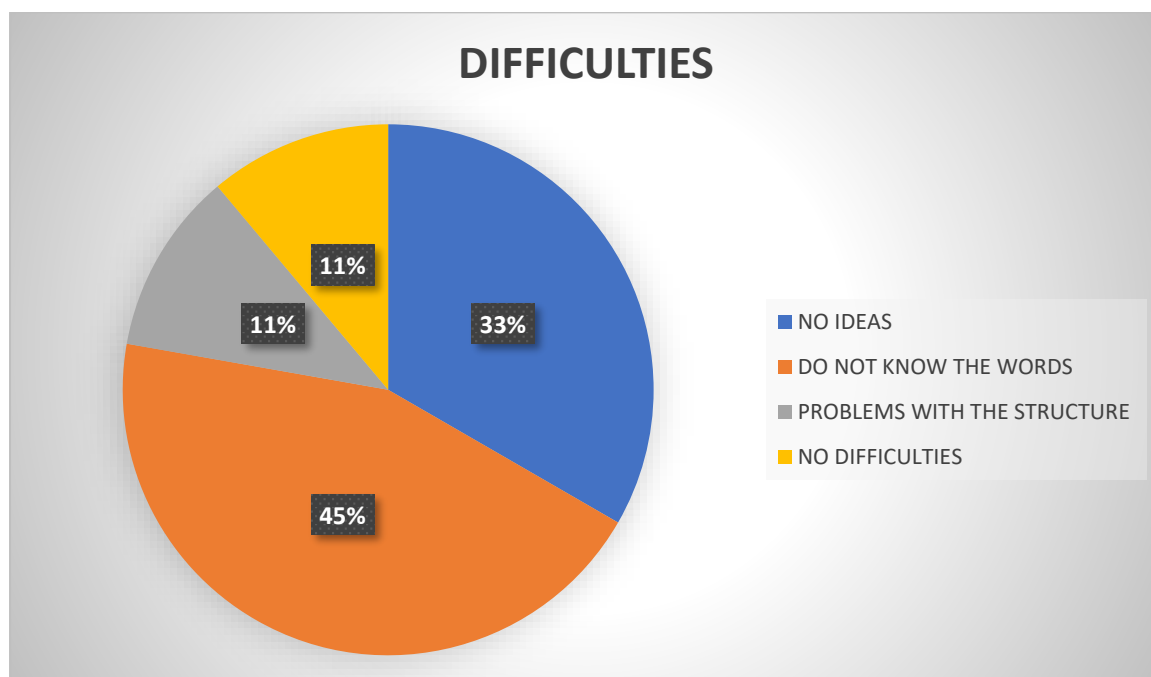
However, findings were clearer in relation to the mode of teaching, which showed that students, overwhelmingly, found aspects of the lesson tiring, with the exception of class games.



Graph 2: Students Preferences Towards English Lessons

Some students reported that they found the lesson boring and that they felt like going to school. In contrast, it was reported that playing games and having fun during the lesson, can make the process much more enjoyable (Kruk et al., 2018).

As for the difficulties encountered by the students, they reported that sometimes they have no ideas, do not know the words, or find it difficult to structure the sentence (Abdulloh et al., 2012).



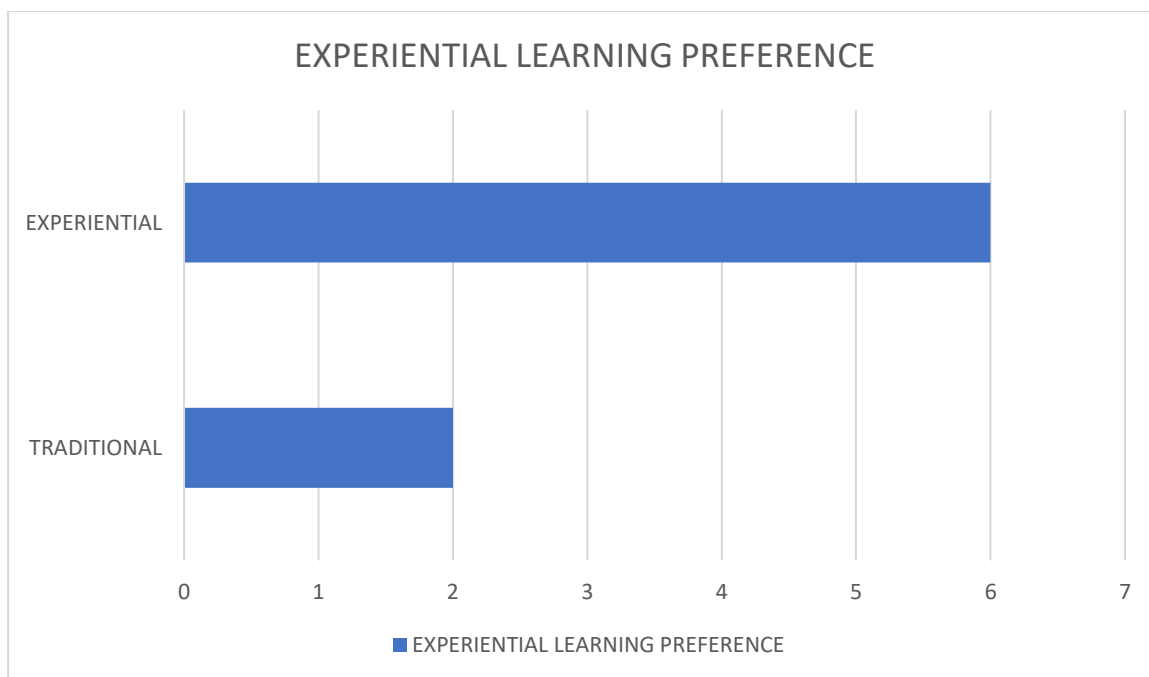
Graph 3: Difficulties

The findings which are presented in axis one are related to the findings of numerous studies from the international literature, which have highlighted students' preference for game-based activities in language learning, difficulties in oral speech as well as difficulties in vocabulary recall during oral and written communication in the foreign language. For instance, in accordance with the present findings, Klimova & Kacatl (2018) found that using computer games to learn a foreign language is particularly helpful for acquiring vocabulary. They clearly offer numerous benefits, such as exposure to a foreign language environment, heightened motivation for learning a foreign language, and enhanced involvement in foreign language communication. However, there are also drawbacks to using technological devices in students' learning. These include a lack of focus on vocabulary acquisition and learning, the selection of games that are not suitable for foreign language learning, teachers' unfamiliarity with computer games, and their reluctance and anxiety to use them. Furthermore, Riadil's (2020) study corroborated the current findings by demonstrating that students encounter difficulties when acquiring English speaking skills. The primary issue for students, according to their results, is the employment of their native language, as 77% of the students utilise their mother tongue in English class. Furthermore, 83% of the students concur that their native language is simpler to comprehend than English.

5.3.2. 2nd Axis

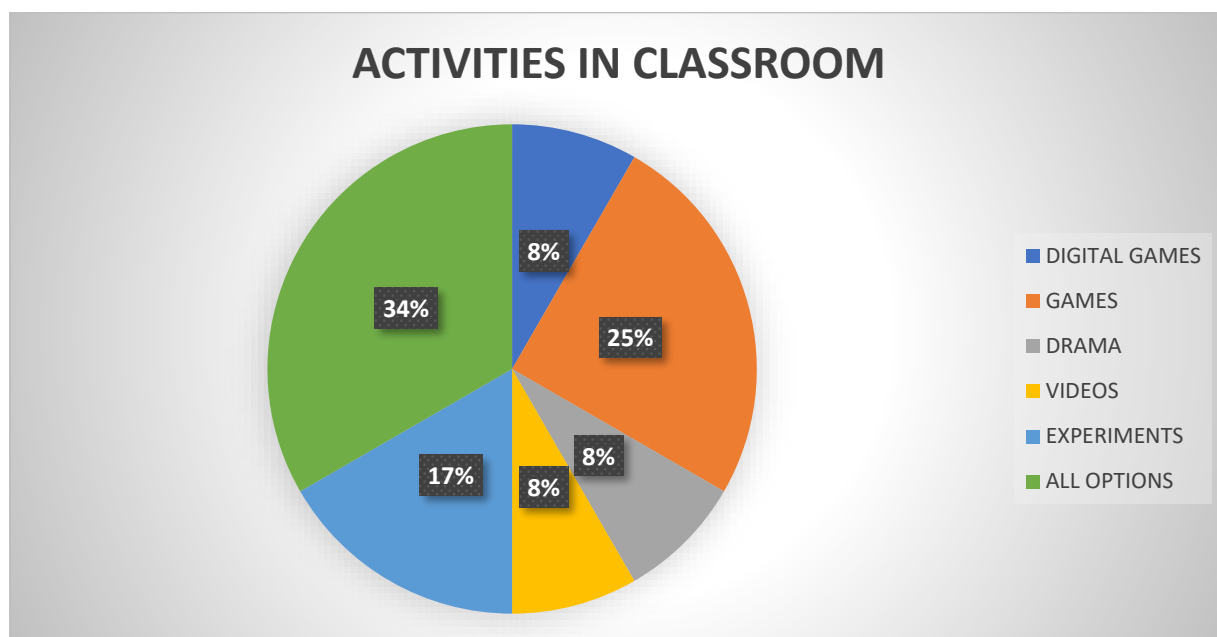
The second axis of the interview had, as its main theme, Experiential Learning. According to the findings that emerged from the research that took place, it was found that students had a general preference for experiential learning and understood its content. Furthermore, the majority of them indicated that they would like to learn through non-traditional methods, such as experiments, drama, digital play, and watching videos.

As can be seen from the following graph, six (6) out of eight (8) students preferred Experiential Learning to the traditional way of teaching:



Graph 4: Experiential Learning Preference

The students suggested many creative activities and the majority of them claimed that they wanted to learn English in an enjoyable way so that they would be motivated and will want to learn more. In terms of activity preferences in the context of experiential learning, it is found that students are open to a wide range of options:



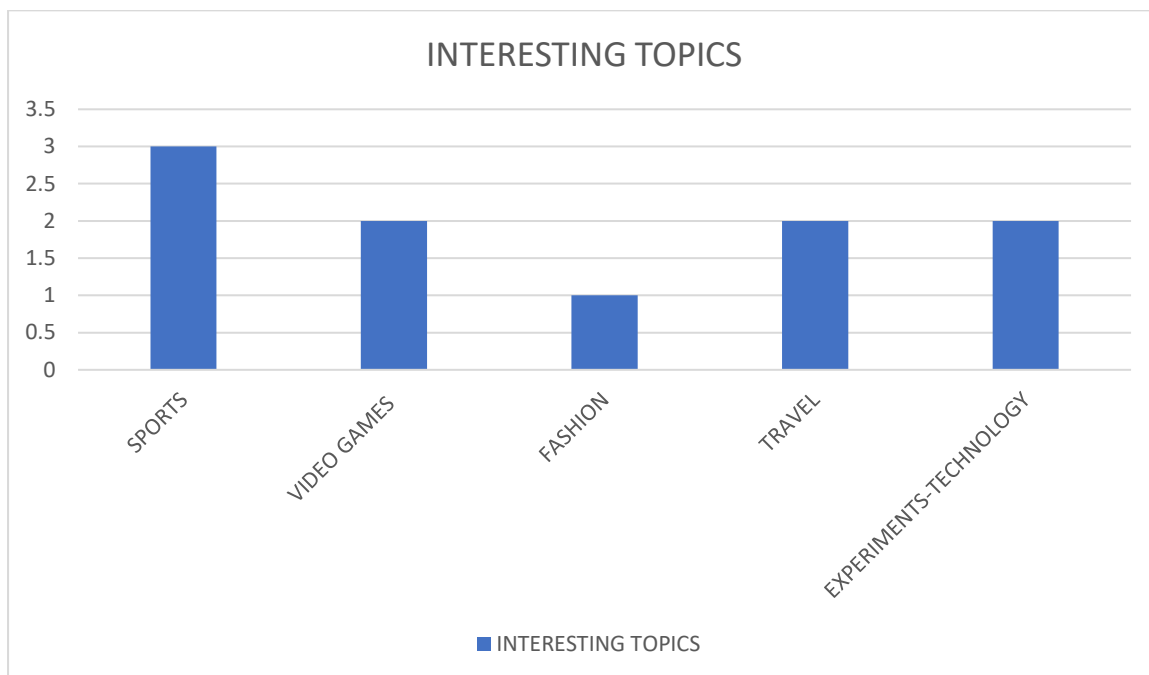
Graph 5: Preferred Activities in classroom

Several studies, in conjunction with the present one, have highlighted students' preference for the experiential method and its methods, as through the experiential method, students feel that they learn more easily and in a more enjoyable way (Kolbs, 2014).

5.3.3. 3rd Axis

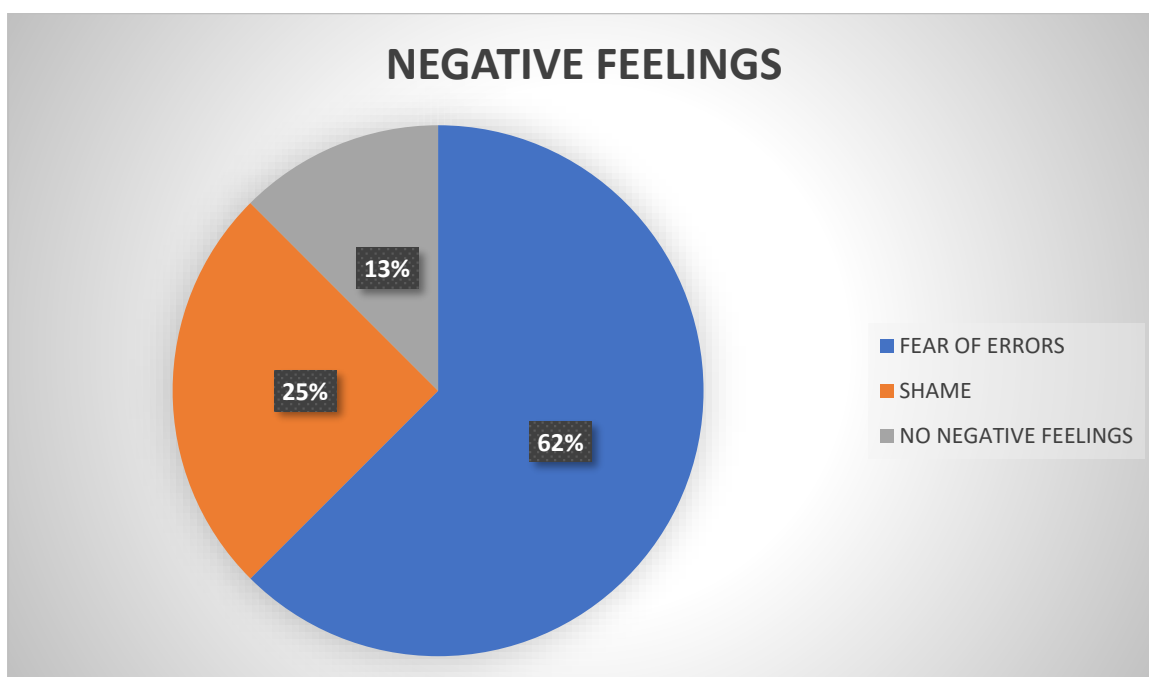
The third axis included questions concerning experiential learning approaches that could be applied to students, as well as motivations and barriers to learning. The students mentioned topics they were interested in, as well as activities they found enjoyable and useful for learning, such as travelling, games, quizzes, watching videos and experiments. Although all students recognised the important role of the teacher, they showed a strong preference for group activities (McDonough, 2004).

As shown in the graph below, learners reported a wide range of topics of interest to them, including sports, experiments and technology, travel, fashion, and art:



Graph 6: Interesting Themes

Students also mentioned elements that make them feel uncomfortable during the teaching process, such as the fear of making a mistake and the feeling of shame. It is worth mentioning that only one out of eight (8) students did not mention similar feelings (Aydin, 2008).



Graph 7: Negative Feelings

As it turns out, students, as a whole, want to work in groups and are interested in Experiential activities, with the only obstacle to learning being fear and a sense of shame in case of mistakes. Similar findings have been identified in many other related studies, validating the present ones. For instance, the findings of Aydin's (2008) research revealed that English, as a Foreign Language (EFL), learners experience language anxiety and a fear of negative evaluation. Moreover, it was discovered that the fear of receiving bad evaluations is a significant contributor to linguistic anxiety. Furthermore, the findings of Dashkina et al. (2023) align with the current research, suggesting that utilizing virtual communication platforms for teamwork is an essential tool for teaching students to communicate in a foreign language in the EFL classroom.

5.4 Results of the post–semi-structured interviews

5.4.1. 1st Axis

The first axis highlights the very positive attitude of the students concerning the intervention that took place. All students enjoyed themselves and reported that they liked the process very much, and many of the students pointed out that they also identified learning benefits. In general, the responses revealed a very positive atmosphere, which is very important as it gives directions for future teaching and also indicates the success of the intervention.

The students mentioned that it was very fun for them to participate in games, group activities, drama sketches, and excursions (in the city) and reported that their learning experience changed for the better and improved their speaking and reading skills as well as their ability to understand English by listening to it. Although several students struggled, it seems that the difficulty in expressing themselves at the beginning helped the students to improve significantly (Susanti, 2018).

The following are the elements that the students reported as most interesting for them in the intervention:

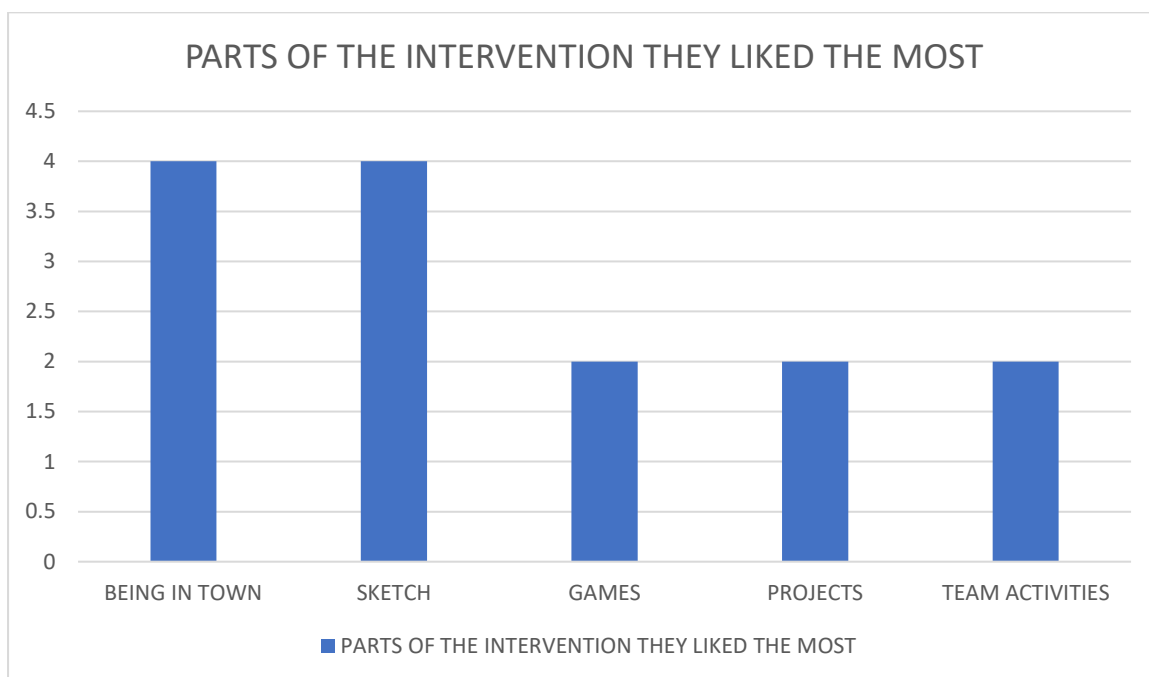


Chart 8: Parts of the intervention students liked the most

As shown in the following graph, five (5) of the eight (8) students struggled with speaking, writing, and comprehension:

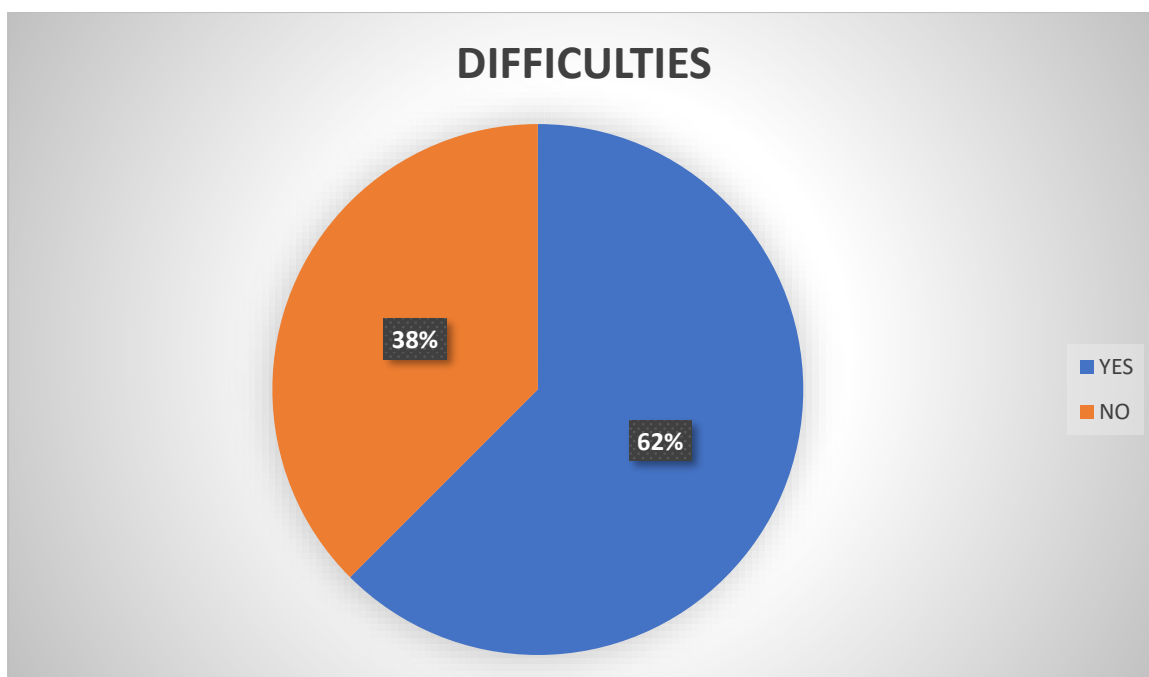


Chart 9 Difficulties during the intervention

However, as can be seen in the following graph, overall, the students identified improvements in oral language and comprehension as well as communication:

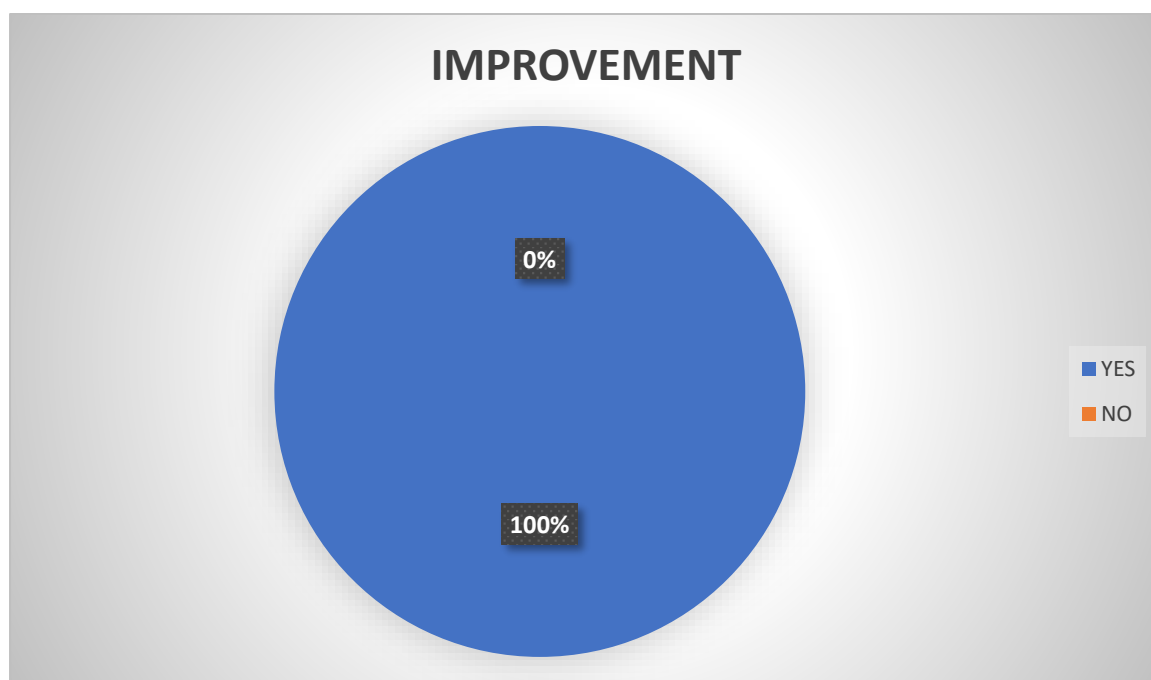


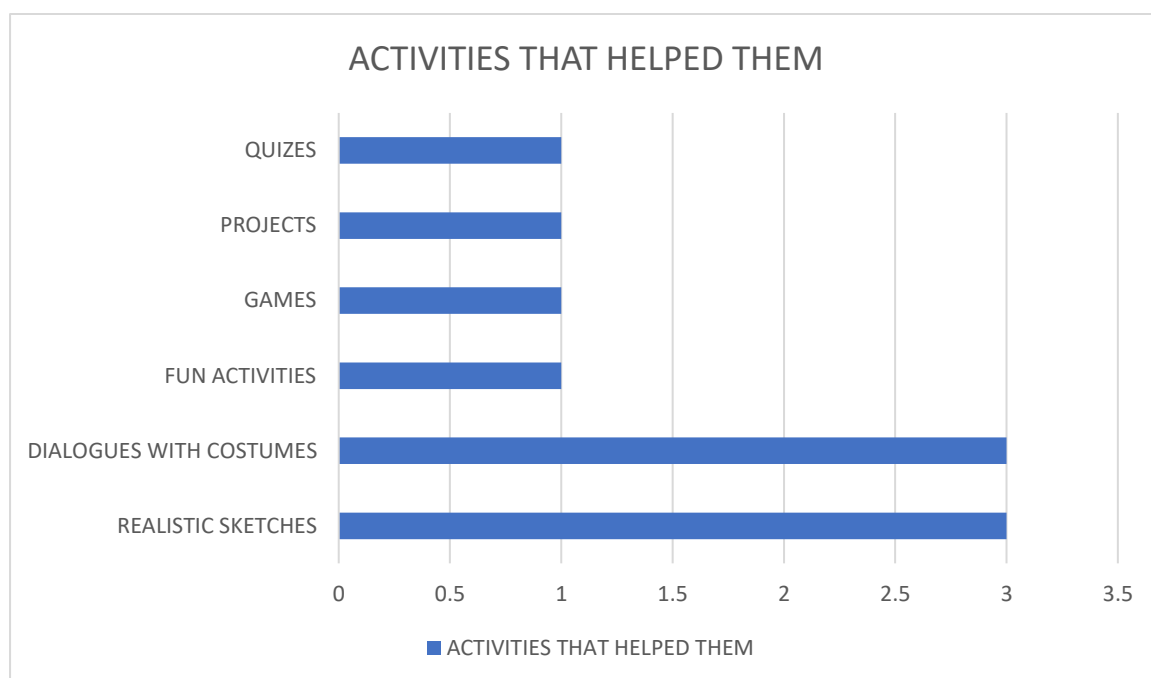
Chart 10: Improvement through experiential learning

Similar, to the present research, other studies that have taken place in the past have highlighted how important and positive impact the use of experiential learning can have in the field of language learning, as it gives students the opportunity to express themselves freely and apply their knowledge in real-life situations (Kohonen et al., 2014; Komalasari, 2013; Mollaei & Ranhama, 2012).

5.4.2. 2nd Axis

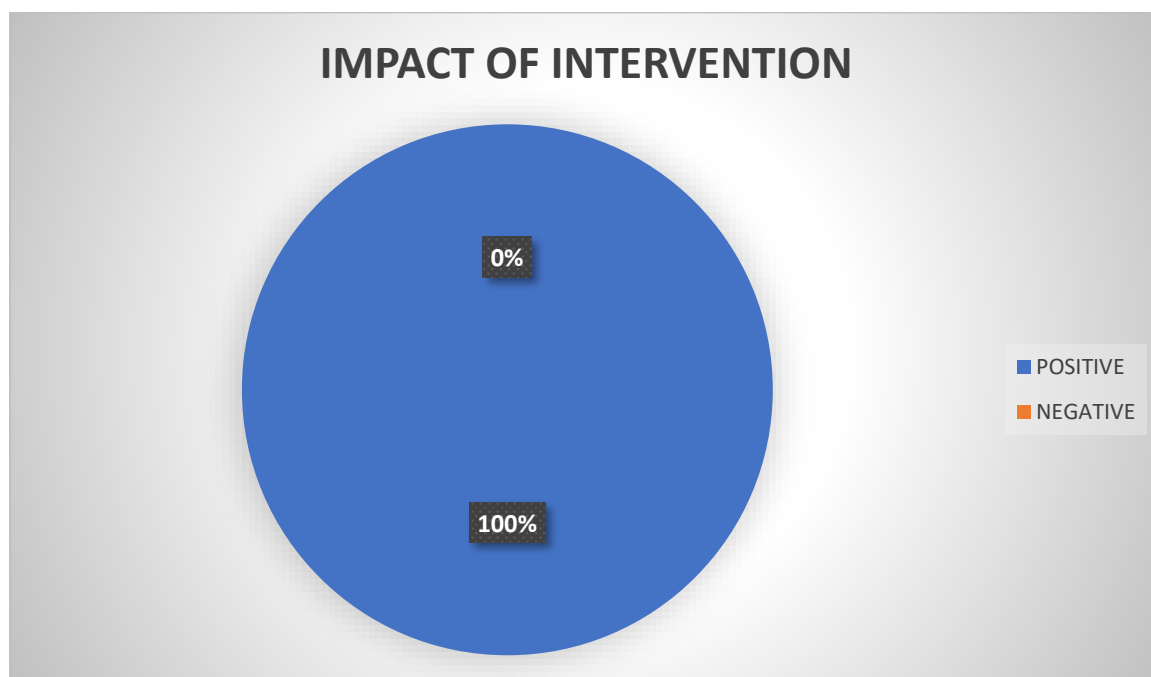
The second axis investigated whether the experiential learning intervention helped the students substantially and whether it influenced their preferences and made it easier for them to handle the English language. All the students mentioned that it helped them a lot and that they all felt that they could communicate in English much more easily. Furthermore, after the intervention, all the students stressed that they preferred experiential learning over traditional learning, whereas before the intervention, two (2) out of eight (8) children had reported that they preferred traditional learning (Bohon et al., 2017).

In particular, they focused on aspects that they liked a lot, such as performing certain theatrical sketches, playing games, projects, quizzes, and acting, and participating in dialogue while wearing costumes:



Graph 11: Activities that helped children

It is important that all the students who participated in the research reported that after the intervention, it was much easier for them to use English in their everyday life:



Graph 12: IMPACT OF INTERVENTION

The contribution of experiential learning in facilitating foreign language acquisition has been highlighted by other research, apart from the current research. In accordance with the present results, Moreno-López et al. (2017) conducted a study to assess students' linguistic progress and their opinions and attitudes toward intercultural awareness while learning Spanish as a foreign language. They used both qualitative and quantitative methods to measure these factors. The study compared four different pedagogical models: a traditional face-to-face class, face-to-face classes with a community-based learning component, face-to-face courses with an online telecollaborative language-learning component, and study abroad. The quantitative results from two knowledge-based exams showed that students' language learning was equal across all four educational techniques. The survey results from students suggested that they perceived the inclusion of experiential learning classes as a means to enhance their second language acquisition and stimulate their interest in exploring cultural similarities and differences, thereby expanding beyond standard instructional paradigms. The qualitative data also verified that students' involvement was greater in the experiential models.

5.4.3. 3rd Axis

The third axis investigated how the intervention affected students' barriers and motivation, their attitudes toward learning English, and in general the difficulties and obstacles they encountered in learning. Particularly positive is the fact that most of the students stressed that they stopped feeling fear of making a mistake and shame and reported that the intervention helped them to communicate more easily and in general to acquire a positive attitude towards the lesson.

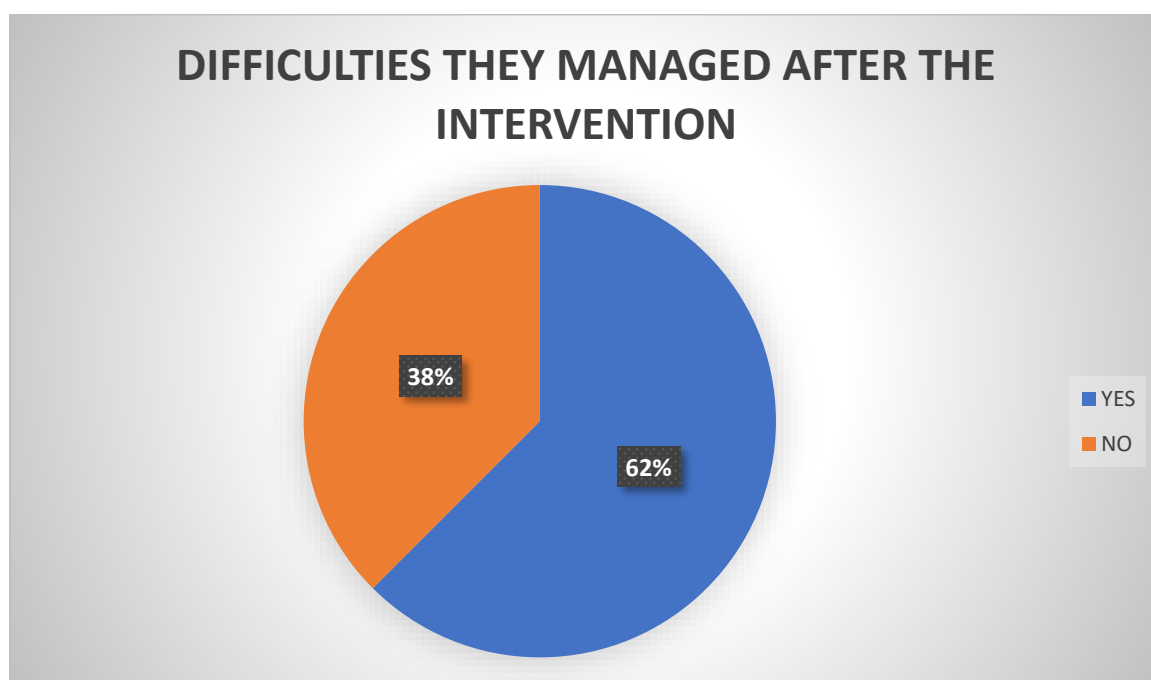


Chart 13: Difficulties that the students managed after the intervention

The students also reported that through experiential learning, not only did they improve their skills, but they did so in an enjoyable way and without difficulty. Compared to the results before the intervention, the experiential learning intervention increased students' motivation, improved their skills and created a much more positive attitude towards English, making them want to follow the course rather than find it difficult or boring (Wulandari et al., 2023).

Similar findings, showing students' positive attitudes towards experiential learning, have been identified from other researches that have taken place in previous years, which makes these findings more reliable (Zhai et al., 2017). In particular, research by Caza et al. (2015) indicated that students regain confidence through experiential learning, which was also evident in this study, as it was highlighted that students stopped feeling embarrassed and afraid to speak English.

5.5 Discussion

In this section, there will be a discussion of the results of the specific research study. Certain conclusions and answers to the aforementioned research questions can be made after having examined the outcomes of the pre-and post-tests, the learners' responses to the semi-structured interviews, and the teacher's diary.

A pre-test was conducted on topics and vocabulary appropriate to the specific age group. The test was a KPG test of 2018 and it involved topics related to healthy living, everyday activities, traveling, free-time activities, movies, and places. After gathering the results of the pre-test, a semi-structured interview was held to find out about the interests of the learners. Based on these interests the researcher designed her lesson plans which align to the specific age group and the CEFR's guidelines (2020).

The research investigated both the results of the KPG tests conducted before and after the intervention and the students' responses to semi-structured interviews that took place before and after the intervention. The statistical analysis of the KPG test found that both groups improved from pre-test to post-test, but the experimental group showed a significantly greater improvement compared to the control group. This finding is consistent with a number of related studies that have highlighted the positive effect of Experiential Learning in English language teaching (Plockova, 2010; Mohammadzadeh, 2012; Boggu & Sundarsingh, 2016; Mantra et al., 2018).

Similarly, the findings from the interviews' analysis, in turn, indicated that the intervention significantly changed the students' attitudes toward the course, as well as their skills, satisfaction, and confidence. Students reported that after the intervention they had significant improvement in their speaking ability, were able to communicate more easily, and did not feel shame and fear of making a mistake. Furthermore, they enjoyed the process and showed a clear preference for experiential learning and group collaboration. They specifically mentioned that they liked the sketch games, quizzes, projects, and dialogues with costumes as well as the activities in natural, out-of-school settings. They then emphasized that through experiential learning, they learned with much greater ease and did not feel bored as they did in traditional learning environments. While before the intervention their attitudes were very negative towards the English class, with most students stating that they felt bored, after the intervention they

emphasized how much they enjoyed it and how they now wanted to attend the class. The positive attitude of students and the enhancement of their motivation through experiential learning has also been highlighted by numerous other studies (Zhuang, 2023; Jeyaraj, 2019; Chen, 2021).

More specifically, concerning the first aforementioned research question of the study, "Can Experiential Learning (EL) contribute effectively to young learners' acquisition of vocabulary", the results of the post-test showed the effectiveness of the Experiential Learning Method on learners' acquisition of vocabulary. According to the post-semi-structured interview results, the learners of the experimental group found the specific way of learning very enjoyable, and they were more willing and motivated to participate which is crucial for vocabulary acquisition, especially in this age group (Cameron, 2001). Additionally, the lesson plans met the learners' interests since they were constructed upon their interests and the fact that they became involved in hands-on and meaningful activities helped them learn vocabulary in context making it easier to understand and retain.

Transitioning to the second research question of the study, "In what does ways Experiential Learning (EL) encourage young learners to maximize their knowledge of vocabulary", the specific method urged them to engage in activities that require the use of new words in context. For example, activities like games, scavenger hunts, or activities like role plays, field trips, and experiments which help learners absorb language more naturally (Alexiou, 2004). Based on their responses these are ways they would prefer to be taught. This research study with the use of the Experiential Learning Method provided learners with opportunities to practice vocabulary through direct experience and reflection. Additionally, their relaxing learning environment increased motivation and reduced anxiety thereby enhancing vocabulary learning (Krashen, 1982).

Regarding the third research question of the study, "To what extent does Experiential Learning (EL) enhance young learners' speaking skills", the same results revealed that all the learners enhanced their speaking skills since they were able to communicate more smoothly and they had more ideas. The post-structured interviews as well as the teacher's diary revealed that the learners felt more confident about using the English language. They loved having lessons through the Experiential Learning Method and more specifically by collaborating and engaging

in meaningful projects and activities, in which the use of the language was grounded in real-life contexts, and the learners had ample opportunities to practice and improve their speaking skills. All these in combination with the gripping topics of the lesson plans provided a positive impact on learners speaking abilities.

Finally, the fourth research question of the study, namely "how can Experiential Learning (EL) stimulate young EFL learners to become involved in speaking activities" the research outcomes showed that by creating an interactive and engrossing learning environment, established through the Experiential Learning Method, learners participated actively and were more excited about learning and speaking in a foreign language (Krashen, 1982). The positive classroom environment based on the teacher's diary, and the use of techniques such as projects, simulations, and field trips led to a more motivating and dynamic learning process which helped students to participate more eagerly in speaking activities (Rhalmi, 2023).

Concluding, integrating vocabulary through Experiential Learning appears to be a successful method for enhancing young learner's speaking skills.

5.6 Educational implications

The present research has important educational implications as it shows that the implementation of experiential learning activities and interventions can produce excellent results in students who feel bored and lack of motivation to participate, as well as in people who find it difficult to express themselves orally, are ashamed or afraid of making a mistake. It is, therefore, necessary for teachers to incorporate experiential learning activities into their teaching process, with the aim of improving learning outcomes, but also students' motivation and attitudes towards the course.

Also, the demonstration of the beneficial effects of experiential learning does not only concern the teaching of English, as, possibly, similar techniques could be applied to other subjects, especially language courses. This fact increases the chances of exploiting the research findings. Finally, it is worth mentioning that the conclusions drawn from the research could serve as working hypotheses for new research on a larger number of students.

5.7 Educational limitations

As far as the limitations are concerned, like any research, this study had some limitations. One significant barrier is the limited class time. The implementation of Experiential Learning can be hindered by time constraints such as the traditionally tight schedule, and the broad curriculum covers most of the class time. The Experiential Learning activities require more extended periods for planning, execution, and reflection (Kolb, 1984). Additionally, the lack of budget is another primary obstacle that can be encountered. Experiential Learning Method requires financial investment for materials, trips, or even for specialized instructors. Institutions can have difficulties in adopting such programs. Not to mention, the expenses for the setup and the maintenance of such an environment.

Lastly, the lack of knowledge of new skills can hinder the efficacy of Experiential Learning as educators have to be well-trained on the latest teaching methodologies and technological tools. Professional development is not always easy since it requires time and financial resources (Darling-Hammond & Bransford, 2005). Of course, the main constraint is the small sample size. Therefore, it is clear that the findings cannot be generalized. Apart from the small sample size, all the students who participated in the research were in one class and lived in one particular country, which highlights that the results cannot be generalized to all students internationally.

5.8 Conclusion

In conclusion, this dissertation provides substantial evidence supporting the efficacy of Experiential Learning (EL) in enhancing English language proficiency among learners. The study demonstrated that EL not only improved students' performance in KPG tests but also significantly boosted their confidence, motivation, and overall satisfaction with the learning process. Students in the experimental group showed marked improvements compared to their counterparts in the control group, highlighting the benefits of integrating real-life, hands-on activities into the curriculum.

The research underscores the importance of active participation and personal experience in learning, aligning with Kolb's Experiential Learning principles. Through activities such as eco-friendly projects, team-based games, and practical tasks like gardening, students developed not only their language skills but also their critical thinking, creativity, and interpersonal abilities.

These findings resonate with the broader educational philosophy that learning is most effective when it is engaging and contextually relevant.

However, the study also acknowledges several limitations, including the small sample size and the constraints posed by limited class time and budget. These factors suggest that while the findings are promising, they may not be universally applicable without further research involving a larger and more diverse population of students. Additionally, the necessity for well-trained educators proficient in modern teaching methodologies and technological tools was highlighted as a crucial element for the successful implementation of EL.

Despite these challenges, the positive outcomes observed in this study advocate for the wider adoption of Experiential Learning approaches in language education. Future research should aim to explore these methodologies on a broader scale and investigate long-term impacts on language acquisition and student development.

In essence, this dissertation contributes valuable insights into the transformative potential of Experiential Learning, advocating for educational practices that prioritize active engagement, practical experience, and holistic development of learners. The evidence presented herein serves as a compelling argument for educators and policymakers to consider more innovative and student-centred approaches to language teaching.

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APPENDICES

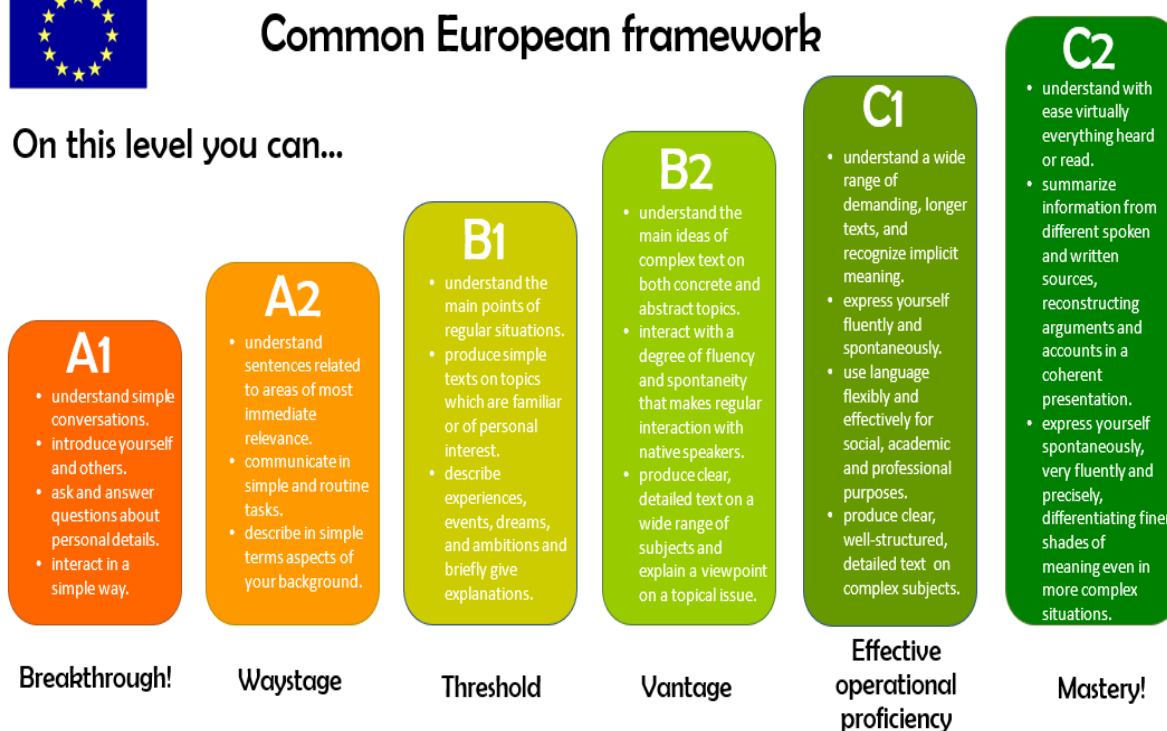
APPENDIX I

THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES



Common European framework

On this level you can...



APPENDIX II

THE UNIFIED CURRICULUM FOR THE FOREIGN LANGUAGES

EXCERPT 1:

ΣΚΟΠΟΣ ΚΑΙ ΦΥΣΗ ΤΟΥ ΕΠΣ-ΞΓ

Το ΕΠΣ-ΞΓ αποτελεί εργαλείο για τη διδασκαλία και μάθηση κοινωνικά προσδιορισμένης χρήσης της ξένης γλώσσας με σκοπό την ανάπτυξη ικανοτήτων κατανόησης και παραγωγής νοημάτων όπως αυτά δηλώνονται στο κοινωνικοπολιτισμικό πλαίσιο παραγωγής τους, σε γραπτά και προφορικά κείμενα διαφορετικών ειδών λόγου. Προδιαγράφει τους προσδοκώμενους στόχους και οργανώνει τη γλωσσική ύλη κατά επίπεδο γλωσσομάθειας, με βάση την εξάβαθμη κλίμακα του Συμβουλίου της Ευρώπης. Στόχος είναι οι μαθητές/τριες να αναπτύσσουν επικοινωνιακή ικανότητα, γλωσσική επίγνωση, διαπολιτισμική συνείδηση και διαμεσολαβητική ικανότητα και παράλληλα να προετοιμάζονται για εξετάσεις βάσει των οποίων θα μπορούν να αποκτήσουν Κρατικό Πιστοποιητικό Γλωσσομάθειας.

Το ΕΠΣ-ΞΓ είναι πρόγραμμα σπουδών (curriculum), όχι αναλυτικό πρόγραμμα (syllabus) και είναι κοινό για όλες τις ξένες γλώσσες του σχολείου και ενιαίο για το Δημοτικό και Γυμνάσιο. Προσδιορίζει τους γενικούς και επιμέρους δείκτες επικοινωνιακής επάρκειας από το επίπεδο A1 (στοιχειώδης γνώση) μέχρι το επίπεδο B2 (καλή γνώση της γλώσσας). Το επίπεδο B (B1 και B2 που αντιστοιχεί σε έναν «ανεξάρτητο χρήστη της γλώσσας») είναι το επίπεδο γλωσσομάθειας που είναι επιθυμητό να έχουν αποκτήσει όλοι/ες οι μαθητές/τριες στην πρώτη ξένη γλώσσα, ολοκληρώνοντας την υποχρεωτική τους εκπαίδευση. Επιθυμητό επίσης είναι να έχουν αποκτήσει το επίπεδο A («βασικός χρήστης της γλώσσας») στη δεύτερη ξένη γλώσσα.

EXCERPT 2:

A2	• να κατανοούν και να παράγουν σύντομα και πολύ απλά δομημένα κείμενα που αφορούν σε δραστηριότητες καθημερινής ρουτίνας
	• να περιγράφουν καθημερινές τους συνήθειες ή να δίνουν πληροφορίες για στοιχεία του άμεσου περιβάλλοντός τους (π.χ. για τον χώρο διαβίωσης ή εργασίας τους, για την οικογένειά τους κ.τλ.)
	• να επικοινωνούν (σε προσομοίωση) με ομιλητές που γνωρίζουν καλά τη γλώσσα-στόχο, ανταλλάσσοντας πληροφορίες για ζητήματα προσωπικού ενδιαφέροντος ή άμεσης ανάγκης
	• να διατυπώνουν γραπτά ή προφορικά μια πληροφορία στην ξένη γλώσσα με ερέθισμα φράση ή σύντομο κείμενο στην ελληνική. Οι μαθητές/τριες στα επίπεδα B1 και B2 θα πρέπει να μπορούν:

Συγκεκριμένα, οι μαθητές/τριες στα επίπεδα A1 και A2 θα πρέπει να μπορούν:

Επίπεδο A2

Κατανόηση προφορικού λόγου

Οι μαθητές/τριες θα πρέπει να είναι σε θέση:

1. να κατανοούν το βασικό νόημα σύντομων πληροφοριακών ή περιγραφικών κειμένων (αγγελιών, ανακοινώσεων, καθαρά ηχογραφημένων τηλεφωνικών μηνυμάτων) που αφορούν σε δραστηριότητες καθημερινής ρουτίνας, σε ζητήματα προσωπικά ή οικογενειακά, ή σε πλευρές του άμεσου περιβάλλοντος του ομιλητή (π.χ. τοπική γεωγραφία, αγορές, χόμπι κ.τλ.)
2. να κατανοούν τα βασικά σημεία αποσπασμάτων από τηλεοπτικά ή ραδιοφωνικά προγράμματα σχετικά με θέματα της επικαιρότητας, εφόσον ο λόγος είναι απλός και καθαρός
3. να απαντούν σε απλά ερωτήματα σχετικά με το μήνυμα που διατυπώνει ένα βίντεο (που παρακολουθούν π.χ. στο διαδίκτυο)
4. να κατανοούν απλές οδηγίες κατασκευής αντικειμένων ή οδηγίες χρήσης οικιακών συσκευών ή οδηγίες κατευθύνσεων (π.χ. πώς να πάει κανείς από το σημείο X στο Y)
5. να συνάγουν τη στάση του ομιλητή βάσει απλών γλωσσικών καθώς και εξωγλωσσικών στοιχείων, όπως του επιτονισμού
6. να αναγνωρίζουν το είδος ενός κειμένου και επιμέρους στοιχεία του περιβάλλοντος χρήσης του, τον συντάκτη, τον αποδέκτη, τον επικοινωνιακό σκοπό που εξυπηρετεί.

Παραγωγή προφορικού λόγου και προφορική διάδραση

Οι μαθητές/τριες θα πρέπει να είναι σε θέση:

1. να ανταλλάσσουν πληροφορίες ή απόψεις με τους συνομιλητές τους αναφορικά με δραστηριότητες καθημερινής ρουτίνας (ταξίδια, φαγητό, ψώνια, διασκέδαση, μέσα μεταφοράς, τηλεόραση, σχολείο κ.τλ.) σε σύντομες και προβλέψιμες κοινωνικές συνδιαλλαγές
2. να περιγράφουν καθημερινές τους συνήθειες (πού συχνάζουν, τι αγοράζουν στο σούπερ μάρκετ κ.τλ.), οι κείους ανθρώπους ή και άγνωστα πρόσωπα (υπαρκτά ή φανταστικά), χρησιμοποιώντας περιορισμένο ρεπερτόριο λέξεων και γραμματικών δομών
3. να προτείνουν στον/στους συνομιλητή/ές τους λύσεις σχετικά με κάποιο πολύ απλό πρόβλημα, ακόμα και αν δεν έχουν την ευχέρεια να εμπλακούν σε εκτενή συζήτηση σχετικά με αυτές

4. να αποδίδουν το γενικό νόημα ενός ή περισσότερων κειμένων αξιοποιώντας τα λεξικογραμματικά στοιχεία που χρησιμοποιούνται σε αυτό/ αυτά.

Προφορική διαμεσολάβηση

Οι μαθητές/τριες θα πρέπει να είναι σε θέση:

1. να απαντούν στην ξένη γλώσσα σε ερωτήματα που

αφορούν στο γενικό ή τα επιμέρους νοήματα ενός απλού προφορικού κειμένου στα ελληνικά

2. να ακούν σύντομους διαλόγους ή άλλου τύπου προ- φορικά κείμενα στην ελληνική και να απαντούν στην ξένη γλώσσα σε ερωτήματα που αφορούν στο επικοινωνιακό τους πλαίσιο (π.χ. ποιος είναι ο ομιλητής και ποιος ο ακροατής, ο τόπος και ο χρόνος της συνομιλίας ή ομιλίας κ.τλ.)

3. να εξηγούν στην ξένη γλώσσα ελληνικές λέξεις ή (εκ)φράσεις όπως αυτές χρησιμοποιούνται σε ελληνό- γλωσσο κείμενο

4. να δίνουν στην ξένη γλώσσα περιφραστικούς ορισμούς εννοιών που τους δίνονται στα ελληνικά.

APPENDIX IV

Letter to the Parents (Greek version)

Αγαπητοί γονείς,

Σας εύχομαι μια καλή και δημιουργική χρονιά!

Στα πλαίσια της εκπόνησης της διπλωματικής μου εργασίας στο ΕΑΠ (ελληνικό ανοιχτό πανεπιστήμιο) και το μεταπτυχιακό πρόγραμμα «Διδακτική της αγγλικής ως ξένης / διεθνούς γλώσσας», θα ήθελα να ζητήσω με την παρούσα επιστολή τη συναίνεσή σας για τη συμμετοχή του παιδιού σας τους επόμενους 3 μήνες στο πρόγραμμα ενσωμάτωσης της διδασκαλίας του λεξιλογίου μέσω της βιωματικής μάθησης για τη βελτίωση της προφορικής έκφρασης.

Με τη βοήθεια εκπαιδευτικών μέσων και εργαλείων, τα παιδιά θα δουλέψουν με τη μέθοδο Experiential Learning στοχεύοντας στη βελτίωση του προφορικού λόγου και του λεξιλογίου. Επίσης θα αναπτύξουν στρατηγικές και δεξιότητες που θα οδηγήσουν στη παραγωγή ολοκληρωμένου προφορικού λόγου. Τα παιδιά θα δουλέψουν σε περιβάλλον πραγματικών καταστάσεων με τη χρήση ενός ειδικά διαμορφωμένου χώρου και εξοπλισμού δημιουργώντας με αυτό τον τρόπο είναι πιο ευχάριστο και σίγουρα πιο διασκεδαστικό περιβάλλον εκμάθησης. Σκοπός άλλωστε της εκμάθησης μιας ξένης γλώσσας είναι το να είναι ικανά τα παιδιά να τη χρησιμοποιήσουν σε πραγματικές καταστάσεις.

Τα μαθήματα διαμορφώθηκαν και ακολουθούν το αναλυτικό πρόγραμμα του CEFR (Common European Framework) καθώς και τις ανάγκες των μαθητών. Δεν θα γίνει χρήση των ονομάτων, τηλεφώνων, διευθύνσεων πουθενά και τα προσωπικά δεδομένα των παιδιών θα είναι απόλυτα ασφαλή. Επίσης προκειμένου να καταγραφούν οι ανάγκες και τα ενδιαφέροντα των μαθητών για να διαμορφωθούν ανάλογα τα μαθήματα θα γίνουν σύντομες συνεντεύξεις μαζί τους όπου οι απαντήσεις θα είναι **ανώνυμες**.

Επιπλέον, κάποια τεστ πριν και μετά την παρέμβαση θα συμπληρωθούν από τα παιδιά τα και θα κωδικοποιηθούν οι απαντήσεις ανώνυμα για να μην μπορούν να ταυτιστούν οι απαντήσεις με τους μαθητές.

Σας ευχαριστώ εκ των προτέρων για την πολύτιμη βοήθειά σας. Για όποια απορία έχετε παραμένω πάντα στη διάθεσή σας.

Παρακάτω ακολουθεί η δήλωση συναίνεσης την οποία σας παρακαλώ αφού διαβάσετε προσεκτικά να την υπογράψετε:

Διάβασα το έντυπο και επιτρέπω τη συμμετοχή του παιδιού μου _____, μαθητή/μαθήτριας C senior class στην εκπαιδευτική διαδικασία - παρέμβαση που θα ακολουθηθεί στο μάθημα όπως περιγράφεται παραπάνω.

Υπογραφή γονέα,

Με εκτίμηση,

Η δασκάλα Κουρουκλίδου Κωνσταντίνα.

Letter to the Parents (English version)

Dear Parents,

I wish you a nice and creative year!

In the context of the preparation of my diploma thesis at EAP (Greek Open University) and the postgraduate program "Teaching English as a Foreign / International Language", I would like to request with this letter your consent for the participation of your child in the next 3 months in the program integrating teaching vocabulary through experiential learning to improve speaking.

With the help of educational media and tools, the children will work with the Experiential Learning method aiming to improve oral speech and vocabulary. They will also develop strategies and skills that will lead to the production of integrated oral speech. Children will work in real-world situations using a specially designed space and equipment, creating a more enjoyable and certainly more fun learning environment. After all, the purpose of learning a foreign language is for children to be able to use it in real situations.

The courses were designed and follow the CEFR (Common European Framework) curriculum as well as the needs of the students. Names, telephone numbers, and addresses will not be used anywhere, and the children's personal data will be completely safe. Also, in order to record the needs and interests of the students in order to shape the lessons accordingly, short interviews will be conducted with them where the answers will be anonymous.

In addition, some tests before and after the intervention will be completed by the children and the answers will be coded anonymously so that the answers cannot be identified with the students.

Thank you in advance for your valuable help. I am always at your disposal for any questions you may have.

Below is the declaration of consent, which I ask you to read carefully and sign:

I have read the form and allow the participation of my child _____,
student C senior class in the educational process – an intervention that will be followed in the
course as described above.

Parent Signature,

Yours sincerely,

The teacher

Kourouklidou Konstantina.

APPENDIX VI

PRE – SEMI – STRUCTURED INTERVIEW

QUESTIONS (Greek Version)

Ηλικία :

Ποια γλώσσα μιλάτε στο σπίτι :

Εθνικότητα :

1^{ος} Άξονας: Τωρινό επίπεδο και δυσκολίες

1. Μπορείς να περιγράψεις το τωρινό σου επίπεδο ευκολίας με το να μιλάς Αγγλικά;
2. Σου αρέσουν τα αγγλικά;
3. Σου αρέσει ο τρόπος με τον οποίο διδάσκεσαι αγγλικά στο φροντιστήριο;
Αν όχι, τί δε σου αρέσει;
Αν ναι, τι σου αρέσει περισσότερο;
4. Ποια είναι η γνώμη σου για την εκμάθηση των λέξεων από λίστες στις οποίες υπάρχει η λέξη στα Αγγλικά και δίπλα η μετάφραση της στα Ελληνικά;
5. Τι δυσκολίες αντιμετωπίζεις όταν μιλάς στα αγγλικά; Δε γνωρίζεις τις λέξεις; Δε μπορείς να σκεφτείς ιδέες; Δε ξέρεις πως να τις εκφράσεις?
6. Υπάρχουν συγκεκριμένα θέματα τα οποία βρίσκεις ιδιαίτερα απαιτητικά για να μιλήσεις στα αγγλικά;
7. Τι προτιμάς περισσότερο, να μιλάς ή να γράφεις;

2^{ος} Άξονας: Προτιμήσεις στο τρόπο εκμάθησης και προσδοκίες

1. Ποιες μεθόδους βρίσκεις πιο αποτελεσματικές για να βελτιώσεις το προφορικό σου λόγο;
 - 1.1) μέσω παιχνιδιού,
 - 1.2) το να βλέπω βιντεάκια,
 - 1.3) το να παίζω διαδικτυακά βίντεο παιχνίδια με άλλους,
 - 1.4) θεατρικό παιχνίδι,
 - 1.5) ακούγοντας μουσική,
 - 1.6) κάνοντας πειράματα,
 - 1.7) όλα τα παραπάνω
2. Προτιμάς το παραδοσιακό τρόπο εκμάθησης ή μια πρακτική, βιωματική μέθοδο εκμάθησης για να μαθαίνεις το λεξιλόγιο και για να βελτιώσεις τις δεξιότητες του προφορικού σου λόγου;
3. Τι καταλαβαίνεις με τον όρο βιωματική μάθηση;

4. Έχεις διαβάσει ή ακούσει ποτέ γι' αυτή;
5. Θα ήθελες να κάνεις μάθημα με αυτή τη μέθοδο;
6. Μπορείς να σκεφτείς ιδέες που θα μπορούσαμε να χρησιμοποιήσουμε σε αυτή τη μέθοδο? Αν ναι, πρότεινε κάποιες.
7. Τι στόχους ελπίζεις να πετύχεις συμμετέχοντας στις δραστηριότητες βιωματικής μάθησης;

3^{ος} Αξονας: Κίνητρο και επικοδομητική κριτική

1. Τι είναι αυτό που θα σε παρακινούσε να βελτιώσεις το προφορικό σου λόγο στα Αγγλικά;
2. Πως θα ήθελες να γίνεται το μάθημα;
3. Για τί είδους θέματα θα σε ενδιέφερε να μιλάς;
4. Υπάρχει κάτι που να σε δυσκολεύει στο να μιλήσεις;
5. Προτιμάς να δουλεύεις μόνος ή σε ομάδα και γιατί;
6. Όταν χρειάζεσαι βοήθεια σε κάποια άσκηση από ποιόν ζητάς βοήθεια; Από το δάσκαλο/α ή από κάποιο συμμαθητή/συμμαθήτρια;
7. Πόσο άνετα νιώθεις με το να κάνεις και να σου κάνουν κριτική;
8. Τί είδους κριτική βρίσκεις πιο βοηθητική στο να βελτιώσεις τις ικανότητες σου στο προφορικό λόγο;

Σ' ευχαριστώ που μοιράστηκες τη γνώμη και τις εμπειρίες σου μαζί μου.

APPENDIX VII

PRE – PRE-SEMI-STRUCTURED INTERVIEW QUESTIONS (English Version)

Age :

Language spoken at home:

Nationality:

1st Axis: Current Level and Difficulties

1. Can you describe your current level of convenience in speaking English?
2. Do you like English?
3. Do you like the way you are taught English at your English private institute?
If not, what don't you like?
If so, what do you like more?
4. What is your opinion about learning words from lists in which the word is in English and next to it its translation in Greek?
5. What difficulties do you face when speaking in English? Don't you know the words?
Can't you come up with ideas? Don't you know how to express them?
6. Are there specific topics that you find particularly challenging to speak in English?
7. What do you prefer more, speaking or writing?

2nd Axis: Learning style preferences and expectations

1. What methods do you find most effective in improving your spoken skills?
 - 1.1) Watching videos,
 - 1.2) Playing online games with others,
 - 1.3) Theater game,
 - 1.4) Listening to music,

- 1.5) Doing experiment,
- 1.6) All the above.
- 2. Do you prefer the traditional way of learning or a practical, experiential method of learning to acquire vocabulary and improve your speaking skills?
- 3. What do you understand by the term experiential learning?
- 4. Have you ever read or heard of it?
- 5. Would you like to take a class with this method?
- 6. Can you think of ideas we could use in this method? If so, suggest some of them.
- 7. What goals do you hope to achieve by participating in experiential learning activities?

3rd Axis: Motivation and constructive criticism

- 1. What would motivate you to improve your speaking in English?
- 2. How would you like the lesson to be done?
- 3. What kind of topics would you be interested in talking about?
- 4. Is there anything that makes it difficult for you to speak?
- 5. Do you prefer to work alone or in a team and why?
- 6. When you need help with an exercise, who do you ask for help?
- 7. How comfortable are you with being criticized?
- 8. What kind of criticism do you find most helpful in improving your speaking skills?

Thank you for sharing your insight and experience with me.

APPENDIX VIII

PRE-POST-TEST LEVEL A (A1-A2). MODULE 4 – SPEAKING MAY 2018



Daily Activities



KΠγ / English Language Exam

2018 A

Having Fun



PAGE 6

Level A1&A2 / Module 4 / Activity 2

KΠγ / English Language Exam

2018 A

Healthy Living



Level A1&A2 / Module 4 / Activity 2

PAGE 7

Household Jobs



Movies

1 TimeOut LONDON

TICKETS OFFERS THINGS TO DO RESTAURANTS BARS & PUBS PARK THEATRE ART MUSIC HOTELS ATTRACTIONS NEWS MORE

Film

ABC CINEMAS

Paddington 2

age 6+

About the movie:
Paddington Brown lives with the Brown family. He does lots of strange jobs because he wants to help them. When the present is stolen, his adventure begins...

Actors: Ben Whishaw, Hugh Grant, Sally Hawkins, Hugh Bonneville, Brendan Gleeson, Julie Walters, Jim Broadbent, Samuel Joslin

Director: Paul King

Type: Adventure, Comedy, Family

Movie times: 10.00 (Room 1)

Tickets: Adults 5€ / Children 5€

Set A

- How long / movie?
- Who / Paddington?
- How much / adults / pay?

Set B

- Why / Paddington / do / strange jobs?
- Who / director / movie?
- What time / movie?

2 TimeOut LONDON

TICKETS OFFERS THINGS TO DO RESTAURANTS BARS & PUBS PARK THEATRE ART MUSIC HOTELS ATTRACTIONS NEWS MORE

Film

SILVERCITY CINEMAS

Beauty and the Beast

age 12
2 hr 9 min

About the movie:
A fairy tale about a young woman who falls in love with a beast.

Actors: Emma Watson, Dan Stevens, Luke Evans, Josh Gad, Jeff Goldblum, Stanley Tucci, Audrey Tautou, Gugu Mbatha-Raw, Iwan Rheon, Josh Hartnett, Jeff Bridges, Emma Stone, Saoirse Ronan, Timothee Chalamet, Saoirse Ronan, Timothee Chalamet, Saoirse Ronan, Timothee Chalamet

Director: Bill Condon

Type: Family, Fantasy, Musical

Movie times: 16.00 / 18.30

Tickets: Adults 7 € / Children 5 € (Room 1)

Set A

- What / movie / about?
- How much / ticket / cost / for children?
- In which room / watch / movie?

Set B

- 5-year-old children / watch / movie?
- Who / actors?
- What / type / movie?

Klty / English Language Exam

2018 A

Museums

The Acropolis Museum

Summer season hours (1 April - 31 October)

TICKETS
General admission fee: [redacted]

Monday
[redacted] p.m.

Tuesday/Wednesday/Thursday
8:00 a.m. - 8:00 p.m.

Friday
8:00 a.m. - 10:00 p.m.

Saturday/Sunday
8:00 a.m. - 8:00 p.m.

Closed: 1 January, Easter Sunday, 1 May, 25 and 26 December

For more information, [redacted]

GROUP VISITS
Group bookings (from [redacted] visitors) can be organized via telephone on +30 210 9000903, from Monday to Friday, 9.00 a.m. to 5.00 p.m.

Free entry: 6 March (In Memory of Melina Mercouri), 25 March, 18 May (In Memory of [redacted]), 28 October

Set A

- When / museum / open / Monday?
- How much / cost / to get in?
- How many / visitors / come/ group visits?

Set B

- museum / closed/ Easter Sunday?
- Why / free to visit / 18th May?
- How / get / more information?

Klty / English Language Exam

2018 A

Travelling

5

FLIGHT: DELTA AIRLINES DL31

PASSENGER: [redacted]

DATE: [redacted] DEPARTURE: [redacted] D3

SEAT: [redacted] DEPARTURE: 3:15

DELTA

Set A

- What / name / passenger?
- Where / plane / go?
- What time / plane / leave?

Set B

- What / name / flight?
- When/ plane / leave?
- Where / the passenger / sit?

4 THE BRITISH MUSEUM Guide

Admission: [redacted]
Opening times: daily [redacted]

The Museum is closed on [redacted], but open every other day of the year.

Getting here:

- By Underground: Tottenham Court Road (500m)
- By Bus: [redacted]
Stop on New Oxford Street
- By Bicycle
- By car

Parking
There is little on-street parking available. The nearest car park to the Museum is located [redacted], WC1A 2RJ.

Eating [redacted]: freshly made sandwiches, snacks, salads and cakes.
Pizzeria: A family-friendly restaurant with freshly made pizzas and salads.

Set A

- How much / cost / to get in?
- When / museum / close?
- Which bus / take/ museum?

Set B

- When / museum / open ?
- Where / park my car?
- there / café?

6 UK TRAINS

CLASS: STD TICKET TYPE: [redacted] PASSENGER TYPE: ADULT

DEPARTURE: [redacted] ARRIVAL: 04:30 TICKET NUMBER: [redacted]

FROM: MANCHESTER ##

TO: [redacted] ## PRICE: £[redacted]

Set A

- What / ticket number?
- Where / train / go?
- What time / train / leave?

Set B

- What / type / ticket?
- When/ train / leave?
- How much / the ticket / cost?

Visiting Places

7

Visit Ireland

Departure: [redacted]

Cost: [redacted] €
per person



Cliffs of Moher

GREAT WAYS TO EXPLORE

- Experience the Irish countryside as you drive from destination to destination.
- Spend some time shopping in the [redacted].
- Stand in front of the majestic Cliffs of Moher on the Wild Atlantic Way!

THE PRICE INCLUDES:

- Round-trip [redacted]
- [redacted] nights in Adare at the Adare Villas
- Admission to the Cliffs of Moher
- Admission to Bunratty Castle & Folk Park



Adare



Bunratty Castle

GLOBAL EXPLORATIONS TRAVEL AGENCY

Set A

- When / you leave?
- Where / go shopping?
- How many nights / stay / Ireland?

Set B

- How much / cost?
- price / include / plane tickets?
- you / rent / car?

8

Paris & Barcelona

Cost: [redacted] €
per person




This 7 night itinerary includes:

- Flight into Paris and out of Barcelona
- Hotel for 3 nights in Paris

- Flight Paris - Barcelona
- Hotel for [redacted] nights in Barcelona
- [redacted]

In Paris

- Visit [redacted]
- Taste gourmet foods: cheeses, chocolate, wine and seafood

In Barcelona

- Visit Sagrada Familia and Picasso's Museum
- Taste [redacted]

Set A

- How many / nights / trip?
- there / breakfast?
- What places / visit / Paris?

Set B

- How much / cost?
- How many/ nights/ stay / Paris?
- What / you / eat / Barcelona?

APPENDIX IX

LESSON PLANS

Lesson Plan 1: Who is he/she? (Describing appearance and character)

Aims and Objectives:

- Introduce learners to experiential learning
- Introduce students to the new learning environment
- Foster groupwork and peer input
- Empower learners to become autonomous
- Develop experiential learning in an environment that encourages collaboration
- Cultivate students’ various abilities
- Incorporate all four skills

Learners’ Level: A2

Material used / E.L.’s tools: The appropriate classroom, Dialogues,

Clothes,

Skills: Speaking – Listening – Reading - Writing

Teaching hours: 4

Stages

Planning Stage

Process	Aims - Objectives	Material Used	Time
<p>Task1</p> <p>The teacher (T) introduces and explains the idea of experiential learning (EL).</p> <p>She shows some photos of this method of learning and asks Students (Ss) their first impression about it.</p> <p>Then she shows the Ss the classroom environment they will be taught in.</p>	<ul style="list-style-type: none"> ○ Acquaint Students (Ss) with EL ○ Stimulate Ss interest on this method of learning ○ Foster T – Ss communication ○ Integrate speaking and listening. ○ Familiarize Ss with the environment of the class. 	<ul style="list-style-type: none"> ○ Computer ○ Projector ○ Experiential Learning Classroom 	15'
<p>Task 2</p> <p>The T with the use of a projector shows students different photos of superheroes and she asks them to describe them.</p> <p>She provides them with plastic transparent</p>	<ul style="list-style-type: none"> ○ Prepare Ss for the topic of the lesson. ○ Brainstorm related vocabulary ○ Generate ideas. ○ Stimulate Ss' interest in the topic. 	<ul style="list-style-type: none"> ○ internet ○ computer ○ projector ○ plastic folders ○ markers 	5'

folders, and she asks the Ss to place it on their classmates' face and draw their characteristics. Then, they present it. For example, He has got blue eyes. She has got a small nose.	<ul style="list-style-type: none"> ○ Create expectations about the topic of the lesson to confirm or disconfirm. 		10'
Task 3 The teacher presents the topic of the lesson and explains that in this lesson they will be taught on how to describe a person's appearance and character. Then she provides them with a picture dictionary related with the topic.	<ul style="list-style-type: none"> ○ To comprehend the aim of the lesson. ○ To make visual connections and to strengthen their memory. ○ To promote multi-sensory learning. 	<ul style="list-style-type: none"> ○ Cards with photos of the target vocabulary 	10'

Implementation Stage

Process	Aims - Objectives	Material Used	Time
Task 1 The T informs Ss that they are at a Restaurant and in groups of two they're going to describe other classmates who will be 'clients' of the café.	<ul style="list-style-type: none"> ○ Familiarize Ss with real life situations. ○ Promote collaboration. ○ Stimulate spatial and 	<ul style="list-style-type: none"> ○ EL classroom 	

<p>The T also provides them with dialogues with gaps. At each gap, they have to use the taught vocabulary.</p> <p>The procedure is repeated for all Ss.</p>	<p>interpersonal intelligences.</p> <ul style="list-style-type: none"> ○ Foster a pleasant and entertaining environment. ○ Integrate speaking and listening. ○ Make visual connections to foster their memory and develop visual ability. 	<ul style="list-style-type: none"> ○ Clothes and accessories to dress up ○ Printed dialogues 	<p>35'</p>
<p>Task 2</p> <p>The T invites Ss to draw and paint their favourite superhero but they are not allowed to see each other's drawing.</p> <p>Then the T places, without S seeing, another student's drawing on the head of one of his / her classmates.</p> <p>The S has to make questions to find out who this person is.</p> <p>For example:</p> <p>Is he a man or a woman?</p>	<ul style="list-style-type: none"> ○ Foster independent and multi-sensory learning. ○ Establish an enjoyable environment. ○ Introduce a game-based activity. ○ Stimulate linguistic and visual intelligences. 	<ul style="list-style-type: none"> ○ Markers ○ Cardboard 	<p>10'</p> <p>20'</p>

Has he/she got dark or fair hair? Has he/she got blue or green eyes? e.t.c.	<ul style="list-style-type: none"> ○ Enhance memory strategies. 		
Task 3 The T makes group of two and ask them to create a dialogue about their best friend's appearance and character.	<ul style="list-style-type: none"> ○ Promote collaboration. ○ Integrate writing. ○ Enhance memory strategies. ○ Foster creativity. 	-----	30'

Evaluation Stage

Process	Aims - Objectives	Material Used	Time
Task 1 Ss present their dialogues to the class. All the class check and discuss if the planning stage's requirements accomplished. Then peer feedback is provided. The T thanks Ss for their collaboration and discusses their opinion about EL process.	<ul style="list-style-type: none"> ○ Develop presentation skills. ○ Develop metacognitive strategies. ○ Promote group evaluation. ○ Provide useful feedback. ○ Boost Ss self-esteem and sense of accomplishment. 	-----	20' 15' 10'

Lesson Plan 2: I need a doctor!!!!**Aims and Objectives:**

- Introduce and familiarize learners with the new vocabulary
- Establish the new vocabulary through the EL environment
- Enable Ss to engage in real life situations related with illnesses and medicine.
- Foster teamwork and peer input
- Empower learners to become autonomous
- Develop experiential learning in an environment that encourages collaboration
- Cultivate students’ various abilities
- Incorporate all four skills
- Create stronger bonds among students

Material used / E.L.’s tools: The appropriate classroom, Dialogues,

Clothes, accessories, internet, Projector, You Tube.

Skills: Speaking – Listening – Reading Writing

Teaching hours: 4

Planning stage

Process	Aims-Objectives	Material Used	Time
<p>Task 1</p> <p>T shows Ss a short video related with illnesses and one at a pharmacy</p> <p>Then she asks the students</p> <p>"What are these videos about?"</p> <p>"Have you ever had these symptoms?"</p> <p>"Have you ever been at the pharmacists?"</p>	<ul style="list-style-type: none"> ○ Create expectations and give a reason for watching. ○ Activate previous knowledge. ○ Generate ideas related with the topic. 	<ul style="list-style-type: none"> ○ Internet ○ You Tube ○ Projector 	<p>10'</p> <p>7'</p>
<p>Task 2</p> <p>T explains that in this lesson they will be taught vocabulary related with illnesses and medicine and that the target of the lesson is to be able to talk about them.</p> <p>Then she asks them to think of as many illnesses and medicines as they know.</p>	<ul style="list-style-type: none"> ○ Comprehend the aim of the lesson. ○ Activate background knowledge. ○ To make visual connections and strengthen their memory. 	<ul style="list-style-type: none"> ○ Internet ○ Projector 	<p>10'</p>

She shows them a picture dictionary and they call out the words.	<ul style="list-style-type: none"> ○ To promote multi-sensory learning. 		7'
--	--	--	----

Implementation Stage

Process	Aims-Objectives	Material Used	Time
Task 1 The T informs the Ss that they are at a medical center. On the wall there are different signs of illnesses that earlier taught, but someone mixed up their labels and they have to help the doctor to unscramble them.	<ul style="list-style-type: none"> ○ Familiarize Ss with real life situations. ○ Promote collaboration. ○ Integrate speaking and listening. ○ Make visual connections to foster their memory and develop visual ability. 	<ul style="list-style-type: none"> ○ Classroom/Village ○ Flashcards 	15'
Task 2 The T separates the students into groups of two. One S is the doctor,	<ul style="list-style-type: none"> ○ Familiarize with real life situations. 	<ul style="list-style-type: none"> ○ Classroom/Village ○ Dialogues ○ Doctor's robe 	35'

<p>and the other is the patient. She provides them with dialogues and some prompts which have gaps to practice the vocabulary taught.</p> <p>The process is repeated for all students.</p>	<ul style="list-style-type: none"> ○ Practice the vocabulary taught. ○ Reinforce spatial, interpersonal, linguistic intelligences. ○ Teach conditionals implicitly. 	<ul style="list-style-type: none"> ○ Clothes and accessories to dress up 	
<p>Task 3</p> <p>The T tells the Ss that they have to prescribe their own prescriptions with instructions and advice for the patients. She provides them with the 'prescription' papers.</p>	<ul style="list-style-type: none"> ○ Integrate writing. ○ Teach implicitly a grammatical phenomenon. 	<ul style="list-style-type: none"> ○ Prescription papers 	15'
<p>Task 4</p> <p>T explains to the Ss that after the medical center they have to find a pharmacy to collect the prescription the doctor gave them. First, she shows them again the short video (at the pharmacist's) showed at the beginning of the lesson.</p>	<ul style="list-style-type: none"> ○ Familiarize with real life situations. ○ Practice the vocabulary taught. ○ Reinforce spatial, interpersonal, linguistic intelligences. ○ Teach conditionals and 	<ul style="list-style-type: none"> ○ Classroom/Village ○ Dialogues ○ Pharmacist's robe ○ Clothes and accessories to dress up 	10'

<p>Then, she tells them that they are at the pharmacists.</p> <p>T provides them dialogues to practice related vocabulary.</p> <p>The process is repeated for all.</p>	<p>modals implicitly.</p>		<p>35'</p>
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Evaluation Stage

Process	Aims - Objectives	Material Used	Time
<p>Task 1</p> <p>T says to the Ss to write a short story about a time they were ill, and they had to go to the hospital.</p>	<ul style="list-style-type: none"> ○ Integrate writing. ○ Enhance memory strategies. ○ Foster creativity. 	<ul style="list-style-type: none"> ○ Notebooks 	<p>15'</p>
<p>Task 2</p> <p>Ss present their stories to the class and check and discuss if the planning stage's requirements accomplished.</p> <p>Then peer feedback is provided.</p>	<ul style="list-style-type: none"> ○ Develop presentation skills. ○ Develop metacognitive strategies. ○ Provide useful feedback. 	<p>-----</p>	<p>20'</p>

Lesson Plan 3: Money, money, money...**Aims and Objectives:**

- Introduce and familiarize learners with the new vocabulary.
- Establish the new vocabulary through the EL environment.
- Enable Ss to engage in real life situations related with bank and jobs.
- Foster teamwork and peer input.
- Empower learners to become autonomous.
- Develop experiential learning in an environment that encourages collaboration.
- Cultivate students' various abilities.
- Incorporate all four skills.
- Create stronger bonds among students.

Material used / E.L.'s tools: The appropriate classroom, Dialogues,

Clothes, accessories, internet, Projector, You Tube.

Skills: Speaking – Listening – Reading Writing

Teaching hours: 4

Planning stage

Process	Aims-Objectives	Material Used	Time
<p>Task1</p> <p>The T shows the Ss some photos (one by one) on the projector and she asks them what they can see and what their thoughts are.</p> <p>When she shows them the last photo, she shows another photo and asks them to think which of the photos character represent themselves.</p>	<ul style="list-style-type: none"> ○ Prepare Ss for the topic of the lesson. ○ Brainstorm related vocabulary. ○ Activate previous knowledge. ○ Generate ideas related with the topic. ○ Promote critical thinking. 	<ul style="list-style-type: none"> ○ Internet ○ Projector 	15'
<p>Task 2</p> <p>T explains that at this lesson they will be taught vocabulary related with money, bank and jobs.</p> <p>Then she shows them on the projector the related vocabulary.</p> <p>She also hands in a photocopy with the</p>	<ul style="list-style-type: none"> ○ Familiarise Ss with money. ○ Connect real life with the FL classroom. ○ Introduce the new vocabulary. ○ Create expectations. 	<ul style="list-style-type: none"> ○ Real-looking money 	<p>3'</p> <p>7'</p>

specific vocabulary to each S.			
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Implementation Stage

Process	Aims-Objectives	Material Used	Time
<p>Task 1</p> <p>T provides Ss with money (that look like real ones) so as to get familiarized with it and to ensure that everyone knows the coins and the banknotes.</p> <p>T divides Ss in two groups and hands out foam puzzle money with a number written on it in order to create different ways with different money to take the specific amount of money.</p> <p>For example: I have 40E.</p> <p>One way can be 10E+10E+5E+15E.</p>	<ul style="list-style-type: none"> ○ Familiarise Ss with money. ○ Promote tactile memory and multi-sensory learning. ○ Integrate CLIL approach. ○ Stimulate linguistic, interpersonal, visual, mathematical intelligences. 	<ul style="list-style-type: none"> ○ Real-looking money ○ Foam puzzle 	<p>5'</p> <p>10'</p>

Or another way can be 20E+3E+7E+10E			
<p>Task 2</p> <p>T informs Ss that they are at the bank and they are going to withdraw money. One Ss is the bank clerk and the other the customer.</p> <p>T provides them dialogues and some prompts with gaps to practice the taught vocabulary.</p> <p>The process is repeated for all Ss</p>	<ul style="list-style-type: none"> ○ Establish a pleasant environment. ○ Contextualization. ○ Consolidate the new vocabulary and use it meaningfully. ○ Familiarize Ss with real life situations. ○ Promote collaboration. ○ Integrate speaking and listening. ○ Make visual connections to foster their memory and develop visual ability. 	<ul style="list-style-type: none"> ○ Clothes and accessories to dress up ○ Real-looking money ○ Printed dialogues ○ Fake identification card ○ Fake bank card 	45'
<p>Task 3</p> <p>T asks Ss to write a short paragraph on the other classroom's wall (which is painted with blackboard paint) about their experience at the bank and if they would be interested to follow the specific job.</p>	<ul style="list-style-type: none"> ○ Integrate writing. ○ Enhance Ss memory strategies. 	---	15'

<p>Task 4</p> <p>T invites Ss to take a walk around the classroom with the shops and think the jobs they can see and she makes questions related with the jobs they mention.</p> <p>For example:</p> <p>Would like to follow this career?</p> <p>Is this a job you would be interested in?</p> <p>Do you find the specific occupation difficult?</p> <p>Then T makes groups of three and she explains that they are going to be interviewed about a job. One S is the manager of a big company and interview candidates.</p>	<ul style="list-style-type: none"> ○ Activate background knowledge. ○ Generate ideas. ○ Promote speaking skill. ○ Consolidate the new vocabulary and use it meaningfully. ○ Familiarise Ss with real life situation. 	<ul style="list-style-type: none"> ○ Printed dialogues ○ Clothes and accessories to dress up 	<p>12'</p> <p>30'</p>
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Evaluation Stage

Process	Aims - Objectives	Material Used	Time
<p>Task 1</p> <p>T makes Ss groups of two. She has placed big pieces of paper on the</p>	<ul style="list-style-type: none"> ○ Use new technology tools. 	<ul style="list-style-type: none"> ○ Big piece of paper. 	<p>20'</p>

<p>floor and she tells S that they have to draw on the paper the email's outline. Then, they have to write an email to the director of their area's "job center" to inform him/her what kind of job they would be interested in and why.</p>	<ul style="list-style-type: none"> ○ Blend traditional practises with new technology ones. ○ Integrate writing. 	<ul style="list-style-type: none"> ○ Markers 	
<p>Task 2</p> <p>Ss present their email to the class and peer feedback is provided.</p>	<ul style="list-style-type: none"> ○ Integrate reading listening and speaking. ○ Elaborate metacognitive strategies. ○ Promote self and group evaluation. 	<p>----</p>	<p>20'</p>

Lesson Plan 4: Did anyone say Vacation?

Aims and Objectives:

- Introduce and familiarize learners with the new vocabulary.
- Establish the new vocabulary through the EL environment.
- Enable Ss to engage in real life situations related to holidays and weather.
- Foster teamwork and peer input.
- Empower learners to become autonomous.
- Develop experiential learning in an environment that encourages collaboration.
- Cultivate students' various abilities.
- Incorporate all four skills.
- Create stronger bonds among students.

Material used / E.L.'s tools: The appropriate classroom, Dialogues,

Clothes, accessories, internet, Projector, You Tube.

Skills: Speaking – Listening – Reading Writing

Teaching hours: 4

Planning stage

Process	Aims-Objectives	Material Used	Time
<p>Task 1</p> <p>T brings in class her photos with places she has visited.</p> <p>First, she asks them</p> <p>‘Where am I?’</p> <p>‘What do you think I do in these photos?’</p> <p>‘How do you think I travelled to these places?’</p> <p>Then, she asks them if they have visited any of these places and if they like this kind of vacation.</p>	<ul style="list-style-type: none"> ○ Prepare Ss for the topic of the lesson. ○ Brainstorm related vocabulary. ○ Activate previous knowledge. ○ Generate ideas related with the topic. ○ Promote critical thinking. 	<ul style="list-style-type: none"> ○ Photos 	25’
<p>Task 2</p> <p>T shows on TV different kinds of holidays and flashcards with different means of transport.</p> <p>She asks them:</p> <p>‘What of these types of holidays do you prefer and how would you prefer to travel?’</p>	<ul style="list-style-type: none"> ○ Introduce the new vocabulary. ○ Create expectations. 	<ul style="list-style-type: none"> ○ TV ○ Flashcards 	25’

Implementation Stage

Process	Aims-Objectives	Material Used	Time
<p>Task 1</p> <p>T has created an exercise on Kahoot application in which she provides multiple photos of holidays and the Ss have to match them with their name.</p> <p>Ss carry out this exercise on their mobile phones which are connected to the specific application.</p>	<ul style="list-style-type: none"> ○ Establish new technology practices. ○ Practice the vocabulary taught. ○ Use new technology tools. 	<ul style="list-style-type: none"> ○ Projector ○ Internet ○ Laptop ○ Mobile phones 	20'
<p>Task 2</p> <p>T and Ss are at the Travel Agency's, and they have to response to the specific real-life situation as one S will be the Travel Agent and the other the Client.</p>	<ul style="list-style-type: none"> ○ Encourage groupwork and real-life communication. ○ Increase low proficiency Ss' self-esteem. ○ Practice the vocabulary taught. ○ Establish a joyful environment. ○ Integrate reading, listening, speaking skills. ○ Teach grammar implicitly. ○ Promote their imagination. 	<ul style="list-style-type: none"> ○ Printed dialogues ○ Clothes and accessories to dress up. 	45'

	<ul style="list-style-type: none"> ○ Stimulate spatial, visual, interpersonal intelligences. 		
<p>Task 3</p> <p>T had asked Ss the previous time to bring with them a photo from their vacation.</p> <p>She invites Ss to write the story 'behind' the photo.</p>	<ul style="list-style-type: none"> ○ Integrate writing skill. ○ Teach grammar implicitly. ○ Make connections with their own lives. 	<ul style="list-style-type: none"> ○ Photos ○ Notebooks 	25'

Evaluation Stage

Process	Aims - Objectives	Material Used	Time
<p>Task 1</p> <p>Ss share their story with the classroom.</p> <p>T invites Ss to check if the aims of the planning stage have been accomplished.</p> <p>Peer feedback is provided.</p> <p>The T thanks Ss for their collaboration.</p>	<ul style="list-style-type: none"> ○ Develop presentation skills. ○ Develop metacognitive strategies. ○ Promote group evaluation. ○ Provide useful feedback. ○ Boost Ss self-esteem and sense of accomplishment. 	<ul style="list-style-type: none"> ○ ----- 	<p>30'</p> <p>5'</p>

Lesson Plan 5: Shop till you drop.**Aims and Objectives:**

- Introduce and familiarize learners with the new vocabulary.
- Establish the new vocabulary through the EL environment.
- Enable Ss to engage in real-life situations related to food, clothes, and shopping.
- Foster teamwork and peer input
- Empower learners to become autonomous.
- Develop experiential learning in an environment that encourages collaboration.
- Cultivate students’ various abilities.
- Incorporate all four skills.
- Create stronger bonds among students.

Material used / E.L.’s tools: The appropriate classroom, Dialogues,

Clothes, accessories, internet, Projector, YouTube, Mobile Phones,
Kahoot Application.

Skills: Speaking – Listening – Reading Writing

Teaching hours: 4

Planning stage

Process	Aims-Objectives	Material Used	Time
<p>Task 1</p> <p>T introduces the new vocabulary by using the 'mimic' game.</p> <p>First, she writes on the board the questions:</p> <p>“What am I?”</p> <p>“What am I doing?”</p> <p>And she invites Ss to try to guess.</p> <p>For example, she pretends the banana by using her body or she pretends she is changing clothes and trying to decide which blouse to buy.</p>	<ul style="list-style-type: none"> ○ Generate ideas. ○ Brainstorm vocabulary. ○ Prepare Ss for the topic of the lesson. ○ Urge T – Ss communication. ○ Create expectations on the topic of the lesson to confirm or disconfirm. ○ Pique Ss' curiosity in the topic. ○ Create a joyful environment. 	<ul style="list-style-type: none"> ○ Playroom ○ Classroom ○ Plastic fruit and vegetable ○ Clothes 	<ul style="list-style-type: none"> ○ 10'
<p>Task 2</p> <p>T invites all Ss to pretend something similar to what she did, without revealing the topic of the lesson.</p>	<ul style="list-style-type: none"> ○ Integrate multiple intelligences. ○ Encourage them to make decisions. ○ Assist the weaker Ss to participate in the lesson. 	<ul style="list-style-type: none"> ○ ---- 	<ul style="list-style-type: none"> ○ 10'

Implementation Stage

Process	Aims-Objectives	Material Used	Time
<p>Task 1</p> <p>T shows Ss different kinds of shops and asks Ss to tell her what kind of products we can find to each of them.</p> <p>Then, she shows them the relative to the shop's products, they discuss all together and T makes questions related to the topic:</p> <ol style="list-style-type: none"> 1. Do you like shopping? 2. How often do you go shopping? 3. What types of items do you usually buy? 4. Who do you go shopping with? 5. When do you go shopping? 6. Online shopping and traditional shopping? Which ones do you prefer? Why? 7. What did you buy last week? 	<ul style="list-style-type: none"> ○ Introduce the topic of the lesson. ○ Confirm or disconfirm their expectations. ○ Introduce new vocabulary. ○ Integrate speaking and listening. ○ Teaching grammar implicitly. ○ Stimulate linguistic and visual intelligences. 	<ul style="list-style-type: none"> ○ Playroom ○ Classroom ○ TV ○ Internet 	<ul style="list-style-type: none"> ○ 10' ○ 15'
Task 2			

<p>T has brought a lot of fruit and vegetables, and all together go the kitchen corner of the school.</p> <p>She informs Ss that they are at the 'Master Chef' contest, and they have to create the most imaginative fruit salad with some 'details' of vegetables. They have only 10' to complete their creations. (As they make their creations relaxing music is playing.)</p> <p>Then, they have to present their creations to the 'Head Chef', the T.</p>	<ul style="list-style-type: none"> ○ Promote experiential learning. ○ Integration of kinesthetic, visual, linguistic intelligences. ○ Integration of speaking and listening. ○ Practice of vocabulary taught. 	<ul style="list-style-type: none"> ○ Bowls ○ Fruits ○ Vegetables ○ Sugar ○ Honey ○ Powdered sugar ○ Food umbrellas 	<ul style="list-style-type: none"> ○ 40'
<p>Task 3</p> <p>T divides Ss into two teams and each team to two pairs.</p> <p>T explains that one team will go shopping to the supermarket while the other to a mall and more specifically to the clothes boutique.</p>	<ul style="list-style-type: none"> ○ Encourage groupwork and real-life communication. ○ Increase low proficiency Ss' self-esteem. ○ Practice the vocabulary taught. ○ Establish a joyful environment. 	<ul style="list-style-type: none"> ○ Clothes ○ Accessories ○ Printed dialogues 	<ul style="list-style-type: none"> ○ 40'

	<ul style="list-style-type: none"> ○ Integrate reading, listening, speaking skills. ○ Teach grammar implicitly. ○ Promote their imagination. ○ Stimulate spatial, visual, interpersonal intelligences 		
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Evaluation Stage

Process	Aims - Objectives	Material Used	Time
Task 1 T has created an exercise on Kahoot application using the vocabulary taught. Ss carry out this exercise on their mobile phones which are connected to the specific application.	<ul style="list-style-type: none"> ○ Enhance memory strategies. ○ Establish new technology practices. ○ Blend traditional practices with new technology ones. 	<ul style="list-style-type: none"> ○ Mobile phones ○ Internet ○ Projector ○ Laptop 	<ul style="list-style-type: none"> ○ 20'
Task 2 T separates Ss in groups of two and asks them to create a dialogue similar with the ones we practiced earlier and present it to the classroom.	<ul style="list-style-type: none"> ○ Integrate all skills (writing, reading, speaking, listening). 	<ul style="list-style-type: none"> ○ Notebooks 	<ul style="list-style-type: none"> ○ 35'

<p>Peer feedback is provided.</p> <p>The T thanks Ss for their collaboration.</p>	<ul style="list-style-type: none"> ○ Develop presentation skills. ○ Develop metacognitive strategies. ○ Promote group evaluation. ○ Provide useful feedback. ○ Boost Ss self-esteem and sense of accomplishment. 		
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Lesson Plan 6: Would you like some volleyball with a double dose of basketball and half the dose of tennis?

Aims and Objectives:

- Introduce and familiarize learners with the new vocabulary
- Establish the new vocabulary through the EL environment
- Enable Ss to engage in real-life situations related to sports and activities.
- Foster teamwork and peer input
- Empower learners to become autonomous
- Develop experiential learning in an environment that encourages collaboration
- Cultivate students’ various abilities
- Incorporate all four skills
- Create stronger bonds among students

Material used / E.L.’s tools: The appropriate classroom, Dialogues,

Clothes, accessories, internet, Projector, You Tube, Mobile Phones,
Kahoot Application.

Skills: Speaking – Listening – Reading Writing

Teaching hours: 4

Planning stage

Process	Aims-Objectives	Material Used	Time
<p>Task 1</p> <p>T takes the Ss to the near sports center.</p> <p>T asks Ss if they know where they are and what we usually do at this place.</p> <p>Then she asks them whether they do any sport.</p>	<ul style="list-style-type: none"> ○ Generate ideas. ○ Brainstorm vocabulary. ○ Promote teaching in real life environment. ○ Prepare Ss for the topic of the lesson. ○ Urge T – Ss communication. ○ Create expectations on the topic of the lesson to confirm or disconfirm. ○ Pique Ss' curiosity in the topic. 	<p>-----</p>	<ul style="list-style-type: none"> ○ 20'
<p>Task 2</p> <p>T shows Ss' one video with sports from around the world and one with sports equipment and discuss any unknown words.</p> <p>T makes questions like:</p> <p>Do you know all these sports and equipment?</p>	<ul style="list-style-type: none"> ○ Introduce relevant vocabulary. ○ Expand Ss' schemata. ○ Promote multiculturalism. ○ Make visual connections. 	<ul style="list-style-type: none"> ○ Laptop ○ Internet 	<ul style="list-style-type: none"> ○ 20'

<p>Is there any sport that you would like to try?</p> <p>Then, she informs them that this lesson is about sports.</p>			
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Implementation Stage

Process	Aims-Objectives	Material Used	Time
<p>Task 1</p> <p>T informs Ss that they are going to play the game "Chinese Whispers" using the sports.</p> <p>She explains them that the first player whispers a sport or a sentence using a sport to the next player. Each player successively whispers what that player believes he or she said to the next one. The last player announces the word or the sentence to the entire group.</p>	<ul style="list-style-type: none"> ○ Introduce a game-based activity. ○ Practice the vocabulary taught. ○ Establish an enjoyable environment. 	<p>-----</p>	<ul style="list-style-type: none"> ○ 20'
<p>Task 2</p> <p>T informs Ss that they celebrate the "National Sports Day". In groups of two they have to talk about the sport they</p>	<ul style="list-style-type: none"> ○ Encourage groupwork and real-life communication. 	<ul style="list-style-type: none"> ○ Printed dialogues 	<ul style="list-style-type: none"> ○ 20'

would be interested in participating or trying.	<ul style="list-style-type: none"> ○ Increase low proficiency Ss' self-esteem. ○ Practice the vocabulary taught. ○ Establish a joyful environment. ○ Integrate reading, listening, speaking skills. ○ Teach grammar implicitly. 		
<p>Task 3</p> <p>T tells Ss that they are going to cooperate and play "the scavenger hunt" game.</p> <p>She informs them that she has hidden different riddles, related with sports, around the school.</p> <p>They have to follow a specific route (which has been indicated by the T) to find the hidden riddle.</p> <p>One S works as a "checker" who has the riddles and their answers so as to check the Ss' answers.</p>	<ul style="list-style-type: none"> ○ Introduce a game-based activity. ○ Foster an engaging and delightful environment. ○ Promote learning through experience. ○ Encourage collaboration to achieve a task. ○ Promote multisensory learning. ○ Urge critical thinking. ○ Stimulate spatial, visual, 	<ul style="list-style-type: none"> ○ Cards with the riddles. 	<ul style="list-style-type: none"> ○ 30'

<p>Every time they solve a riddle they can continue.</p> <p>They win when they find the hidden object.</p> <p>She also informs Ss that during the hunt they are allowed to talk each other only in English.</p>	<p>linguistic, and interpersonal intelligences.</p>		
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Evaluation Stage

Process	Aims - Objectives	Material Used	Time
<p>Task 1</p> <p>T has printed for each S an unusual sport which they might not even know it.</p> <p>She has placed big papers on floor and the photocopy with the name of the sport on it.</p> <p>She gives them markers and tells them to use their imagination to draw this sport and write down how they think this sport is played and generally what it is about.</p>	<ul style="list-style-type: none"> ○ Enhance their imagination. ○ Promote learning by doing. ○ Integrate writing. ○ Integrate multiple intelligences. ○ Give opportunity to make decisions. 	<ul style="list-style-type: none"> ○ Mobile phones ○ Internet ○ Paper A4 	<ul style="list-style-type: none"> ○ 13' ○ 17'

<p>For example,</p> <p>If they think it is a team or an individual sport,</p> <p>If it is an indoor or an outdoor sport,</p> <p>The rules of the sport.</p>			
<p>Task 2</p> <p>Ss present their sport to the other classmates and with the help of the teacher they evaluate the work and give feedback.</p> <p>The T thanks Ss for their collaboration.</p>	<ul style="list-style-type: none"> ○ Enhance their presentation skills. ○ Develop critical and reflective thinking. ○ Develop metacognitive strategies. ○ Ponder over new knowledge. 	<p>-----</p>	<ul style="list-style-type: none"> ○ 30'

Lesson Plan 7: Are you a tech freak?

Aims and Objectives:

- Introduce and familiarize learners with the new vocabulary.
- Establish the new vocabulary through the EL environment.
- Enable Ss to engage in real-life situations related to technology and science.
- Foster teamwork and peer input.
- Empower learners to become autonomous.
- Develop experiential learning in an environment that encourages collaboration.
- Cultivate students’ various abilities.
- Incorporate all four skills.
- Create stronger bonds among students.

Material used / E.L.’s tools: The appropriate classroom, Dialogues,

Clothes, accessories, internet, Projector, You Tube, Mobile Phones,
Kahoot Application.

Planning stage

Process	Aims-Objectives	Material Used	Time
<p>Task 1</p> <p>T brings a photo of an old home phone and places it next to a mobile phone and she asks Ss:</p> <p>"Do you know what this device is?"</p> <p>"Have you ever seen one before? If so, where?"</p> <p>"How did we reach from the one device to the other?"</p>	<ul style="list-style-type: none"> ○ Generate ideas. ○ Brainstorm vocabulary. ○ Promote teaching in real life environment. ○ Prepare Ss for the topic of the lesson. ○ Urge T – Ss communication. ○ Create expectations on the topic of the lesson to confirm or disconfirm. ○ Pique Ss' curiosity in the topic. 	<ul style="list-style-type: none"> ○ Photo ○ Mobile phone 	<ul style="list-style-type: none"> ○ 15'
<p>Task 2</p> <p>T shows on projector a video with an activity and all together try to do it.</p> <p>During the activity the T asks Ss if they all know these words.</p>	<ul style="list-style-type: none"> ○ Activate prior knowledge and consolidate vocabulary. ○ Make visual connections to foster their memory and develop visual ability. 	<ul style="list-style-type: none"> ○ Projector ○ Internet 	<ul style="list-style-type: none"> ○ 30'

<p>Then, she shows them on projector a leaflet she has prepared for Ss with relevant vocabulary.</p> <p>After they study it, they do all together another exercise on projector related with science.</p> <p>T distributes to Ss the vocabulary.</p>	<ul style="list-style-type: none"> ○ Introduce new relevant vocabulary. ○ Expand Ss' schemata. ○ Blend traditional practices with technology ones. ○ Establish an intriguing environment. 		
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Implementation Stage

Process	Aims-Objectives	Material Used	Time
<p>Task 1</p> <p>T brings in class paper, copper tape, coin cell battery, Leds.</p> <p>She explains Ss that this lesson is about technology and that in this activity they will do an experiment to learn how to make an easy circuit.</p> <p>She shows them the material they will use, and she asks to name them. She helps them with the unknown words.</p>	<ul style="list-style-type: none"> ○ Introduce new related vocabulary and practice the vocabulary they already taught. ○ Establish an entertaining environment. ○ Promote learning through experience. ○ Integrate multiple intelligences. 	<ul style="list-style-type: none"> ○ D-cell battery. ○ Small light bulb holder. ○ Small light bulb. ○ Masking tape. ○ Insulated wire. ○ Wire strippers ○ Screwdriver. 	<ul style="list-style-type: none"> ○ 30'

<p>Then, T starts doing the circuit with the help of Ss.</p> <p>At the end, she shows them a video on You tube with the specific experiment.</p>	<ul style="list-style-type: none"> ○ Promote technology practices. 		
<p>Task 2</p> <p>T divides Ss into two teams. Each team has to design and build one Catapult. Each catapult will undergo two different tests to determine accuracy and power.</p> <p>T shows Ss some pictures and a video of catapult designs.</p> <p>After they finish their catapult, in order to check accuracy, T set-up a launch line using masking tape.</p> <p>She places a bowl at a set distance and gives Ss cotton balls, and they launch them. We record how many make it into the bowl out of five attempts.</p> <p>We repeat the procedure from a different distance.</p>	<ul style="list-style-type: none"> ○ Foster an engaging and delightful environment. ○ Promote learning through experience. ○ Encourage collaboration to achieve a task. ○ Promote multisensory learning. ○ Urge critical thinking. ○ Introduce a STEM activity. ○ Practice relevant vocabulary. ○ Promote CLIL Method. ○ Promote technology practices. 	<ul style="list-style-type: none"> ○ Masking tape ○ Scissors ○ Plastic spoons ○ Magazines ○ Plastic cups ○ Coke cans ○ Popsicle sticks ○ Rubber bands ○ Bottle caps ○ Cotton balls ○ Marshmallows 	<ul style="list-style-type: none"> ○ 45'

<p>Then, so to check power, T provides to Ss mini marshmallows. She sets-up again a launch line.</p> <p>Ss launch both catapults 3 times and T marks which marshmallow went farthest for each trial.</p>			
<p>Task 3</p> <p>T has brought buckets. One bucket writes TECHNOLOGY and the other SCIENCE.</p> <p>She has also one bucket with plastic eggs and she has written different words related with technology and science on them.</p> <p>T separates Ss into two teams. The first S of each team takes an egg, places it on a spoon he/she has in his/her mouth and goes as fast as he/she can, to drop it to the correct bucket. The team with the most plastic eggs, wins.</p>	<ul style="list-style-type: none"> ○ Promote learning through experience. ○ Revise the vocabulary. ○ Foster an engaging and delightful environment. ○ Blend traditional practices with new ones. ○ Stimulate intrapersonal, linguistic, visual, spatial intelligences. 	<ul style="list-style-type: none"> ○ Mobile Phono 12Pro. ○ Catapult ○ Masking tape ○ Scissors ○ Plastic spoons ○ Magazines ○ Plastic cups ○ Coke cans ○ Popsicle sticks ○ Rubber bands ○ Bottle caps ○ Cotton balls ○ Marshmallows 	<ul style="list-style-type: none"> ○ 30'

Evaluation Stage

Process	Aims - Objectives	Material Used	Time
<p>Task 1</p> <p>T tells Ss that in groups of two, one S will be the reporter and the other the interviewee. T has brought in class a microphone with a speaker so as to be the procedure more realistic.</p> <p>The questions the reporter will ask are "How do you think technology will change our lives in 50 years?", "What are the advantages and disadvantages of technology?"</p> <p>T gives them some time to think and even write down their thoughts.</p> <p>Then, the interview starts.</p>	<ul style="list-style-type: none"> ○ Reflect on newly acquired knowledge. ○ Foster group work. ○ Promote critical thinking. ○ Integrate all skills. ○ Foster Ss to express their opinions and make decisions. 	<ul style="list-style-type: none"> ○ Paper ○ Pencils 	<ul style="list-style-type: none"> ○ 20'
<p>Task 2</p> <p>Ss evaluate their classmates' presentation and give feedback with the guidance of T.</p>	<ul style="list-style-type: none"> ○ Reflect on newly acquired knowledge. ○ Foster group work. 	<ul style="list-style-type: none"> ○ --- 	<ul style="list-style-type: none"> ○ 10'

<p>The T thanks Ss for their collaboration.</p>	<ul style="list-style-type: none"> ○ Promote critical thinking. ○ Integrate all skills. ○ Foster Ss to express their opinions and make decisions. 		
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Lesson Plan 8: Go green!**Aims and Objectives:**

- Introduce and familiarize learners with the new vocabulary.
- Establish the new vocabulary through the EL environment.
- Enable Ss to engage in real life situations related with recycling and green and eco-friendly lifestyle.
- Foster teamwork and peer input.
- Empower learners to become autonomous.
- Develop experiential learning in an environment that encourages collaboration.
- Cultivate students' various abilities.
- Incorporate all four skills.
- Create stronger bonds among students.

Material used / E.L.'s tools: The appropriate classroom, Dialogues,

Clothes, accessories, internet, Projector, You Tube.

Teaching hours : 4

Planning Stage

Process	Aims-Objectives	Material Used	Time
<p>Task 1</p> <p>T takes Ss out of the class where there are three different recycling bins and asks them:</p> <p>“Do you know what these bins are?”</p> <p>“What do we use them for?”</p> <p>“Why do they have different color?”</p> <p>“What is recycling?”</p> <p>“Do you know the term ‘eco-friendly’ and ‘green’?”</p>	<ul style="list-style-type: none"> ○ Brainstorm Vocabulary. ○ Prepare Ss for the topic. ○ Generate ideas. ○ Integrate speaking and listening skills. ○ Promote experiential learning. ○ Foster T – Ss communication ○ Promote contextualization. 	<p>-----</p>	<ul style="list-style-type: none"> ○ 20’
<p>Task 2</p> <p>T explains these two terms and provides a couple of examples.</p> <p>She tells Ss to look around.</p> <p>Then, she asks:</p> <p>“Do you believe our area is a green and eco-</p>	<ul style="list-style-type: none"> ○ Generate ideas. ○ Brainstorm key vocabulary. ○ Promote critical thinking. ○ Create expectations about the topic of the lesson to confirm or disconfirm. ○ Promote real life topics. 	<ul style="list-style-type: none"> ○ Picture of the Vocabulary 	<ul style="list-style-type: none"> ○ 10’ ○ 15’

friendly area? Why? / Why not?" The teacher presents the topic of the lesson, shows a picture with the targeted vocabulary and explains that in this lesson they will be taught about green and eco-friendly lifestyle.	<ul style="list-style-type: none"> ○ Integrate speaking and listening skills. 		<ul style="list-style-type: none"> ○ 7'
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Implementation Stage

Process	Aims-Objectives	Material Used	Time
Task 1 T and Ss return to school. T has stuck sentences with gaps around the school. After separating Ss into groups of two, she gives them a photocopy with words and objects of the targeted vocabulary to match them to the gaps.	<ul style="list-style-type: none"> ○ Foster an engaging and delightful environment. ○ Promote learning through experience. ○ Integrate multiple intelligences. ○ Encourage collaboration and 	<ul style="list-style-type: none"> ○ Printed Photos ○ Photocopies 	<ul style="list-style-type: none"> ○ 23'

	<p>communication among Ss.</p> <ul style="list-style-type: none"> ○ Consolidate the new vocabulary. ○ Teach passive voice implicitly. 		
<p>Task 2</p> <p>She has printed photos (2 copies of them) with non-eco-friendly products and photos with green and eco-friendly products.</p> <p>She places the shuffled photos on the floor and there are two bins to the other corner. One is for the non-eco-friendly products and the other for the green and eco-friendly ones.</p> <p>The T says one product per time and each S has to put the photos with the products into the correct bin.</p> <p>The team with the best time, wins.</p>	<ul style="list-style-type: none"> ○ Promote learning through experience. ○ Revise the vocabulary. ○ Stimulate intrapersonal, linguistic, visual, spatial intelligences. 	<ul style="list-style-type: none"> ○ Printed Photos ○ Two small bins 	<ul style="list-style-type: none"> ○ 25'

<p>Task 3</p> <p>T makes Ss some questions related with the topic:</p> <p>‘‘Is planting a green and eco-friendly activity?’’</p> <p>‘‘What are the benefits of planting your own plants/flowers?’’</p> <p>Then, she explains that she has brought 4 pots, seeds, and bulbs in order to plant their own plants.</p> <p>They are going to plant two flowers, one vegetable (tomato) and one herb (basil).</p> <p>T gives instructions on how to plant their seeds / bulbs.</p> <p>For example,</p> <ol style="list-style-type: none"> 1. Select your seeds. 2. Make small indents in the center of the pot. 3. Place the seeds in the indents. 4. Water them in. 	<ul style="list-style-type: none"> ○ Give Ss initiative. ○ Brainstorm key vocabulary. ○ Develop critical thinking. ○ Allow Ss to come in touch with nature and real-life environment. ○ Promote learning through experience. ○ Promote collaboration and communication among Ss. 	<ul style="list-style-type: none"> ○ Pots ○ Seeds ○ Bulbs ○ Gloves 	<ul style="list-style-type: none"> ○ 15’ ○ 30’
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5. Choose the location for your pot.			
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Evaluation Stage

Process	Aims - Objectives	Material Used	Time
<p>Task 1</p> <p>T tells Ss that they can use their mobile phones to search on the Internet and make a poster with ways in order to be more eco-friendly.</p> <p>Then, they have to present it in class.</p> <p>At the end, they have to vote for the best poster.</p>	<ul style="list-style-type: none"> ○ Reflect on newly acquired knowledge. ○ Promote critical thinking. ○ Integrate all skills. ○ Foster Ss to express their opinions and make decisions. 	<ul style="list-style-type: none"> ○ Mobile Phones ○ Pencils ○ Markers ○ Cardboards 	<ul style="list-style-type: none"> ○ 20'
<p>Task 2</p> <p>Ss evaluate their classmates' presentation and give feedback with the guidance of T.</p>	<ul style="list-style-type: none"> ○ Promote self and group evaluation. ○ Develop metacognitive strategies. ○ Increase Ss' sense of accomplishment. 	----	<ul style="list-style-type: none"> ○ 15'

The T thanks Ss for their collaboration.			
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APPENDIX XI

POST – SEMI – STRUCTURED INTERVIEW QUESTIONS (Greek Version)

Ηλικία :

Ποια γλώσσα μιλάτε στο σπίτι :

Εθνικότητα :

1^{ος} Αξονας: Η εμπειρία των μαθητών σχετικά με τη Βιωματική μάθηση μετά την εφαρμογή της.

1. Σου άρεσε η βιωματική μάθηση ως τρόπος εκμάθησης;
2. Τι σου άρεσε περισσότερο;
3. Έχει αλλάξει η άποψη σου σχετικά την εκμάθηση αγγλικών; Αν ναι, πως;
4. Συνάντησες δυσκολίες ή εμπόδια κατά τη διάρκεια αυτού του εκπαιδευτικού τρόπου εκμάθησης; Αν ναι, ποιες;
5. Σου άρεσαν τα θέματα με τα οποία ασχοληθήκαμε?
6. Σου άρεσε αυτός ο τρόπος εκμάθησης του λεξιλογίου?
7. Σε βοήθησε αυτός ο τρόπος εκμάθησης να βελτιώσεις κάποια ικανότητα σου στα αγγλικά; (π.χ. Ανάγνωση-Ακουστικό-Προφορικό λόγο-Γραπτό Λόγο).
8. Πώς επηρέασε η βιωματική μάθηση τη συνεργασία ανάμεσα σας?
9. Σου άρεσε το γεγονός του ότι στις περισσότερες δραστηριότητες έπρεπε να εργάζεστε ως ομάδες η σε ζευγάρια?

2^{ος} Αξονας: Η εμπειρία των μαθητών σχετικά με το περιβάλλον εκμάθησης.

1. Πώς σου φάνηκε το περιβάλλον εκμάθησης;
2. Τι σου άρεσε περισσότερο;

3. Προτιμάς τον παραδοσιακό τρόπο εκμάθησης ή τη βιωματική μάθηση και γιατί;
4. Πώς σου φάνηκε η εκμάθηση του λεξιλογίου μέσω πραγματικών καταστάσεων; Τη βρήκες πιο ουσιαστική;
5. Σε βοήθησε το περιβάλλον εκμάθησης στο να χρησιμοποιήσεις περισσότερο τα αγγλικά σου;
6. Μετά την εφαρμογή της βιωματικής μάθησης σε διαφορετικά μοτίβα, αν βρεθείς σε παρόμοιο περιβάλλον, θα σου είναι εύκολο να χρησιμοποιήσεις την αγγλική γλώσσα;

3^{ος} Άξονας: Η εμπειρία των μαθητών σχετικά με τη παραγωγή προφορικού λόγου

1. Ποια η γνώμη σου για τα προφορικά μετά την ενσωμάτωση της βιωματικής μάθησης στην εκμάθηση αγγλικών;
2. Σε βοήθησε η βιωματική μάθηση να βελτιώσεις τον προφορικό σου λόγο; Αν ναι, ποιες δραστηριότητες σε βοήθησαν;
3. Υπήρξε κάποια διαδικασία που σε δυσκόλεψε περισσότερο στο να μιλήσεις;
(π.χ. έλλειψη ιδεών, διστακτικότητα μήπως κάνω λάθος, έλλειψη λεξιλογίου).
4. Ήταν αποτελεσματικές οι δραστηριότητες βιωματικής μάθησης στην ενσωμάτωση του λεξιλογίου στον προφορικό λόγο; Αν ναι, γιατί;
5. Έχει εμπλουτιστεί το λεξιλόγιό σου μέσω αυτής της μεθόδου;
6. Νιώθεις μεγαλύτερη αυτοπεποίθηση να χρησιμοποιήσεις τα αγγλικά;
7. Θα ήθελες να συνεχίσεις να κάνεις μάθημα με τη συγκεκριμένη μέθοδο;
8. Έχει αλλάξει η άποψη σου σχετικά με το να κάνεις μαθήματα αγγλικών στο φροντιστήριο μας;

Σ' ευχαριστώ που μοιράστηκες τη γνώμη και τις εμπειρίες σου μαζί μου.

APPENDIX XII

POST – SEMI – STRUCTURED INTERVIEW QUESTIONS (English Version)

Age:

Language spoken at home:

Nationality:

1st Axis: Learners’ experience of Experiential Learning after its implementation.

1. Did you like experiential learning other way of learning?
2. What did you like most?
3. Has your opinion about learning English changed? If so, how?
4. Did you encounter any difficulties or obstacles while participating in experiential learning activities? If so, what were they?
5. Did you like the topics we dealt with?
6. Did you like this way of learning vocabulary?
7. Has this way of learning helped you improve any of your English skills?
(e.g. Reading – Listening – Speaking – Writing).
8. Did you like the fact that in most activities you had to work in groups or in pairs?
9. How has experiential learning affected the collaboration among you?

2nd Axis: Learners’ experience of the learning environment.

1. What is your opinion of the experiential learning environment?
2. Did you like it? If so, what did you like most?

3. Do you prefer the traditional way of learning or the experiential one and why?
4. What do you think of learning vocabulary through real-life situations? Did you find it more meaningful?
5. Did the learning environment help you to use your English more?
6. After the implementation of experiential learning in different patterns, would you find it easier to use English if you were in a similar environment?

3rd Axis: Learners' experience of oral production after the implementation of experiential learning.

1. What do you think about oral production after integrating experiential learning into English learning?
2. Did experiential learning help you to improve your speaking skills? If so, which activities helped you?
3. Was there any process that made it most difficult for you to speak?
(e.g. lack of ideas, hesitation in case of wrong, lack of vocabulary).
4. Were the experiential learning activities effective in either grating vocabulary into speaking? If so, why?
5. Has your vocabulary been enriched through this method?
6. Do you feel more confident in using English?
7. Would you like to continue working with this method?
8. Has your perception about having English lessons in our private English institute changed?

Thank you for sharing your inside and experience with me.

APPENDIX XIII

ANSWERS OF THE LEARNERS TO THE POST-SEMI-STRUCTURED INTERVIEW QUESTIONS – TRANSCRIPTS.

PRE-TEST

T: Can I have your papers, please? Thank you please take a seat my name is Constantine a group leader please speak in English loudly and clearly, you can ask me to repeat anything you don't understand but only in English. So what is your name?

S4: Anastasia

S6: Vaso

T: OK. Let's start with activity 1. I will ask you, I will ask each of you some questions, OK?

Ss: Ok.

T: Let's start with Anastasia. OK, Anastasia do you do any sports? why or why not?

S4: Do badminton because like it.

T: And do you like your school?

S4: No, because is boring.

T: Thank you. Now let's go on with Vaso. Vaso, what do you usually do after school?

S6: Oooh...I go home..do homework.

T: That's all?

S6: Yeah

T: And which places in Greece do you want to visit and why?

S6: Mmmmm...place....

T: Yes, a place I mean for example Athens, Santorini, Alexandroupoli. Which place in Greece?

S6: Athens, is big and beautiful

T: Ok, thank you.

We can now go on with activity 2. I will show each one of you a page with photos and I will ask you some questions, OK? Let's start, let's start with Vaso. Vaso, here is your page and I'd like you to look at photo 4. What can you see?

S6: Uh-huh a girl do homework.

T: OK can you see anything else?

S6: A desk. That's all.

T: OK. All the photos on this page which of these activities do you like doing and why?

S6: Eat with my family...

T: OK, why?

S6: Because, like it.

T: OK, thank you.

Now, Anastasia, it's your turn. Here is your page, and I would like you to look at photo 12. What can you see?

S4: Mmmm... Childrens... water

T: uh-huh.. OK, can you see anything else?

S4: No.

T: Ok. Now, I want you to look at photos 9 and 12. Which of these activities do you like doing? Why?

S4: Mmmm... swimming. Like water very.

T: Ok. Thank you.

Now, let's move on to Activity 3. I will show each one of you a page with text and i will ask you some questions. Then, you will also ask me some questions about the photos, ok?

Ss: Ok.

T: Let's start with Anastasia. Anastasia here is your page. Is the movie for children or for adults?

S4: Children.

T: Where can you see this movie?

S4: Cinema.

T: Ok. Now you will ask me questions about the texts. Look at the text with Paddington and use the words in the set A box to ask me three questions about this text. I will answer your questions, OK?

S4: Ok.

T: Are you ready?

S4: Yes.

T: You can start.

S4: Who Paddington is?

T: Paddington is a bear that lives with the Brown family.

S4: How long movie is?

T: It's one hour and 43 minutes.

S4: How much adult pay?

T: The ticket for adults is €7.

Thank you. Now, Vaso is your turn. Vaso, here is your page and.... Um... give me a minute... Look at photo 4, the British Museum. How can you get to the museum?

S6: Ummm... I don't know.

T: OK. For example, can you get there by car?

S6: Yes, and with bicycle and bus.

T: And what can you eat at the museum?

S6: Sandwiches...umm... salads, cakes.

T: OK, now you will ask me questions about the text. Look at text of British Museum and use the words in the set B box to ask me questions about this text. I will answer your questions. Are you ready?

S6: Yes. When the museums is open?

T: It's open every day from 10:00 to 5:30.

S6: Where I park my car?

T: The nearest car park is located at Bloomsbury square.

S6: Is there a café?

T: Yes, there is- it is called Court Café.

Thank you Vaso.

This is the end of the examination Anastasia and Vaso. Have a nice afternoon.

Ss: Thank you.

Post-Test

T: Good afternoon. Welcome. Can I have your papers, please? Thank you. Please, take a seat. My name is Konstantina Kourouklidou. Please speak in English loudly and clearly, you can ask me to repeat anything you don't understand but only in English. So what is your name?

S4: Anastasia

S6: Vaso

T: OK. Let's start with activity 1. I will ask you, I some questions, OK?

Ss: Ok.

T: Let's start with Anastasia. OK, Anastasia do you do any sports? why or why not?

S4: Yes. I do badminton because I exercise and I am with friends.

T: Ok. Very well. And do you like your school? Why or why not?

S4: No, because it is boring.

T: Ok. Thank you. Now let's go on with Vaso. Vaso, what do you usually do after school?

S6: Oooh...I go home, I eat and do homework.

T: And which places in Greece do you want to visit and why?

S6: I want to visit Athens because it is beautiful.

T: Ok, thank you.

We can now go on with activity 2. I will show each one of you a page with photos and I will ask you some questions, OK? Let's start, let's start with Vaso this time. Vaso, here is your page and I'd like you to look at photo 4. What can you see?

S6: Umm I can see a girl. She is home and she is doing homework.

T: OK. Look at all the photos on this page which of these activities do you like doing and why?

S6: Eat with my family because I like food and love my family.

T: OK, thank you.

Now, Anastasia, it's your turn. Here is your page, and I would like you to look at photo 12. What can you see?

S4: UM...I can see kids and are in water and swim.

T: Ok. Now, I want you to look at photos 9 and 12. Which of these activities do you like doing? Why?

S4: I like doing swimming because I like water.

T: Ok. Thank you.

Now, let's move on to Activity 3. I will show each one of you a page with texts and I will ask you some questions. Then, you will also ask me some questions about the photos, ok?

Ss: Ok.

T: Let's start with Anastasia. Anastasia here is your page. And, look at poster 1, Paddington 2, and tell me is the movie for children or for adults?

S4: It is for children.

T: Where can you see this movie?

S4: At cinema.

T: Ok. Now you will ask me questions about the texts. Look at the text with Paddington and use the words in the set A box to ask me questions about this text. I will answer your questions, OK? Are you ready?

S4: Yes.

T: You can start.

S4: How long is movie?

T: It's one hour and 43 minutes.

S4: Who is Paddington?

T: Paddington is a bear that lives with the Brown family.

S4: How much adults pay?

T: The ticket for adults is €7.

Thank you Anastasia. Now, Vaso is your turn. Vaso, here is your page and look at photo 4, the British Museum. How can you get to the museum?

S6: Underground, bicycle, bus, car.

T: And what can you eat at the museum?

S6: Sandwiches, salads, cakes, snacks.

T: OK, now you will ask me questions about the texts. Look at text of British Museum and use the words in the set B box to ask me three questions about this text. I will answer your questions. Are you ready?

S6: Yes. When is the museums open?

T: It's open every day from 10:00 to 5:30.

S6: Where I park my car?

T: The nearest car park is located at Bloomsbury square.

S6: Is there a café?

T: Yes, there is- it is called Court Café.

Thank you.

This is the end of the examination, Anastasia and Vaso. Have a nice afternoon.

Ss: Thank you.

Pre-Test

T: What time do you usually have lunch?

S1: Usually around 3:00 p.m.

T: How often do you meet your friends?

S1: Very often.

T: Where do you meet them?

S1: Usually at the park that it is really close to my house.

T: Tell me about your house. How many rooms are there? Is there a garden?

S5: OK. My home is big. Is one floor. Has one bath. Four rooms.

T: How often do you do sports? And what sports do you like?

S5: I like a sport football. I play it from my friends in the park.

T: And how often?

S5: The Saturday. The Sunday. Days no school.

STAGE 2

T: We can now go on with activity 2. I will show each one of you a page with photos and I will ask you some questions, OK? Angel, where do you think these people are? What are they doing?

S5: One family do cycling. One dad one mum and the two kids.

T: Look at photo 10. What is the girl doing?

S5: Is one girl. She eat one apple.

T: Look at photo 11. What are these children feeling and why?

S5: Two kids drink juice.

T: Ok. How are they feeling?...Ok.. Are they feeling sad?

S5: Emm..Yes.

T: And tell me about the children in photo 9, how are these children feeling and why?

S5: they do...

T: No what are they doing? I want you to tell me how they're feeling... OK, are they feeling happy?

S5: AAA. The girl and the boy is feeling happy.

T: Thank you. Thanos, look at photo 2. Where do you think these children are and what are they doing?

S1: It looks like they are in a bus and they look happy.

T: OK, and I also want you to look at photo 3. Where do you think these people are? What are they doing?

S1: They're in the bath in the sink brushing their teeth.

T: Look at photo 4. What can you see in this photo?

S1: I can see kid, girl doing homework.

T: Look at photo 2 again. How are these people feeling and why?

S1: I think they feel happy because they go to school.

T: OK. Thank you.

Now, let's move on to activity 3. I will show each one of you a page with texts and I'll ask you some questions then you will also ask me some questions about the photos OK?

Ss: Yes

T: Let's start with Thanos. Thanos, here is your page and... what can you do in Ireland?

S1: You experience the Irish country see as drive from destination to destination.

T: Can you visit a castle?

S1: Yes.

T: OK, very well. Wait. Now you will ask me questions about the texts. Look at text 7 and use the words in set A to ask me questions about this text. I will ask your questions.

OK you have to ask me three questions, OK?

S1: Where go shopping in Ireland?

T: You can go shopping at the village of Adare.

S1: How many nights can you stay Ireland?

T: six nights at the Adare villas.

S1: When, when do you leave?

T: on May 28th.

Ok. Thank you. Now, Angel, it's your turn. Here is your page and is the movie for children or for adults?

S5: Children or...?

T: For adults.

S5: Children

T: Where can you see this movie?

S5:.....

T: For example, at the theatre?

S5: Aaaaa...at the cinema.

T: Now you will ask me questions about the texts. Look at the text 1 and use the words in Set B box to ask me three questions about the text. I will answer your questions. Ok?

S5: Yes

Why the Paddington do a strange jobs?

T: Because he wants to buy the perfect present for his favourite aunt's 100th birthday.

S5: Who is the director on movie?

T: The director of the movie is Paul King.

S5: What time is movie?

T: The movie is showing at 5 and at 7 o'clock.

Thank you so much. This is the end of the examination Thanos and Angel. Have a nice afternoon.

Post-Test

T: What time do you usually have lunch?

S1: I usually have lunch around 3:00 p.m.

T: How often do you meet your friends?

S1: Very often.

T: Where do you meet them?

S1: We usually meet each other at the park near my home.

T: Tell me about your house. How many rooms are there? Is there a garden?

S5: My house is big. There are four rooms. No garden.

T: How often do you do sports? And what sports do you like?

S5: Often I do sports. I like football.

T: And how often?

S5: At the weekends.

STAGE 2

T: We can now go on with activity 2. I will show each one of you a page with photos and I will ask you some questions, OK? Angel, where do you think these people are? What are they doing?

S5: They ride bikes. One mum, dad, and kids. They are out.

T: Look at photo 10. What is the girl doing?

S5: She eat one apple.

T: Look at photo 11. What are these children feeling and why?

S5: They are feeling happy.

T: And tell me about the children in photo 9, how are these children feeling and why?

S5: The girl and the boy is feeling happy and fine.

T: Thank you. Thanos, look at photo 2. Where do you think these children are and what are they doing?

S1: They are in a bus and they look happy.

T: OK, and I also want you to look at photo 3. Where do you think these people are? What are they doing?

S1: They are in the bathroom and they are brushing their teeth.

T: Look at photo 4. What can you see in this photo?

S1: I can see a girl doing homework.

T: Look at photo 2 again. How are these people feeling and why?

S1: I think they feel happy.

T: OK. Thank you.

Let's move on to activity 3. I will show each one of you a page with texts and I'll ask you some questions then you will also ask me some questions about the photos OK?

Ss: Yes

T: Let's start with Thanos. Thanos, here is your page. What can you do in Ireland?

S1: You can visit the sights of Ireland.

T: Can you visit a castle?

S1: Yes. The Bunnratty Castle.

T: Now you will ask me three questions about the texts. Look at text 7 and use the words in set A to ask me questions about this text. I will answer your questions.

S1: When do you leave?

T: on May 28th.

S1: Where do you go shopping?

T: You can go shopping at the village of Adare.

S1: How many nights do you stay in Ireland?

T: Six nights at the Adare Villas.

Ok. Thank you. Angel, it's your turn. Here is your page. Is the movie for children or for adults?

S5: For children

T: Where can you see this movie?

S5: Cinema.

T: Now you will ask me questions about the texts. Look at text 1 and use the words in the Set B box to ask me three questions about the text. I will answer your questions. Ok?

S5: Yes

Why Paddington do strange jobs?

T: Because he wants to buy the perfect present for his favourite aunt's 100th birthday.

S5: Who is the director of movie?

T: The director of the movie is Paul King.

S5: What time is the movie?

T: The movie is showing at 5 and at 7 o’clock.

Thank you. This is the end of the examination Thanos and Angel. Have a nice afternoon.

APPENDIX IV

Experiential group

Pre- and Post-test results

Students	Pre-Test	Pre-Test%	Post-Test	Post-Test%	Variable
S1 Male	15/20	75%	20/20	100%	25%
S2 Female	9/20	45%	13,5/20	67,5%	22,5%
S3 Female	14,5/20	72,5%	18/20	90%	17,5%
S4 Male	10,5/20	52,5%	15/20	75%	22,5%
S5 Female	12/20	60%	15,5/20	77,5%	17,5%
S6 Male	10/20	50%	14/20	70%	20%
S7 Male	13,5/20	67,5%	17/20	85%	17,5%
S8 Female	7,5/20	37,5%	12/20	60%	22,5%

Control group - Pre-test results %

Students	Pre-Test	Pre-Test %	Post-Test	Post-Test%	Variable
S1 Male	16/20	80%	17/20	85%	5%
S2 Female	10/20	50%	10/20	50%	0%
S3 Male	14/20	70%	16/20	80%	10%
S4 Male	10,5	52,5%	13,5/20	67,5	15%
S5 Female	8/20	40%	11/20	55%	15%
S6 Male	8,5/20	42,5%	10/20	50%	7,5%
S7 Male	12/20	60%	10/20	50%	-10%
S8 Female	15/20	75%	17/20	85%	10%

APPENDIX XV

TEACHER'S DIARY

LESSON 1

Today I went in the class and explained to students that we will be using the experiential learning method for the next three months. I showed them the new classroom environment. Even though they were pretty hesitant and even uninterested in it, when they showed the classroom, they got excited. Today's lesson was about describing appearance and character. The fact that they had to draw their classmates' features added elements of fun and they seemed to enjoy the lesson. Even students who generally are not willing to participate, I saw them be willing to take part. Besides, it was an interactive way to brainstorm relevant vocabulary. The next role-play activity allowed students to practice the vocabulary taught in real-life situations in a simulated restaurant environment. The weaker students had a little difficulty pronouncing some words or thinking some to using the gaps and were a little hesitant. The superhero drawing game with the previous activity was a success. The students loved the fact they had to collaborate with others throughout the lesson. The activity in which they had to create their dialogues was pretty enjoyable and although some learners initially had difficulty coming up with ideas, their classmates' help, and support gave them a boost. Additionally, I noticed they tried to recall information and practiced the new vocabulary. There was a positive atmosphere, and it was the first time I showed learners willing to try to use the English language.

LESSON 2

Ss came to class today and the first thing they asked me was if they would go to the classroom we were in the previous time and if we would have a lesson in the way we did that day. With the views of technological tools, Ss were introduced to the lesson's vocabulary. After this, we had a hands-on activity in which they had to collaborate to unscramble illness labels. There was a small commotion with the labels since they fought about them, but with the help of the T, the problem was solved. What I noticed is that in the first lesson, I told them that this method's characteristic is that the Ss are not allowed to use their mother tongue, Greek. So, it made my impression that throughout the lesson nobody used the L1 and even when they did not know how to say what they wanted they used gestures or facial expressions to make the others understand. The excitement came back to their faces when I told them that they could dress up to act out a dialogue with a doctor and a patient. They practice the vocabulary taught in a realistic setting. Once again there was a commotion about the pairs, but we solved it fast.

I noticed that the Ss since the previous time were a little hesitant, this time we're more confident. Generally, it is worth mentioning this student's positive attitude towards this method. I also noticed that the time is not always adequate.

LESSON 3

Today's lesson on money, banks, and jobs was very interesting. The Ss Were involved in various EL activities. One S who used to be bored and indifferent during the lesson came first at school and asked me if they would dress up again. The most amazing thing was that she asked me in English, a girl who never uses English. I was delighted. By showing Ss for those with a new vocabulary I tried to make connections with their experiences. Four Ss had difficulty expressing which photo represents themselves and I tried with questions to help them talk. A tactile and multi-sensory learning experience came next as Ss had to make various combinations with money by using foam puzzles, Strengthening in this way their mathematical skills and their understanding of money. All Ss had a good time and all of them tried to create a different combination. The next step found Ss at the bank of our "village" taking part eagerly to a bank clerk-customer dialogue. Ss Used the new vocabulary meaningfully and when they went to the other classroom to write a paragraph on the walls, they made use of it. Two Ss found it difficult to construct the sentences they wanted. The highlight of the lesson was when I gave them huge pieces of paper and told them they had to sit on the floor to create an e-mail. They found it weird but at the same time fun, since it was the first time they had been asked to sit on the floor and have an exercise. They were talking in English (as much as they could), they were laughing, and the result was really good. However, I noticed that when a weak S is in the same team as a stronger one there is no equality. So, this is what I have to "fix" for the next lesson.

LESSON 4

When students got into the English school, I observed that the climate among them wasn't so good, I asked one of my S and I got informed that there was a misunderstanding at school and they did not talk to each other, which was an extra problem for the lesson. I decided to take action! I took them to the "village", I got out of the classroom, and I returned with a huge summer hat, sunglasses, beach towel, and flip-flops. Everyone was laughing to tears. I asked them if they knew where I was going, and the lesson began. They made easy connections with the photos I showed them. As I understood the topic of holidays is a favorite one and they had a lot to say. They loved the game on "Kahoot" and one S Told me that when he plays and learns he feels like he learns without effort. The Ss participated once again in a real-world situation in which one S was the travel agent and the other was the customer. The activity transferred to another level this time. Ss started using their own words instead of just reading the dialogue. They started being more confident and relaxed to talk. This confidence was apparent even from

their body language and gestures. The consolidation of the vocabulary through the EL method Came through the next writing activity in which they used these words to write their stories. Unfortunately, the time was not enough for all stories to be presented. Generally, I notice that even at this stage, while in the first lesson, not all Ss were willing to present their work at this lesson things were different. All Ss Wanted to present their stories and they asked persistently if there was time for all of them.

LESSON 5

Today's lesson was really "tasty". A lot of opportunities were given to Ss through EL Activities to practice their speaking skills consolidating the new vocabulary. At first, a mimic game to introduce the new vocabulary piqued Ss' in the rest and created a very enjoyable atmosphere. Ss mimicked Items related to shopping. All Ss were ready and willing to mimic something. The new vocabulary was further reinforced with questions related to shopping habits, which Ss answered relatively easily. What I noticed was that the strongest Ss were trying to help, explain, and boost the weaker ones after a conversation we had the previous time, in which I explained to them that we have to work as a team and try to support each other. I am too proud of these Ss. The next activity was a highlight. Kinaesthetic, linguistic, visual, and spatial intelligences were promoted, and enthusiasm and creativity were the core feelings. One S told me that she felt she was not at the English school, that this was not a school, and every Time Shea dissipates to come and check "what is next". Once again, they practiced their communication skills through an EL activity. They created their own Charlotte using the new vocabulary and then they went shopping at the village's Clothes Boutique. They revised the new vocabulary through a Kahoot game which they loved. As a result, the last activity to create their own dialogues was easy for them as they remembered everything of what we did.

LESSON 6

Another beloved topic was the one we did today. The visit to the nearby sports center and the lesson outside of the classroom environment made students feel thrilled. The videos with sporting equipment from around the world expand Ss vocabulary and cultural awareness. More specifically, they were curious about the sports they didn't know. There are some difficulties in expressing exactly what they want to say, but I am noticing an improvement to the speaking skills of all Ss. The following game established a more pleasant environment and Ss were jazzed about it. A collaborative environment is also established with the next discussion for National Sports Day. Critical thinking and communication in English were promoted with the scavenger hunt. Not only they were thrilled with the game, but they also were anxious not to lose any Riddle. Ss after the last activity were very excited only by seeing that they had to sit down on the floor to use their imagination and draw the unusual sport I provided them. EL integrates learning in a fun and meaningful way.

LESSON 7

In today's lesson, I integrated the new vocabulary through experiential learning activities again. There was a dynamic exploration of science and technology. I began the lesson by setting the stage for the day's activities and stimulating curiosity as I brought an old home phone and a mobile phone in class and the thought-provoking comparison of the two began. The Ss Found the old home phone really strange. More specifically, they were impressed by the way they had to dial numbers. I notice that the use of pictures helps Ss a lot to acquire vocabulary. The next activities which involved building a simple circuit and designing a catapult not only fostered creativity, teamwork, and critical thinking but also practiced relevant terms. I was very happy to see all Ss participate and try to find ways to tie their catapult or make the circuit work. They were so eager to communicate and ask for help when they needed it. I was helping one group and they told me that they couldn't imagine learning in this way. They told me that it was "Super"! The next activity was the pick of the day. Ss almost "raze the school to the ground" with their voices. Competition, fun, joy, and excitement are the elements of the egg relay game we played. The Ss were running to drop the egg in the correct bucket while the others were screaming "Come on, RUN", "Hurry up", "Quickly", and "She did nothing, don't worry". An amazing experience through which we reinforced vocabulary and used the language meaningfully. In the last activity, Ss articulate their thoughts on the future of technology. The weaker ones needed some help from me to guide their answers, but they managed to construct very simple sentences using words from the vocabulary previously taught. The interactive tasks and the use of various materials promote an enjoyable learning environment motivating Ss to use the language meaningfully.

Lesson 8

Today I told students that we would go outside to start our lesson. They really love having lessons outside. We went opposite school where there were some recycling bins. After asking them some questions to activate their background knowledge, they understood that today's journey was into the world of recycling living. Then I presented them with the target vocabulary. Back in school scavenger hunt had already been set up. The Ss reinforced their learning by matching the new vocabulary to gaps. They had to use their English To come to a decision enhancing in this way their speaking skills. Additionally, the next photo shooting game consolidates vocabulary by experiencing and practicing it. There was generally a positive environment and finally, all my Ss enjoyed the lesson and tried to use the English language. Planting our plants was not our best moment as we had some difficulties with how to plant them. The Ss enjoyed the interaction with the soil, but the final product was not a success since none of our plants grew. Something went wrong but everyone asked me to try it out again. Engagement, creativity, critical thinking, and collaboration are all synonyms of experiential learning and this method not only promoted vocabulary acquisition but also real-world applications of eco-friendly principles.

THE END