EXPERIENTIAL TEACHING METHOD TO ENHANCE ENGLISH SPEAKING ABILITY OF BUSINESS ENGLISH STUDENTS AT YUNNAN BUSINESS VOCATIONAL COLLEGE, CHINA

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ABSTRACT
The objectives of this study were 1) to compare English speaking ability of Business English students pre and post learning experiential teaching method, 2) to compare English speaking ability of Business English students with the criterion set at 70 % of pre learning score experiential teaching method, and 3) to assess the students' satisfaction on experiential teaching method. The research methodology was experimental research. The population consisted of 40 first-year business English students at Yunnan Business Vocational College, China on academic year 2022. The instruments used in this research were 1) Business English speaking ability test, and 2) student's satisfaction questionnaire on experiential teaching method. The statistics used for data analysis were percent, mean, standard deviation, and t-test.
The study results revealed that 1) English speaking ability of Business English students post learning through experiential teaching method were higher than pre learning with a statistically significant level of .05. 2) English speaking ability of the students post learning through the experiential teaching method was higher than the 70 % of criterion set. 3) The students' satisfaction on post learning through the experiential teaching method was at the high level.
Keywords: Experiential Teaching Method, English Speaking Ability, Business English Student, Yunnan Business Vocational College

INTRODUCTION

The concept of experiential education has profound historical roots in China. Ancient educators and philosophers proposed a pedagogical perspective that included experiential learning, demonstrating their foresight. In 1999, the Ministry of Education of China articulated the significance of the "experiential teaching method" in education in its fourth work report. Since the mid-1990s, the implementation of experiential teaching in academic applications has been infrequent, particularly in sports education, simulated situational instruction for spoken foreign languages, and composition and reading instruction in Chinese education. The whole educational community in China has acknowledged the significance of experiential teaching in basic education. In 1999, China formally initiated the basic education curriculum reform, which seeks to transform the pedagogical approaches of educators and the learning strategies of students, moving away from a single teaching model focused on passive reception. Curriculum goals for all disciplines are delineated by result objectives and experience objectives. Research on experiential education has garnered increasing interest (Zhao Zheng and Zhu Wenqing, 2013). As the social economy rapidly evolves, several small and medium-sized export firms are encountering significant survival challenges in an increasingly competitive landscape. In this setting, these firms enhance their scientific and technical innovation, fortify brand development, and concurrently participate in talent rivalry to augment their core competitiveness. Simultaneously, import and export firms prefer business English professionals with superior comprehensive quality and expertise, presenting a challenge for undergraduate schools tasked with developing high-caliber business English talent. Amid several educational impediments, it is imperative to develop proficient and adept business professionals. Enterprises demand English proficiency to align with the reform of international trade talent training.

Multiple challenges pervade the Chinese educational system. An article in China Education News, titled "Exploring the True Meaning of Quality Education" (2018-11-21), indicated that most undergraduate students demonstrate a lack of motivation, initiative, and planning in their learning, maintaining a passive approach during the educational process (Zhao Zheng and Zhu Wen Qing, 2013). In experiential education, cultivating students' initiative and engagement in learning is crucial for developing sustained motivation for academic endeavors. Moreover, in experiential education, instructors need to cultivate students' learning strategies, particularly promoting their development of skills or approaches for improvement.

Motivate students to participate actively in class, evoke positive emotional responses, facilitate their engagement and experiential learning, and promote independent inquiry and analytical abilities rather than just rote memorization. Experiential education allows students to improve their linguistic expression and application abilities via comprehensive practical training in various language activities. An authentic and fulfilling experience is associated with improved language development. Thus, experiential activities may augment students' initiative and participation in communication, while the creation and modeling of genuine situations may cultivate students' interest in language. The genuine linguistic context in school-enterprise partnerships is crucial for students to enhance their language application abilities for self-expression. Thus, the author aims to analyze the experiential teaching model and performance evaluation technique in relation to "the integration of industry and education and the collaboration between schools and enterprises." This literature review examines the experiential teaching method and its effect on the English-speaking competency of first-year business English students at Zhou Kou Normal University (Xie Hui, 2008). Obtain and thereafter use these strategies or skills in the learning process or language practice to optimize learning efficiency. This requires the educator to establish practical teaching objectives grounded on the psychological, physiological, and learning characteristics of the students,

while actively guiding them to recognize and address challenges during instruction (Gentry, 1990).

LITERATURE REVIEWS

The explanation addresses various fundamental principles in business English, experiential teaching methodologies, constructivism, and student-centered learning, as well as its application in the realm of language and business communication. Below is a succinct description of each key point:

Corporate English

Since the late 1970s, corporate English in China has transitioned from its initial use in overseas commerce to a wider array of corporate operations. Globalization has established English as the lingua franca in worldwide commercial communication. Business English courses are now extensively offered not just in international commerce but also across many areas of external interaction. Numerous institutions worldwide, including those in China, have implemented business English programs to address the increasing need for multidisciplinary professionals adept at managing economic globalization and international commerce.

Experiential Pedagogy

The experiential teaching technique emphasizes improving connection between students and educators via real-world experiences. This approach, grounded on experiential learning theory, fosters active learning via sensory engagement (cognition, verbalization, visualization, action). Students use experience to formulate information and implement it in practical situations, such as commercial discussions. This technique facilitates a profound comprehension of learning material and enhances its application, fostering comprehensive development of cognitive and psychological processes.

Theory of Constructivism

Constructivism is a cognitive learning paradigm that highlights the active participation of learners in the construction of knowledge. Students are not passive consumers of information; rather, they are active creators of meaning, informed by their prior knowledge and experiences. The educational process is participatory, with educators serving as facilitators to assist students in constructing their own knowledge. In business English, this signifies that students participate in activities that simulate authentic business situations, promoting critical thinking and autonomous learning.

Student-Centric Theory

Student-centered learning is a fundamental tenet of communicative language education, whereby students are the primary focus and instructors act as facilitators. This methodology enables students to participate in shaping the curriculum and instructional strategies, therefore enhancing the relevance of learning to their interests and requirements. In a business English environment, students may engage in role-playing exercises, such as simulated business negotiations, and collaborate in groups to enhance their communication skills in real scenarios. The teacher's responsibility is to provide a conducive learning atmosphere, directing pupils through activities that facilitate language acquisition.

Utilization in Business English

The incorporation of various pedagogical approaches, especially experiential learning, is evident in classroom activities that replicate real business scenarios. For instance, students may be organized into groups, taking roles such as merchant and consumer reps. through conversations, role-playing, and presentations, participants practice commercial negotiation in English, facilitating the application of academic knowledge to practical circumstances. This approach is particularly advantageous for business English, since it connects theoretical topics (such as international commerce or negotiating strategies) with practical application, enhancing both linguistic and professional competencies.

The Experiential Teaching Method, underpinned by Constructivist and Student-Centered theories, offers an efficient framework for teaching business English. This method fosters active learning via practical experience, augmenting students' proficiency in using English within real-world business scenarios and equipping them for global economic landscapes.
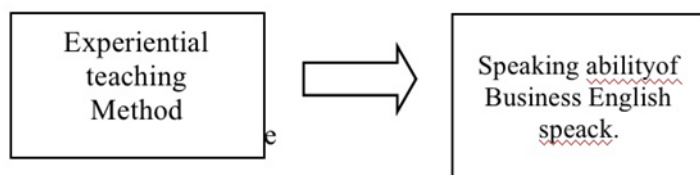
Figure 1 Conceptual Framework

RESEARCH METHODOLOGY
The population and Sample Group
The population in this study was 172 students from Business English Class 1, Department of English Yunnan Business Vocational College, China The sample of this study was 40 students in Business English class 1 which was selected by using cluster random sampling method.
Experimental design
This study used one groups pretest-posttest design shown in the below figure

O1	X	O2

O1 was measurement of the Business English Class 1 before an experiment
X was experiential teaching method
O2 was measurement of the Business English Class 1 after an experiment
Research Instruments
Research instruments used in this study functioned as tools for executing the experiment and gathering data, concentrating on evaluating the efficacy of the Experiential Teaching Method in enhancing English speaking skills. The instruments are classified as follows:
1) Experimental Instruments Instructional Innovation: The primary pedagogical instrument used in this research was the Experiential Teaching Method. This approach prioritizes interactive and experiential learning, enabling students to participate in authentic business English situations to enhance their speaking abilities.
Lesson Plans: Six lesson plans were developed using the Experiential Teaching Method, including a total duration of twelve hours. These lesson plans primarily targeted the enhancement of English speaking abilities within the realm of business communication. Every session was designed to improve the students' capacity to use theoretical information in practical speaking activities.
2) Instruments for Data Collection: English Speaking Proficiency Assessment: The assessment was to evaluate the students' ability in business English speaking and was divided into two components:
Part 1: Business English Knowledge Assessment: This segment assessed students' comprehension of business English vocabulary, ideas, and communication styles vital for professional interactions.
Part 2: English Speaking Skills Assessment: This segment evaluated the students' practical speaking proficiency in business-related contexts. The emphasis was on fluency, precision, and the capacity to communicate effectively in English in a commercial environment.
Students' Satisfaction Questionnaire: This instrument was developed to assess students' satisfaction with the Experiential Teaching Method. The study gathered data on students' opinions of the instructional method, specifically regarding its engagement, effectiveness, and relevance in enhancing their English speaking skills.

Collectively, these assessments provide a thorough assessment of the teaching method's efficacy in enhancing speaking abilities and the students' contentment with the learning experience.

Data Collection

The procedures of data collection were as follows:

1) The sample was given the pretest by measuring speaking English ability, (English knowledge) with constructed instrument.

2) The sample was taught by using experiential teaching method.

3) After finishing the instruction, the sample was received the posttest by using the same instrument which was used in the pretest.

Data Analysis

In this study, data were analyzed by using the statistical program according to the research objectives:

1) Compare students 'business English speaking ability before and after receiving experiential teaching method by using t-test for dependent samples.

2) Compare students' business English speaking ability with the criterion set at 70 percent of full marks by using t-test for one sample.

3) Assess the student's satisfaction on Experiential teaching method by using mean and standard deviation.

RESEARCH RESULTS

Part **Table 1** shows the Result of comparing English speaking ability before and after receiving Experiential Teaching Method by using t-test for dependent samples.

Group	N	Pretest		Posttest		t	p
		Mean	S.D.	Mean	S.D.		
Experimental group	40	88.04	6.66	96.98	8.78	7.505*	0.000

* statistical significance at 0.05

From the results of the data Table 1 indicate a significant improvement in English speaking proficiency after students' engagement in sessions using the Experiential Teaching Method. The t-test for dependent samples was used to compare the pre-test and post-test results of the experimental group of 40 students.

The average pre-test score was 88.04, with a standard deviation of 6.66, indicating the students' preliminary proficiency in business English speaking skills.

The average post-test score rose to 96.98, with a standard deviation of 8.78, after the implementation of the Experiential Teaching Method.

The t-value of 7.505 and p-value of 0.000 demonstrate that the disparity in scores between the pre-test and post-test is statistically significant at the 0.05 level. This affirms that the Experiential Teaching Method significantly enhanced the English speaking proficiency of the pupils.

This approach fosters active participation via practical, contextual learning experiences, which probably facilitated the observed enhancement. The significant rise in average scores indicates that students successfully used the skills gained from practical learning to enhance their speaking fluency in commercial situations.

The results of the dependent t-test analysis demonstrate that the Experiential Teaching Method considerably improves students' proficiency in business English speaking skills. The statistical significance of the enhancement from pre-test to post-test scores indicates that experiential learning, characterized by active engagement and practical application of language abilities, is an effective method for enhancing students' speaking competency. This strategy is very

advantageous for enabling students to practice and use their business English abilities in practical contexts.

Table 2 Shows the Result of comparing business English speaking ability with the determined criterion set at 70 percent of full marks by using t- test for one sample.

Group	N	Full score	Criteria score	Mean	S.D.	t	p
Experimental group	40	100	70%	78.78	7.2	7.507*	.000

* means statistical significance at.05

From the results of table 2 displays the outcomes of a one-sample t-test that contrasts the business English speaking proficiency of the experimental group with a benchmark score established at 70% of the total marks (i.e., 70 out of 100). The purpose of this exam was to ascertain whether the students' post-test performance considerably surpassed the predetermined standard.

The experimental group achieved a mean score of 78.78 and a standard deviation of 7.2, reflecting the students' overall proficiency in business English speaking after teaching using the Experiential Teaching Method.

The t-value of 7.507 and p-value of 0.000 indicate that the disparity between the mean score of the experimental group and the criteria score of 70 is statistically significant at the 0.05 level.

The mean score, considerably above the criteria, indicates that students' business English speaking abilities, after the implementation of the experiential technique, surpassed the anticipated threshold of 70%. This indicates that the Experiential Teaching Method is successful in enhancing speaking skills and allows students to exceed fundamental competency in corporate English communication.

The one-sample t-test findings indicate that the business English speaking proficiency of students in the experimental group considerably surpasses the set benchmark of 70% of total marks. The statistically significant t-value (7.507, p = 0.000) indicates that the Experiential Teaching Method is extremely successful in enhancing students' speaking proficiency in business English. This strategy fosters not just fundamental competency but also advanced proficiency, equipping students for real-world corporate communication situations more successfully.

Table 3 shows the result of students' satisfaction on experiential teaching method by using mean and standard deviation.

Variable	N	Full score	M	S.D.	Level of satisfaction
Satisfaction	40	5.00	4.00	4.2	High

As it is shown of students' satisfaction with the Experiential Teaching Method are presented in Table 3, showcasing the mean and standard deviation measurements. The findings offer valuable perspectives on students' views regarding the efficacy and enjoyment associated with the teaching method.

The average satisfaction score was 4.00 on a scale of 5.00, accompanied by a standard deviation of 4.2. This suggests a significant degree of contentment among the students regarding the Experiential Teaching Method.

The elevated mean score indicates that the students perceived the experiential teaching approach as advantageous and stimulating. This probably indicates the method's success in promoting active engagement, real-world application, and collaborative learning, which are essential components of hands-on education. The relatively low standard deviation (0.2) suggests that the majority of students experienced a consistently positive outcome, reflecting minimal variability in their satisfaction levels.

The elevated satisfaction levels could be attributed to the method's emphasis on practical applications, especially in enhancing business English speaking abilities, which are crucial for achieving professional success.

The findings presented in Table 3 indicate that students exhibit a significant degree of satisfaction with the Experiential Teaching Method, reflected in a mean satisfaction score of 4.00 out of 5.00. The students responded positively to this method, valuing its interactive and practical approach to developing business English speaking skills. The uniformity in satisfaction levels, reflected by the low standard deviation, indicates that this method effectively addressed the learning needs of the students across the board. This compelling positive response reinforces the effectiveness of experiential learning in boosting student engagement and improving learning outcomes.

DISCUSSION & CONCLUSION
Discussion
The findings from the study, detailed in Tables 1, 2, and 3, offer compelling evidence that the Experiential Teaching Method significantly enhances business English speaking proficiency and boosts overall student satisfaction.

1) Enhancement in Business English Speaking Proficiency (Table 1):

The results from the t-test for dependent samples (Table 1) indicate a statistically significant enhancement in the English speaking proficiency of students who engaged in the Experiential Teaching Method. The average pre-test score of 88.04 showed a significant increase to 96.98 in the post-test, with a t-value of 7.505 and a p-value of 0.000, demonstrating that the method had a considerable effect. This enhancement can be attributed to the method's practical approach, which prompts students to immerse themselves in real-world situations, consequently boosting their fluency and application of language within a business framework. The uniformity of this enhancement among students, indicated by the notably low standard deviations, implies that the experiential approach is particularly successful in boosting speaking skills for most students.

2) Surpassing the Set Standard (Table 2):

The results presented in Table 2 from the one-sample t-test indicate that students' business English speaking skills notably surpassed the established benchmark of 70% of the total score. The mean score of 78.78 (t = 7.507, p = 0.000) indicates that students have not only achieved but exceeded the fundamental competency levels in business English speaking. This illustrates the effectiveness of the Experiential Teaching Method in developing essential skills while also enhancing advanced proficiency, thereby equipping students more effectively for real-world business communication situations. The method focuses on experiential learning, blending theory with practical application, which seems to play a crucial role in enhancing students' performance levels.

3) Evaluation of Student Contentment with the Experiential Teaching Approach (Table 3):

The findings from the satisfaction survey (Table 3) indicate that students expressed a high level of satisfaction with the Experiential Teaching Method, achieving an average satisfaction score of 4.00 on a 5-point scale. The low standard deviation (0.2) indicates a high level of consistency in satisfaction among the group, suggesting that the majority of students perceived the method as both effective and engaging. The elevated satisfaction level can be linked to the method's focus on interactive, collaborative, and practical learning, enabling students to engage actively and apply their knowledge in real-world business scenarios. The favorable feedback from students demonstrates the method's effectiveness in aligning with their expectations and improving their educational experience.

Conclusion

The results of this study indicate that the Experiential Teaching Method greatly improves students' business English speaking skills and is well-received by the students. The notable statistical significance in the enhancement of English speaking scores from pre-test to post-test highlights the method's efficacy in promoting language proficiency. The incorporation of practical, real-world learning experiences into the curriculum fosters deeper engagement and enables students to apply their skills in significant ways, ultimately enhancing their performance.

Furthermore, the observation that students' post-test performance surpassed the established criterion score of 70% reinforces the idea that experiential learning not only fulfills but exceeds fundamental educational goals. This suggests that students are developing sophisticated communication abilities, crucial for business and professional environments, through the Experiential Teaching Method.

The elevated levels of student satisfaction underscore the method's efficacy in fostering engagement and enjoyment within the learning experience. The hands-on, interactive nature of the learning experience was well-received by students, enhancing the relevance and practicality of the learning process. This consequently resulted in more significant learning outcomes, thereby reinforcing the advantages of experiential learning in language education.

In summary, the findings indicate that the Experiential Teaching Method is an effective strategy for enhancing business English speaking skills, equipping students with essential tools for success in practical business contexts. The evidence of its beneficial effects on student learning and the high satisfaction rates indicate that experiential learning ought to be regarded as an essential element of English language instruction, especially in areas where effective communication skills are paramount. Following points based on the research results were discussed. The research findings were in accordance with research hypotheses. These were because the experiential teaching method was composed of effective teaching steps as follows: 1) clarify the task and arouse the interest in the experience. (The students learned the knowledge of business English, and learned about the task). 2) Create the situation and carry out the experience. (The students practiced oral English through presentation) 3) Ask questions actively and control the experience process (Ask students to combine business English knowledge with speech. Enhance students' memory of business English knowledge). 4) Reasonable comments and feedback of experience results. (Enhance student's interest, perfect student's knowledge structure.

For teaching activities: 1) the teacher assigns the task to students one week before the start so that the students could get well prepared. The teacher explains the basic knowledge of international trade and negotiation terms to students, so that students can experience the fun of combining theory with practice, and stimulate their interest points. Then, the teacher arranges the tasks that the students will go through, gives necessary hints on the content of the tasks, and clarifies the details of the tasks in the case. (Andersen, 1993)

Before the formal presentation in group form, almost every group has discussed and practiced after class, that is to say, students have basically carried out the preliminary learning experience independently.

1) In class, each group takes turns demonstrating the negotiation process. Each group produced a beautiful PowerPoint presentation showing the contents of the negotiations. Through these activities, students can exercise their independent learning ability. Through repeated activities after class and in class, students consciously practiced the abstract international trade professional theories, negotiation methods and English language knowledge.

2) Introduced in the previous activities. In addition, it also cultivates students' spirit of teamwork and mutual aid. (Anderson, 1998)

3) Teachers need to have some degree of intervention and control over the process of activities. Experiential teaching emphasizes student-centered teaching, but it does not mean that students are completely dependent on so-called "experience". Students are the main body of experience process, and teachers should play an active guiding role. After each group experiences the activity, the teacher will be responsible for negotiating the content and asking one or two questions for each group according to the situation, and the teacher will randomly choose who will answer the question. In this way, each member of the group, aware that they might be asked questions, observes, thinks positively, participates actively, and becomes an integral part of the experience. (Anderson, 1998)

4) Before the experience began, the teacher prepared a tape recorder and recorded the whole process. During the activity, observe and record the performance of each group as the basis for feedback. Reasonable comments are beneficial to mobilize students' subjective initiative, improve students' initiative, participation and creativity in learning. (Anderson, 1998), In Chinese traditional education, most undergraduate students lack interest, initiative and planning in learning, and are in a passive accepting position in the process of learning. Experiential teaching method cultivating students' initiative and interest in learning, which is conducive to forming lasting learning motivation for students. Experiential learning is an opportunity for learners to apply what they've been taught to solve real-world challenges. Learners test their understanding of underlying principles, processes and procedures and can experiment and adapt their practice to achieve best outcomes. Learners can improve, and know they have improved, in as little as an hour because of the feedback loop created by problem solving, feedback and practicing again. In a traditional classroom setting, learners often do not know if they are on the path to success until they take an exam and get a score.

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