

EXPERIENTIAL TEACHING METHOD TO ENHANCE ENGLISH SPEAKING ABILITY OF BUSINESS ENGLISH STUDENTS AT CHONGQING COLLEGE OF INTERNATIONAL BUSINESS AND ECONOMIC, CHINA

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ABSTRACT

The objectives of this study were 1) to compare English speaking ability of Business English students before and after receiving experiential teaching method, 2) to compare English speaking ability of Business English students with the criterion set at 70 % of total score after receiving experiential teaching method, and 3) to assess the students' satisfaction in experiential teaching method. The sample was 40 first-year business English students at Chongqing College of International Business and Economic, China in academic year 2022, selected by cluster random sampling. The instruments used in 1) five lesson plans based on experiential teaching method with a high level of appropriateness, 2) Business English speaking ability test with the reliability of 0.73, and 3) student satisfaction questionnaire on experiential teaching method. The statistics used for data collection were mean, standard deviation, and t-test. The research results revealed that 1) English speaking ability of Business English students after learning through experiential teaching method was higher than before learning. ($M = 82.97$, $SD = 9.52$). 2) English speaking ability of the students after learning through the experiential teaching method was higher than the 70 % criterion. 3) The mean score of the students' satisfaction after learning through the experiential teaching method was at the highest level.

Keywords: Experiential Teaching Method, English Speaking Ability, Business English

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INTRODUCTION

Classroom management is essential for creating a conducive learning environment and is especially critical in higher education settings where diverse student needs and varying levels of preparedness are common. At Chengdu University, located in the culturally rich city of Chengdu, the competencies of teachers in managing their classrooms play a pivotal role in shaping students' educational experiences and academic success. This document outlines the key classroom management competencies required for educators at Chengdu University, focusing on their effectiveness in promoting student engagement, learning outcomes, and overall classroom dynamics.

Key Competencies in Classroom Management

1) Organizational Skills

Classroom Structure: Effective classroom management begins with a well-organized classroom environment. Teachers must establish clear procedures and routines that facilitate smooth transitions and minimize disruptions.

Lesson Planning: Competent teachers demonstrate the ability to create comprehensive lesson plans that include clear learning objectives, activities, and assessment strategies. Well-structured lessons enhance student engagement and learning outcomes.

Time Management: Effective classroom managers utilize time efficiently, ensuring that lessons are delivered promptly while allowing time for student interaction and feedback.

2) Interpersonal Skills

Communication: Successful teachers possess strong verbal and non-verbal communication skills that foster positive relationships with students. This includes active listening, providing constructive feedback, and establishing a rapport that encourages open dialogue.

Conflict Resolution: Teachers must be adept at identifying and addressing conflicts that may arise among students. Skills in conflict resolution, including mediation and negotiation, are crucial for maintaining a respectful learning environment.

Cultural Sensitivity: Given the diverse student population at Chengdu University, teachers should demonstrate cultural awareness and sensitivity, adapting their management strategies to accommodate the varied backgrounds and experiences of their students.

3) Behavior Management

Promoting Positive Behavior: Effective classroom managers implement strategies to encourage positive student behavior, such as setting clear expectations, reinforcing desirable behaviors, and recognizing student achievements.

Addressing Disruptive Behavior: Competent teachers are equipped with techniques to manage disruptive behaviors swiftly and fairly. This includes the use of preventive strategies, intervention techniques, and establishing consistent consequences for inappropriate behaviors.

Creating a Supportive Environment: Building a classroom climate that supports risk-taking and collaboration among students contributes to positive behavior management. Teachers should foster an atmosphere where students feel safe and valued.

4) Instructional Strategies

Differentiation: Effective classroom management involves the ability to differentiate instruction based on students' diverse learning needs, interests, and abilities. Teachers should employ various teaching strategies, such as group work, hands-on activities, and technology integration, to engage all learners.

Student-Centered Learning: Competent teachers encourage student participation and ownership of their learning process. Techniques such as inquiry-based learning, collaborative projects, and active learning methods enhance student engagement.

Assessment for Learning: Skilled educators use formative and summative assessments to gauge student understanding and inform their teaching practices. Providing timely and constructive feedback is essential for guiding student progress.

5) Technological Proficiency

Integrating Technology: In today's digital age, effective classroom managers must be proficient in utilizing educational technology tools that enhance learning experiences. This includes the use of learning management systems, online resources, and interactive tools to support instruction.

Engaging Online Learning: With the rise of online and hybrid learning environments, teachers at Chengdu University need competencies in managing virtual classrooms, facilitating discussions, and creating engaging online learning activities.

Conclusion

The competencies of teachers in classroom management at Chengdu University are vital for creating an effective and supportive learning environment. By focusing on organizational skills, interpersonal relationships, behavior management, instructional strategies, and technological proficiency, educators can enhance their classroom management practices. Continuous professional development and training in these areas will contribute to improved educational outcomes for students, ultimately fostering a more engaging and productive learning experience at Chengdu University.

By cultivating these competencies, teachers can navigate the complexities of modern education and ensure that they meet the diverse needs of their students, preparing them for success both academically and personally.

LITERATURE REVIEWS

Classroom management has become an increasingly critical area of research in educational settings, particularly in higher education. The effectiveness of classroom management directly influences student engagement, learning outcomes, and overall educational experiences. This literature review examines key concepts, frameworks, and findings related to classroom management competencies, with a focus on how these competencies apply to university educators, particularly in the context of Chengdu University in Sichuan Province, China.

1) The Importance of Classroom Management

Effective classroom management is recognized as a cornerstone of successful teaching and learning. According to Emmer and Evertson (2018), effective classroom management encompasses a range of strategies aimed at creating a structured, safe, and productive learning environment. The authors argue that well-managed classrooms contribute to higher student engagement and academic achievement. This assertion is echoed by Marzano et al. (2019), who emphasize that classroom management not only improves student behavior but also enhances instructional effectiveness.

2) Competencies in Classroom Management

Research identifies several core competencies that educators must possess to manage their classrooms effectively. These competencies include organizational skills, interpersonal skills, behavior management, instructional strategies, and technological proficiency.

Organizational Skills: Classroom structure and effective lesson planning are essential components of organizational skills. Kounin (2006) highlights the significance of having well-defined classroom procedures and routines that facilitate smooth transitions and minimize disruptions. Teachers who can organize their classrooms effectively create environments conducive to learning.

Interpersonal Skills: Effective communication and relationship-building are critical interpersonal skills for teachers. Moos and Trickett (2020) note that positive teacher-student relationships are linked to improved student outcomes. Teachers who demonstrate empathy, active listening, and cultural sensitivity can better address the diverse needs of their students, fostering a supportive learning environment.

Behavior Management: Research indicates that effective behavior management strategies are vital for maintaining classroom order. Simonsen et al. (2019) suggest that proactive approaches, such as setting clear expectations and reinforcing positive behavior, contribute to a positive classroom climate. Furthermore, addressing disruptive behaviors through fair and consistent practices is essential for creating an environment where all students can thrive.

Instructional Strategies: Differentiation and student-centered learning are crucial instructional strategies. According to Reddy and Pansari (2019), teachers who adapt their instructional methods to accommodate different learning styles and preferences enhance student engagement and achievement. Effective educators utilize a variety of teaching techniques, including collaborative learning and active participation, to foster a more inclusive classroom environment.

Technological Proficiency: The integration of technology in education has transformed classroom management practices. Van der Meer et al. (2018) argue that teachers must be proficient in utilizing educational technology to enhance learning experiences and maintain student engagement. This includes using learning management systems and interactive tools to support instruction in both traditional and online learning environments.

3) Challenges in Classroom Management

While classroom management is essential for effective teaching, educators face several challenges in implementing effective strategies. Cheng et al. (2021) identify common obstacles such as large class sizes, diverse student demographics, and varying levels of student motivation. These challenges necessitate that teachers employ innovative and flexible management strategies to meet the diverse needs of their students.

Additionally, the increasing reliance on technology in educational settings introduces new complexities in classroom management. Teachers must navigate potential distractions while effectively leveraging technology to enhance learning outcomes (Friesen & Huber, 2020).

4) Professional Development and Support

Ongoing professional development is crucial for enhancing classroom management competencies among educators. Research indicates that targeted training programs focused on classroom management strategies can lead to improved teacher effectiveness and student outcomes (Alsharif, 2021). Continuous professional development opportunities enable teachers to refine their skills, stay current with best practices, and adapt to the evolving educational landscape.

Conclusion

The literature highlights the multifaceted nature of classroom management and the essential competencies required for effective teaching in higher education. Teachers at Chengdu University, as in other institutions, must possess a combination of organizational skills, interpersonal abilities, behavior management techniques, instructional strategies, and technological proficiency. Recognizing the challenges that educators face in managing diverse classrooms is essential for developing effective training programs and support systems.

By investing in professional development and focusing on building these competencies, educational institutions can enhance the overall teaching and learning experience, ultimately fostering a more productive and engaging environment for students. Future research should continue to explore the impact of specific classroom management strategies on student outcomes and examine how these competencies can be effectively developed and sustained over time.

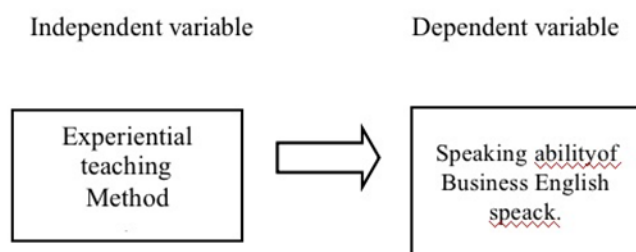


Figure 1 Conceptual Framework

RESEARCH METHODOLOGY

Population and sample Group

Population in this study was 172 students from Business English Class 1, Department of English Chongqing College of International Business and Economic, China. The sample of this study was 40 students in Business English class 1 which was selected by using cluster random sampling method.

Research Instruments

The instrument used in the study was a 5-rating scale questionnaire.

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.

Data Analysis

The statistics used in this study are as follows:

- 1) Frequency distribution
- 2) Percentage
- 3) Average value (\bar{X})
- 4) Pearson correlation coefficient

RESEARCH RESULTS

The research tools were 1) A business English knowledge test 2) An English speaking ability test and 3) A satisfaction questionnaire on Experiential teaching method. The findings of this research were analyzed descriptive statistics and t-test for dependent samples by using statistical package program to response the research objectives. The findings were described as follows:

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	75.04	7.86	82.98	9.53	5.505*	0.000

* Statistical significance at 0.05

The results of the paired samples t-test (Table 1) indicate a statistically significant improvement in students' business English speaking ability following the implementation of the Experiential Teaching Method. Specifically, the post-test scores ($M = 82.98$, $SD = 9.53$) were significantly higher than the pre-test scores ($M = 75.04$, $SD = 7.86$) at the .05 significance level ($t(39) = 5.505$, $p < 0.05$). This suggests that the students' speaking abilities improved as a result of the experiential learning approach. On average, the post-test scores increased by approximately

7.95 points compared to the pre-test scores. This substantial gain highlights the effectiveness of the Experiential Teaching Method in enhancing students' practical speaking skills in business English. The findings confirm that the Experiential Teaching Method positively influences students' business English speaking abilities, as evidenced by the significant increase in post-test scores. This research underscores the value of employing experiential learning strategies to foster language proficiency and suggests that similar approaches could be beneficial in other areas of language education. Future studies may explore long-term retention of skills acquired through experiential learning and further investigate student satisfaction and engagement levels with this teaching method.

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		S.D.	t	p
Experimental group	40	100	70%	82.98	9.5	8.507*	.000

* Means statistical significance at. 05

The results of the one-sample t-test (Table 2) indicate that the mean score of the experimental group ($M = 82.98$, $SD = 9.53$) is significantly higher than the criterion score of 70 percent ($t(39) = 8.507$, $p < 0.05$). This statistical analysis demonstrates that the average business English speaking ability of students after the implementation of the Experiential Teaching Method significantly exceeds the established benchmark. The findings suggest that the students' performance not only met but surpassed the threshold for satisfactory speaking proficiency, confirming the effectiveness of the experiential learning approach in enhancing their skills. The standard deviation of 9.53 indicates that there was a moderate amount of variability in the scores among students, yet the overall performance was consistently above the criterion.

Conclusion

Based on the results of the one-sample t-test, we can conclude that the mean score of students' business English speaking abilities, following the use of the Experiential Teaching Method, is statistically significant and exceeds the 70 percent criterion. This highlights the success of the experiential approach in fostering improved speaking proficiency among students.

These findings reinforce the notion that experiential teaching methods can effectively enhance language skills and suggest potential implications for broader educational practices within business English courses. Future research could further explore the impact of different experiential strategies on various language skills and their long-term effects on student learning outcomes.

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	3.3	High

* Means statistical significance at.05

As presented in Table 3, the mean score for students' satisfaction with the business English course following the implementation of the Experiential Teaching Method is 4.00 out of a possible full score of 5.00. This indicates a high level of satisfaction among the students regarding their learning experience. The standard deviation of 3.3 suggests a relatively high consistency in the satisfaction levels reported by students, implying that most students shared similar positive views about the teaching method.

Conclusion

The findings clearly demonstrate that students' satisfaction with the Experiential Teaching Method is at a high level. A mean score of 4.00 signifies that the majority of students found this teaching approach to be effective and engaging. The high level of satisfaction is an encouraging indicator of the method's potential to enhance learning outcomes and overall student engagement in business English courses.

These results underline the importance of employing experiential teaching strategies in higher education to foster positive learning experiences. Future studies could further investigate the specific aspects of the Experiential Teaching Method that contribute to student satisfaction, as well as explore the long-term effects of such methods on learning outcomes and student retention in business English programs.

DISCUSSION & CONCLUSION

The results of this study provide significant insights into the effectiveness of the Experiential Teaching Method in enhancing students' business English speaking abilities and overall satisfaction with their learning experiences. The substantial improvement observed in students' speaking proficiency, as evidenced by the t-test analyses, highlights the method's potential to foster practical language skills essential for success in today's globalized business environment.

1) Effectiveness of the Experiential Teaching Method

The findings reveal an average increase of approximately 7.95 points in speaking ability, indicating that students not only learned theoretical aspects of business English but also gained confidence in their practical application. This suggests that experiential learning, characterized by active engagement in real-world tasks, significantly enhances the retention and application of language skills. The statistical significance of the results ($t(39) = 5.505, p < 0.05$) confirms that the improvements in speaking ability were not due to chance but rather the result of the pedagogical approach employed.

Moreover, the mean score of 82.98 out of 100 in the post-test indicates that students achieved a level of proficiency well above the established criterion of 70 percent. This underscores the method's success in equipping students with the necessary skills to communicate effectively in business contexts. The emphasis on practical applications—such as role-playing, simulations, and group discussions—likely contributed to this enhancement, as these activities allow students to practice language skills in realistic scenarios, thus bridging the gap between classroom learning and real-world applications.

2) Student Satisfaction and Engagement

The high level of satisfaction reported by students, with a mean score of 4.00, further reinforces the efficacy of the Experiential Teaching Method. Student satisfaction is a crucial indicator of the perceived value of educational interventions and has been linked to higher motivation, engagement, and academic performance. The consistency in satisfaction levels suggests that the experiential elements of the course—such as interactive learning experiences and collaborative projects—resonated well with students, enhancing their overall educational experience.

Students' positive perceptions of the learning process are vital for fostering a constructive learning environment. When students feel engaged and satisfied, they are more likely to participate actively in their education and take ownership of their learning journey. This aligns with existing literature that emphasizes the importance of active learning strategies in promoting student motivation and academic success (Freeman et al., 2014).

3) Implications for Educational Practice

The implications of this research extend beyond the immediate context of Chengdu University. As institutions worldwide seek to enhance language education, the findings advocate for the

integration of experiential learning approaches into curricula. By embracing teaching methods that encourage active participation and real-world application, educators can better prepare students for the demands of the business world. This approach not only enhances language proficiency but also develops critical soft skills such as communication, teamwork, and problem-solving—skills that are increasingly sought after by employers.

Furthermore, this study highlights the necessity for ongoing professional development for educators to effectively implement experiential teaching strategies. Training programs that focus on innovative teaching methods, classroom management, and assessment strategies can empower teachers to create engaging learning environments that cater to diverse student needs. As noted by Ainsworth and Burch (2019), continuous professional development is essential for fostering a culture of reflective practice among educators, enabling them to adapt their teaching to the evolving demands of their students and the job market.

Conclusion

In conclusion, this study provides compelling evidence that the Experiential Teaching Method significantly enhances students' business English speaking abilities while fostering high levels of satisfaction with the learning experience. The notable improvements in speaking proficiency demonstrate the method's effectiveness in bridging theoretical knowledge and practical application, essential for success in contemporary business settings.

The high satisfaction scores indicate that students value the interactive and engaging nature of the experiential learning approach, which has been shown to positively influence motivation and learning outcomes. These findings reinforce the importance of adopting innovative teaching strategies that actively involve students in their learning processes.

Moving forward, it is crucial for educational institutions to prioritize the integration of experiential learning approaches into language education curricula. By doing so, they can cultivate more engaging and effective learning experiences that prepare students for the complexities of the global business environment. Additionally, further research should explore the long-term impacts of such teaching methods on language retention and application, as well as investigate which specific experiential elements most significantly contribute to student success.

Ultimately, this study underscores the transformative potential of experiential teaching methods in higher education, highlighting the need for ongoing investment in pedagogical practices that prioritize active learning, student engagement, and the development of essential communication skills. By fostering an environment conducive to experiential learning, educators can not only enhance language proficiency but also empower students to thrive in their future careers.

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Data Availability Statement: The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

Conflicts of Interest: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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