



*Original Research Article*

## **Correlates of experiential learning in English subject among teacher trainees in Arusha City, Tanzania**

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**This study investigated correlates of experiential learning in English subject among teacher trainees in Arusha city using descriptive correlation design. A sample of 87 teacher trainees from two randomly selected universities participated by filling the questionnaire. Data analysis involved descriptive Statistics, ANOVA and Pearson product Moment Correlation. The study established that experiential learning takes place in the teaching and learning of English subject while collaborative learning and instructional technology enhanced the experiential learning. There is no significant difference in experiential learning by respondents categorized according to Grade Point Average and Class Size. Finally, there is a positive correlation between experiential learning and group collaboration, between experiential learning and the use of instructional technology and between the use of instructional technology and group collaboration. It is therefore recommended that educators should maintain experiential learning in order to enhance maximized learning outcome in the teaching and learning process.**

**Key words:** Experiential, learning, group, collaboration, English, Arusha, Tanzania

### **INTRODUCTION**

Experiential learning is a situation whereby learners are exposed to practical experience. It is the type of learning in which learners play key role in the teaching-learning process while teachers become facilitators of knowledge formation. In this approach, knowledge is created by the learners themselves under the guidance of the teachers and learning takes place by doing. According to Wambugu et al. (2014), experiential approach offers students opportunities to learn in real life situations.

Previous studies have indicated better learning outcomes through experiential learning than non-experiential learning approaches. A study in Kenya, for instance, was conducted using a sample of 513 Form Two students randomly categorized into experimental and control groups. The experimental groups were taught using experiential approach while the control groups were taught through Non-experiential learning approaches. The results revealed a significant difference

in the motivation to learn between students taught through experiential approach and those taught through non experiential approach. Particularly, the mean score for the experimental groups were higher than that of the control groups (Wambugu et al., 2014). This implies that experiential learning approach brings better learning results than non-experiential approach.

While experiential teaching is essential for effective learning in any subject matter, it becomes of greater importance for effective learning of the medium of instruction which if the teacher and the learners have not mastered, the learning effectiveness must be reduced. This becomes of paramount importance when the medium of instruction is other than the mother tongue of the learners. According to Chaudron (1998), in Senapati et al. (2012), when learning takes place through a language other than the mother tongue, learners have to overcome three-fold challenges: Firstly, they have to

make sense of the instructional tasks, which are presented in the second language. Secondly, they have to attain linguistic competence that is required for effective learning to take place, and finally, they have to master the content itself. Therefore, in such countries like Tanzania where foreign language particularly English is used as medium of instruction in secondary school and higher education, it is necessary for teachers to come up with strategies to ensure that learners master English language not only as a subject but as a medium of instruction. Effective mastery of English by learners in Tanzania is further advocated by Telli (2014), who has it that "proficiency in English Language regardless of whether it is used as language of instruction or not, is very important for Tanzanian students within the globalized world." This is because English is an international language used for official communication in academic, political, social and economic affairs.

Medium of Instruction can be defined as a language used for instructional activities in classroom settings. It is an important variable without which effective teaching and learning cannot take place. It is a means of communication between the teacher and the learner and among the learners. According to Olagbaju and Akinsowon (2014), language plays an important role in teaching and learning situations, not only as a subject taught in school but also as the vehicle through which information is shared between the learner and the teacher. Unless teachers and learners master the medium of instruction, learning effectiveness cannot be fully realized. This has been supported by previous studies from different countries. In India, for instance, Senapati et al. (2012) investigated on the role of medium of instruction on the development of the cognitive processes in terms of planning, attention, simultaneous and successive processing. The study compared cognitive development of 20 pupils using English language with another group of 20 pupils using Odia Language as medium of instruction. The results revealed significant main effects of medium of instruction mastery for almost all the measures of cognitive processes suggesting higher performance level among those who had mastered the medium of instruction effectively.

In Tanzania, mastery of English as medium of instruction is one of key problems facing both teachers and learners in the teaching and learning process in secondary schools and higher education. Kiswahili is used as medium of instruction in Primary School while English is medium of instruction for secondary schools and higher education. This situation suggests a drastic change which learners experience during transition from Primary to secondary and higher education. The findings of Kikoti (2004) revealed complaints among teachers and other professionals in Tanzania that most form four leavers are unable to express themselves well in English language because their mastery of grammatical elements and English tenses is low. This is supported by Mtallo (2015) who investigated on some classroom practices in Tanzania secondary schools focusing on the use of English

language as a medium of instruction. The study revealed that English as medium of instruction is one of major challenges affecting the teaching and learning process. On the other hand, Lupago (2014) investigated on language of instruction challenges in secondary schools and higher education in Tanzania in implementing Vocational education training and established that secondary school learners have not mastered English as medium of instruction. He also came up with a conclusion that English acts as a setback in learning processes in Tanzania secondary schools and tertiary Education. The study finally revealed that it is still an uphill task for the Tanzania learners to achieve learning objectives through the use of English language.

Another study by Hilliard (2014) involved 153 secondary school students and 28 secondary school teachers in Dar es Salaam City whereby both students and teachers had positive attitudes about learning and teaching English in the school system and recognized English as an important tool for advancement in their careers and future studies. But due to many challenges faced during the teaching and learning process, the study indicated a need for the country to develop strong foundations for English language to both teachers and learners and proper training of English teachers if the language needs to be maintained as medium of instruction. This calls upon higher learning institutions to come up with strategies that will enhance effectiveness in the teaching of English language to teacher trainees who are prepared to teach learners of English in Secondary Schools.

While experiential learning is one of modern strategies used to enhance effective learning of any subject matter, this study investigates factors associated with experiential learning in English subject among teacher trainees in Arusha City. The study is justified by the fact that when teachers are well prepared to master English, they will be effective in teaching it as a subject and as medium of instruction. As a result, secondary school students will be effectively taught English language. This will enable them to master the medium of instruction and in turn grasp concepts taught in other academic subjects as well.

The present study was therefore guided by the following specific research objectives:

1. To establish the extent to which teacher trainees perceived various aspects of experiential learning taking place in the teaching learning process.
2. To establish difference in the rate of experiential learning by teacher trainees categorized according to their Grade Point Average and Class Size.
3. To determine the view of teacher trainees about effectiveness of collaborative learning groups.
4. To determine the view of teacher trainees about the use of Instructional Media and Technology in the teaching and learning process
5. To establish the correlation between experiential learning, collaborative groups and instructional technology in teaching and learning.

## Literature Review

This section reviews literature and studies under three major subtopics namely the Concept of Experiential Learning, Collaborative Groups and Experiential Learning and Modern Technology and Experiential Learning.

### The Concept of Experiential Learning

Experiential learning is an approach which engages learners in the teaching and learning process. It is the approach whereby learners are exposed to practical experience. A study conducted by Ngussa and Makewa (2004), established that high performing students tend to engage in active participation more frequently than their lower performing counterparts. This suggests that engagement of the learners in the teaching and learning process increases the rate of learners' academic performance. According to Chesimet et al. (2016), experiential learning can exist without a teacher and relates solely to the meaning making process of the individuals' direct experience. This implies that during experiential learning, the physical presence of the teacher is not mandatory, and the learner is given full authority to construct their own knowledge while the teacher plays the role of facilitation. This kind of authority accorded to the learner may motivate them to be self confident and responsible in the process of knowledge construction.

According to Schwads (2012,), experiential learning is built upon a foundation of interdisciplinary and constructivist learning. He further provides the following features that characterize experiential learning: a safe space for students to work through their own process of self-discovery, engagement in purposeful endeavors, connections between the classroom and the outside world and opportunity to operate outside perceived comfort zones of the learners.

Experiential learning is closely linked to constructivism theory which is explained by Reigeluth (1999) as the learners' active creation of their own knowledge by trying to make sense out of material that is presented to them by the teachers. This implies that the teaching and learning process needs to be characterized with a variety of learning experiences that will maximize the rate of learners' participation, hence maximized learning outcomes. In this perspective, the teacher becomes the facilitator while the learner becomes the active constructor of the knowledge.

### Collaborative Groups and Experiential Learning

Collaborative learning is another essential factor that facilitates experiential learning. As the name suggests, group collaboration is the situation whereby learners are divided in smaller units and each member of the unit is expected to play part in knowledge sharing during the process of learning. While experiential learning involves personal experience in the teaching-learning process, it is maintained that when the number of learners is smaller,

experiential learning is more realized because the teacher will find it easier to interact with each learner in the teaching and learning process.

According to Makewa et al. (2015), if students are well prepared to work in small groups and if the groups are well organized, students' collaboration can increase students' achievement more than when traditional methods of learning are used. It is therefore recommended that in the course of the lesson, teachers should set time for group work and motivate learners, not only to interact with the content, but also with the group members.

Collaborative learning is further supported by Reiser and Dempsey (2007) who maintain that it focuses on tacit knowledge (the knowledge of experience and insight) by providing vehicles for people to surface and share what they know. They also argue that for effective collaborative learning there must be incentives that reward knowledge sharing, leadership that promotes the time people need to collaborate, facilitators who encourage, manage and motivate collaborators, and tools that make it all easy.

According to Kutnick and Manson in Cohen et al. (2005), individual work may be best for drill and practice, paired work is suitable for cognitive problem-solving tasks while group work is the best for application of what has been learned. This implies that teachers may take advantage of groups for learners to exercise and practice what has been taught in the classroom. According to Moore (2009), group learning has a number of advantages including development of communication skills, leadership abilities, open mindedness, persuasive arguing, and other interpersonal skills. It also leads to stronger sense of personal commitment to decisions made in the group than those made by the whole class or individuals. Cohen et al. (2005) further give the following advantages of learners' involvement in collaborative learning groups: It helps learners work cooperatively; it enables students to learn from one another. It encourages the involvement of all learners. It enables the teacher to circulate more easily round the class. It enables learners to respect others' strengths and weaknesses. It affords learners' access to scarce equipment. It encourages joint decision making. It stimulates the development of autonomy, resourcefulness and self esteem. And finally it promotes mutual integration of learners from varied backgrounds

### Instructional Technology and Experiential Learning

Instructional technology has to do with the use of facilities and equipments to facilitate learning. According to Reiser and Dempsey (2007), instructional technology is a complex integrated process involving people, procedures, ideas, devices and organization for analyzing problems and devising, implementing, evaluating and managing solutions to those problems involved in all aspects of human learning.

The place of technology in facilitating learning cannot be overemphasized. A range of studies has come into

**Table 1.** Reliability Results

SN	Variable In Question	No. of Items	Cronbach's Alfa
1.	Experiential Learning	12	.776
2.	Collaborative Group	7	.945
3.	Instructional Technology	10	.862

agreement that technology facilitates effective learning to a great extent. Kuboja and Ngussa (2015), for instance, conceptualized the place of technology in curriculum formation and came into a conclusion that as we face the hilltops of the 21<sup>st</sup> century, educationists and curriculum developers have no other option except to admit to redefine the concept of technological function as one of the core foundations of education and not just a mere tool to aid learning and teaching transaction. They then concluded that technology transcends the role of facilitating knowledge. It is a body of knowledge from which curriculum ought to be anchored.

Makewa et al. (2014) argue that ICT Integration is important in combating digital divide, bringing about digital opportunity and paradigm shift from teacher centered to student centered learning, whereby the teachers pass the information quicker and in a more clearer manner. This suggests that modern technology brings a possibility for quicker and sustainable knowledge formation by the learner under the guidance of the teacher. According to Ngussa and Chiza (2017), Instructional Technology is vital in the teaching-learning process because it enhances ability to read and write correctly, influencing active participation and ability to remember vocabularies.

## RESEARCH METHODOLOGY

This section discusses the methodology used in this study. Particularly, it explains research design, population and sampling procedure, validity and reliability of research instruments and data analysis procedures.

### Research Design

The study employed Descriptive correlational research design to describe questionnaire responses through mean scores and standard deviation and to correlate variables under investigation.

### Population and Sampling Procedures

Based on the fact that Arusha City has three Universities that offer Bachelor of Education degree program, two universities namely University of Arusha and Mount Meru University were randomly selected to participate in the study. A total of 87 second year Bachelor of Education students who majored English Language as teaching subject were purposely selected to participate by filling

the questionnaire. The second years were purposely selected because they had registered for two English courses during the time of data collection while first and third year students had only one English course.

### Validity and Reliability

The researcher used expert judgment approach to determine validity of the research instrument. Experts critically looked at research questions with corresponding questionnaire items before the actual collection of data. Reliability of responses to the questionnaire was tested by the use of Statistical Package for Social Sciences (SPSS).

As indicated in Table 1, the reliability analysis yielded Cronbach's Alpha of .776 for experiential Learning, .945 for Collaborative group learning and .862 for Instructional Technology. The cut off point for acceptable reliability was .700. Therefore, results justified the use of the questionnaire for data collection.

### Data Analysis Procedures

In this study, quantitative approach was employed in the analysis of the questionnaire items which were in the four- likert scale with responses ranging from strongly agree (4), agree (3), disagree (2) and strongly disagree (1). The mean scores were interpreted as follows: 3.50-4.00 = strongly agree, 2.50-3.49= agree, 1.50-2.49 = disagree and 1.00-1.49 = strongly disagree. Particularly, Descriptive Statistics established mean scores of selected responses, ANOVA tested significant differences among variables under investigation while Pearson product Moment Correlation measured relationships among variables in question.

### Presentation of Findings

Presentation of findings was guided by five research questions which were analyzed through both descriptive and inferential statistics as follows:

#### **To what extent do teacher trainees perceive various aspects of experiential learning taking place in the teaching learning process?**

This research question was analyzed by descriptive statistics in terms of mean scores and standard deviation. The question sought to establish the extent to which various aspects of experiential learning take place in the teaching-learning process as perceived by teacher

**Table 2.** Experiential Learning

SN	Item	Mean	Std Dev	Interpretation
1	Language classes are characterized with learning by doing.	3.42	.709	Agree
2	Language teachers employ participatory learning approaches	3.37	.669	Agree
3	I play key role in assessing my own learning	3.31	.690	Agree
4	Language classes are characterized with real life experiences	3.26	.730	Agree
5	Classroom activities build ability to see relationships in complex systems	3.25	.789	Agree
6	Classroom is a safe space for me to work through self-discovery	3.16	.799	Agree
7	Learning makes connections between the classroom and the outside world.	3.16	.918	Agree
8	Learning theories are contextualized to real life situations.	3.15	.740	Agree
9	Language class sessions are full of a variety of hands-on -activities	3.15	.799	Agree
10	I am free to choose from a variety of ways to solve problems	3.14	.789	Agree
11	Learning experiences are dominated by learners rather than by a teacher	2.89	.915	Agree
12	I am fully immersed learning, not merely doing what is required of me.	2.88	.936	Agree
<b>OVERALL</b>		<b>3.17</b>	<b>.426</b>	<b>Agree</b>

trainees who responded to 12 items in the questionnaire to show the extent to which they agreed or disagreed with particular statements. The mean scores were interpreted as follows: 3.50-4.00 = Strongly Agree, 2.50-3.49= Agree, 1.50-2.49 = Disagree and 1.00-1.49 = Strongly Disagree.

As indicated in Table 2, the overall mean score of all responses was 3.17 which is within the agreement zone (2.50-3.49). This means respondents agreed that experiential learning takes places in the teaching-learning process. Furthermore, the mean scores in all twelve items were between the agreement zone, signifying that respondents showed general agreement with all the items in questionnaire. Particularly, they agreed that language classes are characterized with learning by doing (3.42), language teachers employ participatory learning approaches (3.37), they play key role in assessing their own learning (3.31), and language classes are characterized with real life experiences (3.26). They also agreed that classroom activities build ability to see relationship in complex systems (3.25), classrooms are safe places for them to work through self-discovery (3.16), learning makes connection between the classroom and the outside world (3.16) and that learning theories are contextualized to real life situations (3.15). It is good to note that experiential learning takes places in institutions under investigation. A similar study in Kenya, which used a sample of 513 Form Two students revealed a significant difference in the motivation to learn between students taught through experiential approach and those taught through non experiential approach. The mean score for experiential learning was significantly higher than that of non-experiential learning. This kind of situation suggests a possibility that teachers in training are motivated to actively participate in the teaching and learning process.

Furthermore, respondents agreed that language classes are full of hands on activities (3.15), they are free to choose from a variety of ways to solve problems (3.14), learning experiences are dominated by learners rather than teachers (2.89) and that they are fully immersed in learning, not merely doing what is required of them

(2.88). These responses are also worth noting because experiential learning which is characterized by active participation of learners is a key to learning effectiveness. According to Ngussa and Makewa (2004), high performing students tend to engage in active participation more frequently than their lower performing counterparts. Better performance of teachers in training will equip them with necessary skills to teach English as a subject and as medium of instruction. As a result, performance of learners in secondary schools in the future will be improved due to successful mastery of English as a subject and as medium of instruction.

#### **Is there significant difference in the rate of experiential learning by teacher trainees categorized according to their Grade Point Average and Class Size?**

This research question called for testing for a null hypothesis in order to establish whether there exists a difference in the rate of experiential learning by teachers in training categorized according to GPA and Class Size. The null hypothesis stated: *There is no significant difference in the rate of experiential learning by teachers in training categorized according to their Grade Point Average and Class Size.*

This null hypothesis was tested by Analysis of Variance (ANOVA). As seen in Table 3, the mean scores of students categorized according to their GPA had slight variation ranging between 2.95 and 3.09 but the p- value of .227 which is greater than the critical value (.005) indicates that the variation of mean scores happens by chance and therefore leads to acceptance of the sub-hypothesis which says there is no significant difference in the rate of experiential learning by teachers in training categorized according to their Grade Point Average. The assumption that experiential learning leads into higher Grade Point Average of learners is therefore not supported by findings of the present study.

Furthermore, the mean scores of students categorized according to their class size had slight variation ranging

**Table 3.** Experiential Learning by GPA and Class Size

Variable in Question		Mean Score	p-Value
<b>Grade Point Average (GPA)</b>			
1.	First Class	2.95	.227
2.	Upper Second	3.22	
3.	Lower Second	3.09	
<b>Class Size</b>			
1.	20 and below students	3.10	.617
2.	21 to 50 students	3.22	
3.	Above 50 students	3.16	

**Table 4.** Effectiveness of Collaborative Learning Groups

SN	Item	Mean	Std Dev	Interpretation
1	My class has collaborative discussion groups	3.50	.850	Strongly Agree
2	I am a member of a discussion a group	3.48	.860	Agree
3	My discussion group has a leader	3.44	.915	Agree
4	I participate actively in group discussions	3.36	.906	Agree
5	My teachers give sufficient time for group work	3.34	.850	Agree
6	Members participate in group activities	3.14	.842	Agree
7	My teachers monitor what takes place in learning groups	3.05	.967	Agree
<b>OVERALL</b>		<b>3.33</b>	<b>.756</b>	<b>Agree</b>

between 3.10 and 3.16 but the p-value of .617 which is greater than the critical value (.005), indicating that the variation of mean scores happens by chance and therefore leads to acceptance of the sub-hypothesis which says there is no significant difference in the rate of experiential learning by teachers in training categorized according to their Class Size. The assumption that smaller number of learners in a classroom increases the rates for experiential learning is therefore not supported by findings of the present study.

Therefore, we accept the null hypothesis and maintain that there is no significant difference in the rate of experiential learning by teacher trainees categorized according to their Grade Point Average and Class Size.

#### **What is the view of teacher trainees about effectiveness of collaborative learning groups?**

As indicated in reviewed literature, collaborative group learning is one of key factors which pave ways for effective experiential learning. It was therefore necessary to establish existence and effectiveness of collaborative groups for learning among subjects under investigation. This research question was analyzed by descriptive statistics in terms of mean scores and standard deviation. The subjects responded to 7 items in the questionnaire to show the extent to which they agreed or disagreed with specific statements. The mean scores were interpreted as follows: 3.50-4.00 = Strongly Agree, 2.50-3.49 = Agree, 1.50-2.49 = Disagree and 1.00-1.49 = Strongly Disagree.

As seen in Table 4, the overall mean score of all responses was 3.33 which is within the agreement zone (2.50-3.49) which means respondents generally agreed that collaborative learning groups exists. Further, they

strongly agreed that their classes have collaborative discussion groups (3.50).

Response of the rest of items in Table 4 was between 2.50 and 3.49 signifying agreement. Particularly, respondents agreed that they are member of the discussion groups (3.48), their discussion groups have leaders (3.44), they participate actively in group discussions (3.36), their teachers give sufficient time for group works (3.34), members participate in group activities (3.14) and their teachers monitor what takes place in learning groups (3.05).

#### **What is the view of teacher trainees about the use of Instructional Media and Technology in the teaching and learning process?**

As indicated in reviewed literature, the use of instructional media and technology is one of key factors which pave ways for effective experiential learning. It was therefore necessary to establish the extent to which instructional media and technology is employed in the teaching and learning process. This research question was analyzed by descriptive statistics in terms of mean scores and standard deviation. The subjects responded to 10 items in the questionnaire to show the extent to which they agreed or disagreed with the fact that various aspects of instructional media and technology are employed in the teaching and learning process. The mean scores were interpreted as follows: 3.50-4.00 = Strongly Agree, 2.50-3.49 = Agree, 1.50-2.49 = Disagree and 1.00-1.49 = Strongly Disagree.

As seen in Table 5, the overall mean score of all responses was 2.82 which is within the agreement zone (2.50-3.49) which means respondents generally agreed

**Table 5.** The Use of Instructional Technology

SN	Item	Mean	Std Dev	Interpretation
1	Internet is used to facilitate learning	3.25	.901	Agree
2	WhatsApp technology is used to share information in language classes	3.23	1.002	Agree
3	My language classes have WhatsApp groups for learning	3.17	1.037	Agree
4	I am a member of Language class WhatsApp Group	3.12	1.088	Agree
5	My language teachers use a variety of modern technology to support learning	3.00	1.035	Agree
6	Online library is used for language learning	2.75	1.117	Agree
7	My language teachers use online technology to bring feedback	2.62	1.117	Agree
8	My language teachers use online technology to mark assignments	2.50	1.156	Agree
9	My Language teachers use PowerPoint presentations in teaching	2.32	1.148	Disagree
10	My language teachers use movies and clips to facilitate learning	2.20	1.077	Disagree
<b>OVERALL</b>		<b>2.82</b>	<b>.723</b>	<b>Agree</b>

**Table 6.** Experiential learning, group collaboration and information technology correlation

		EXPERIENTIAL	GROUP	TECHNOLOGY
EXPERIENTIAL	Pearson Correlation	1	.211*	.345**
	Sig. (2-tailed)		.049	.001
	N	87	87	87
GROUP	Pearson Correlation	.211*	1	.306**
	Sig. (2-tailed)	.049		.004
	N	87	87	87
TECHNOLOGY	Pearson Correlation	.345**	.306**	1
	Sig. (2-tailed)	.001	.004	
	N	87	87	87

that various aspects of the instructional media and technology are employed in the teaching and learning process. Response to eight items was between 2.50 and 3.49 which is agreement zone signifying that respondents agreed with these statements. Particularly, they agreed that internet is used to facilitate learning (3.25), WhatsApp technology is used to share information in language classes (3.23), their language classes have WhatsApp groups for learning (3.17), they are members of language class WhatsApp groups (3.12), their language teachers use a variety of modern technology to support learning (3.00), online library is used for online learning (2.75), language teachers use online technology to bring feedback (2.62) and their language teachers use online technology to mark assignments (2.50). According to Ngussa and Chiza (2017), Instructional Technology is vital in the teaching-learning process because it enhances ability to read and write correctly, influencing active participation and ability to remember vocabularies.

However, response to two items was between 1.50 and 2.49 signifying disagreement. Particularly, they disagreed that their language teachers use PowerPoint presentations in teaching (2.32) and that their language teachers use movies and clips to facilitate learning (2.20). This implies that the language teachers in classes under investigation did not use either PowerPoint presentations or movies and clips to facilitate learning. This finding indicates a need for educators in classes under investigation to employ a variety of instructional media and technology devices to influence learners' interest

and ability to participate in the teaching and learning process.

**Is there significant correlation between experiential learning, collaborative groups and instructional technology in teaching and learning?**

This research question was to establish whether there is a correlation between experiential learning, collaborative learning groups and the use of instructional media and technology in the teaching and learning process. The question called for testing of the following null hypothesis: *there is no significant correlation between experiential learning, collaborative groups and integration of instructional technology in teaching and learning process.*

Table 6 indicates existence of positive correlation between experiential learning and group collaboration (Pearson Correlation .211, Sig. .005). This implies that the more the collaborative group activities, the more the experiential learning takes place. However, the Pearson correlation of .211 indicates that collaborative learning groups contribute only 21.1% to experiential learning and therefore suggests that there are other factors apart from collaborative learning group activities which can increase the rate of experiential learning by 78.9%.

There is also a positive correlation between the experiential learning and the use of instructional media and technology in the teaching and learning process (Pearson Correlation .345, Sig. .001). This implies that the

more the instructional technology is used, the more the experiential learning takes place. However, the Pearson correlation of .345 indicates that instructional technology contribute only 34.5% to experiential learning and therefore suggests that there are other factors apart from the use of instructional technology which can increase the rate of experiential learning by 65.5%.

Finally, there is a positive correlation between the use of instructional technology and group collaboration (Pearson Correlation .306, Sig. .001). This implies that the more the instructional technology, the more the collaborative group learning takes place. However, the Pearson correlation of .306 suggests that instructional technology contribute only 30.6% to collaborative group learning and therefore suggests that there are other factors apart from instructional technology which can increase the rate of experiential learning by 69.4%.

### Conclusions and Recommendations

Based on findings presented and discussed, the researcher came up with the following conclusions:

1. Because respondents agreed that all eleven aspects of the experiential learning take place in the teaching and learning process, it was perceived that experiential learning exist among subjects under investigation.

2. There is no significant difference in the rate of experiential learning by subjects categorized according to their Grade Point Average and Class Size. These findings therefore do not support the assumption that Grade Point Average and Class Size can determine the rate of experiential learning.

3. Collaborative learning groups exist among subjects under investigation. This is due to common agreement that subjects are members of discussion groups, their discussion groups have leaders, they participate actively in group discussions, their teachers give sufficient time for group works, members participate in group activities and their teachers monitor what takes place in the collaborative learning groups.

4. Various aspects of the instructional media and technology are employed in the teaching and learning process. This is due to common views held by the subjects that internet is used to facilitate learning, WhatsApp technology is used to share information and language teachers use online technology to share information with learners.

5. There is a positive correlation between experiential learning and group collaboration, between experiential learning and the use of instructional media and technology and between the use of instructional media and technology and group collaboration. Therefore, the more the collaboration, the more the experiential learning takes place. The more the instructional technology, the more the experiential learning. And the more the instructional technology, the more the collaboration.

Based on above conclusions of this study, it is recommended that teacher training educators should be encouraged to continue employing experiential learning approaches, collaborative learning groups and the use of varieties of instructional media and technology in order to enhance full participation of the learners in the teaching and learning process. This will help them to master the content taught and therefore be competent in their future career as English subject teachers.

### Conflict of interests

The author declare that there is no conflict of interests.

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