CHAPTER 2

RELATED CONCEPTS, THEORIES, AND RESEARCHERS

In studying for this research on "Development of English for Social Sciences Curriculum Using Experiential Learning with E-learning to enhance students' paragraph writing ability, to investigate students' analytical thinking ability and moral awareness after implementing the English for Social Sciences course using experiential learning with e-learning, the researcher has studied and reviewed the relevant literature and research as follows:

2.1 Development of the English for Social Sciences curriculum

2.1.1 Meaning of Curriculum and Development of the English for Social Sciences curriculum

2.1.2 Characteristics of good curriculum

2.1.3 The Curriculum development process

2.1.4 General Features of the English for Social Sciences curriculum

2.1.5 The development of the English for Social Sciences curriculum.

2.2 Experiential Learning with e-learning

2.2.1 The Definition of Experiential Learning

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2.2.5 Internet Technology and language learning

2.3 English writing ability

2. 3.1 The importance of writing skills

2.3.2 Paragraph Writings

2.4 Analytical thinking ability

2.4.1 Definition of Analytical Thinking
2.4.2 Abilities associated to analytical thinking

2.5 Moral Awareness

2.6 Related Researches

2.1: Development of the English for Social Sciences Curriculum

2.1.1 Meanings of Curriculum and Development of the English for Social Science Curriculum

Definition of Curriculum

An undergraduate curriculum is a formal academic plan for the learning experiences of students in pursuit of a college degree. The term curriculum, broadly defined, includes goals for student learning (skills, knowledge and attitudes); content (the subject matter in which learning experiences are embedded); sequence (the order in which concepts are presented); learners; instructional methods and activities; instructional resources (materials and settings); evaluation (methods used to assess student learning as a result of these experiences); and adjustments to teaching and learning processes, based on experience and evaluation. Although the term curriculum is variably used, this definition is sufficiently inclusive and dynamic to account for the many innovations in the undergraduate curriculum that involve instructional methods, sequencing, and assessments as well as instructional goals and content, all of which have been implemented in order to improve learning. (Shaheen Pasha & M. A. Pasha**,** 2012).

Curriculum development includes a variety of activities around the creation of planned curriculum, pedagogy, instruction, and delivery methods for guiding student learning. Curriculum development should be viewed as a process by which meeting student needs leads to improvement of student learning. This information should include the desired outcomes or expectations of a high quality program, the role of assessment, the current status of student achievement and actual program content.

2.1.2 Characteristics of good curriculum

Tabogoc,D. (2013) suggests the characteristics of a good curriculum as follows:

1. The curriculum is continuously evolving. It evolved from one period to another, to the present. For a curriculum to be effective, it must have continuous monitoring and evaluation. Curriculum must adapt its educational activities and services to meet the needs of a modern and dynamic community.

2. The curriculum is based on the needs of the people. A good curriculum reflects the needs of the individual and the society as a whole.

3. The curriculum is democratically conceived. A good curriculum is developed through the efforts of a group of individuals from different sectors in the society who are knowledgeable about the interests, needs and resources of the learner and the society as a whole.

4. The curriculum is the result of a long-term effort. It takes a long period of time in the planning, management, evaluation and development of a good curriculum.

5. The curriculum is a complex of details. A good curriculum provides the proper instructional equipment and meeting places that are often most conducive to learning.

6. The curriculum provides for the logical sequence of subject matter. Learning is developmental. Classes and activities should be planned. A good curriculum provides continuity of experiences.

7. The curriculum complements and cooperates with other programs if the community. The curriculum is responsive to the needs of the community.

8. The curriculum has educational quality. The curriculum helps the learner to become the best that he can possibly be.

9. The curriculum has administrative flexibility. A good curriculum must be ready to incorporate changes whenever necessary. The curriculum is open to revision and development to meet the demands of globalization and the digital age.

2.1.3 The Curriculum Development Process

FAO (http://www.fao.org/) recommend essential considerations in experiential education:

Essential considerations for curriculum development:

1. issue/problem/need is identified.(what issue?)

2. characteristics and needs of learners.(who will be taught?)

3. changes intended for learners.(what the learners will be able to do?)

4. the important and relevant content.(what will be taught?)

5. methods to accomplish intended outcomes.(how it will be taught)

6. evaluation strategies for methods, content, and intended outcomes.(what works)

In a broad sense, the curriculum development process includes planning, developing, implementing, and evaluating and reporting curricula. The following curriculum development steps are essential to successful curriculum development and need to be emphasized.

Phase 1: planning

1. Identify issue/problem/need

The need for curriculum development usually emerges from a concern about a major issue or problem of one or more target audience. This section explores some of the questions that need to be addressed to define the issue. The issue statement also serves to broadly identify, the scope (what will be included) of the curriculum content.

2. Conducting needs assessment and analysis

There are two phases in the needs assessment process. The first is procedures for conducting a needs assessment. A number of techniques are aimed toward learning what is needed and by whom relative to the identified issue. Analysis, the second part of this needs assessment step, describes techniques on how to use the data and the results of the information gathered. Included are: ways to identify gaps between knowledge and practice; trends emerging from the data; a process to prioritize needs; and identification of the characteristics of the target audience.

Phase 2: Developing

3. State intended outcomes

Determines intended outcomes (what learners will be able to do after participation in curriculum activities), the content (what will be taught), and the methods (how it will be taught). An intended outcome states what the learner will be able to do as a result of participating in the curriculum activities. This section includes: (1) a definition of intended outcomes, (2) the components of intended outcomes (condition, performance, and standards), (3) examples of intended outcomes, and (4) an overview of learning behaviors.

4. Select content

The next challenge in the curriculum development process is selecting content that will make a real difference in the lives of the learner and ultimately society as a whole. At this point, the primary questions are: "If the intended outcome is to be attained, what will the learner need to know? What knowledge, skills, attitudes, and behaviours will need to be acquired and practiced?"The scope (breadth of knowledge, skills, attitudes, and behaviors) and the sequence (order) of the content are also discussed.

5. Design experiential methods

After the content is selected, the next step is to design activities (learning experiences) to help the learner achieve appropriate intended outcomes. An experiential learning

model and it's components (i.e., experience, share, process, generalize, and apply) are discussed in this section.

Phase 3: Implementing

6. Produce curriculum product

Once the content and experiential methods have been agreed upon, the actual production of curriculum materials begins. This section includes: 1) suggestions for finding and evaluating existing materials; 2) evaluation criteria; and 3) suggestions for producing curriculum materials.

7. Test and revise curriculum

This step includes suggestions to select test sites and conduct a formative evaluation of curriculum materials during the production phase.

8. Recruit and train facilitators

It is a waste of resources to develop curriculum materials if adequate training is not provided for facilitators to implement it. Suggestions for recruiting appropriate facilitators are provided with a sample three-day training program.

9. Implement curriculum

Effective implementation of newly developed curriculum products is unlikely to occur without planning.

Phase 4: Evaluation and reporting

10.Design evaluation strategies

Evaluation is a phase in the curriculum development model as well as a specific step. Two types of evaluation, formative and summative, are used during curriculum development. Formative evaluations are used during the needs assessment, product development, and testing steps. Summative evaluations are undertaken to measure and report on the outcomes of the curriculum. This step reviews evaluation strategies and suggests simple procedures to produce valid and reliable information. A series of

questions are posed to guide the summative evaluation process and a sample evaluation format is suggested.

11. Reporting and securing resources

The final element in an evaluation strategy is "delivering the pay off (i.e., getting the results into the hands of people who can use them). In this step, suggestions for what and how to report to key shareholders, especially funding and policy decision makers, are provided and a brief discussion on how to secure resources for additional programming.

Curriculum development should be viewed as a process by which meeting student needs leads to improvement of student learning. It should create relative links to the student's life situation and encourage meaningful participation.

2.1.4 General Features of the English for Social Sciences Curriculum

The English for Social Sciences curriculum is one of the undergraduate curriculum under the English language group of the General Education Department , Maejo University. The English language group is responsible for providing the English for Social Sciences curriculum in accordance with the policy of MJU- that seeks to produce qualified graduates who have appropriate desirable attributes. The university urges the faculty to reform the curriculum and learning process at the universal standard and meet the changing world context. (Educational plan of Maejo University period 11th 2012-2016, revised edition)

The Characteristics of English for Social Sciences

The English for Social Sciencess (GE245) is a compulsory subject that students in studying in Social Sciences majors need to study.

Course description:

Study specific vocabulary and structure of language used in Social Sciences context to apply in reading for academic purpose and learners are able to apply knowledge and skills for further study.

Course objectives:

1. To develop students' analytical thinking ability through engaging in experiential learning process.

2. To develop students' reading and writing skills for academic purposes in order that students can apply their knowledge and skills for their higher education success.

3. To stimulate students' interest in current news, events and issues and promote their participation in interactive and communicative activities that develop their practical and academic language abilities.

4. To develop the students' moral awareness and moral behaviors including honesty, public mind, discipline, and responsibility.

2.1.5 The development of the English for Social Sciences curriculum.

The English for Social Sciences curriculum development is a process of systematic operation which is very essential to adapt and extend the curriculum that leads to teaching in actual situations. The English for Social Sciences curriculum consisted of essential factors: studying basic information; determining required objectives, selecting related content, selecting and organizing learning experiences, teaching strategies, and evaluative measures; implementing; evaluating and improving the curriculum.

Developing a curriculum is a difficult process. It entails considering the different elements that should be included in the curriculum and the sequence in which they will be dealt with. Among various curriculum development models, the researcher found that Taba model for curriculum development was interesting. As Hilda Taba believed in an inductive approach to curriculum development, she advocated that the teachers should design the curriculum rather than the higher authorities (Oliva, 1992).
The Taba Model of developing the curriculum is composed of the following steps.

1. Diagnosing Needs. The first step is the diagnosis of needs of the students for whom the curriculum is being planned.

2. Formulating the learning objectives. Taba emphasized that the formulation of objectives to be accomplished should come in only after the needs of the students have been diagnosed.

3. Selecting Content. The learning content will be selected based on the objectives. The subject matter us dependent on the defined objectives.

4. Organising Content. After selecting the content, the level and sequence of the subject matter should be decided upon by the planners.

5. Selecting Learning Experiences. The learning experiences need to be selected to help students learn the content.

6. Organising Learning Experiences The organization of the actual learning activities needs to be determined. The teacher should organize the learning experiences in consideration with the specific learners.

7. Evaluating. The teacher should determine the appropriate assessment procedure to test whether the objectives have been met or not (Taba, 1962;Oliva, 1992)

2) Experiential Learning with e-learning

2.2.1) The Definition of Experiential Learning

Experiential learning theory defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience"(Kolb 1984, p. 41). Kelli J. Schutte & Lori Wetmore (2012) define experiential learning as a pedagogical methodology that utilizes experiences in contexts outside or within the traditional classroom as the basis for reflection, abstract conceptualization, and active experimentation. It increases a student's knowledge, helps the recall of things learned, develops new skills and methods of learning, makes sense of the information learned, and promotes a better understanding of the experiential learning that the student went through. (Barbara, 2006)

Experiential learning is a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting (University of Colorado Denver,2014**)**. Experiential learning occurs when students are placed in a situation where they think and interact, learn in and from a real-world environment

(Cornell University, 2013**).** It involves active participation of the student in the planning, development and execution of learning activities, is shaped by the problems and pressures arising from the real-world situation and occurs most effectively outside the classroom. It emphasizes learning in which the learner is directly in touch with the phenomenon being studied, rather than just watching it or reading, hearing or thinking about it (Kolb 1984; Kohonen 2001). For experiential learning to occur within the classroom, the instructor must use strategies that simulate or incorporate real-world situations.

According to the theoretical concepts learning concerning with experiential learning, it was found that experiential learning is grounded in the following theories of learning:

Constructivism learning theory is a philosophy which enhances students' logical and conceptual growth. The underlying concept within the constructivism learning theory is the role which experiences-or connections with the adjoining atmosphere-play in student education. The constructivism learning theory argues that learning is an active process of constructing knowledge based on personal experiences in a specific context. As students learn, they do not simply memorize or take on others' conceptions of reality; instead, they create their own meaning and understanding. Students construct their own understanding and knowledge of world through experiencing things and reflecting on those experiences. Two of the key concepts within the constructivism learning theory which create the construction of an individual's new knowledge are accommodation and assimilation. Assimilating causes an individual to incorporate new experiences into the old experiences. This causes the individual to develop new outlooks, rethink what were once misunderstandings, and evaluate what is important, ultimately altering their perceptions. Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates. When things do not operate within that context, they must accommodate and reframing the expectations with the outcomes. The role of teachers is very important within the constructivism learning theory. Instead of giving a lecture the teachers in this theory function as facilitators whose role is to aid the student when it comes to their own understanding. The resources and lesson plans that must be initiated for this learning theory take a very different approach toward traditional

learning as well. Instead of telling, the teacher must begin asking. Instead of answering questions that only align with their curriculum, the facilitator in this case must make it so that the student comes to the conclusions on their own instead of being told. Also, teachers are continually in conversation with the students, creating the learning experience that is open to new directions depending upon the needs of the student as the learning progresses. Teachers following Piaget's theory of constructivism must challenge the student by making them effective critical thinkers and not being merely a "teacher" but also a mentor, a consultant, and a coach.

Constructionism asserts that knowledge is not simply transmitted from teacher to student. Instead, students create new ideas and own knowledge when they are actively engaged in building some type of external artifact that they can reflect upon and share with others. (Seungyeon Han and Kakali Bhattacharya, 2001). Constructionism is both a theory of learning and a strategy for education (Papert,1993). It builds on the "Constructivist" theories of Jean Piaget, asserting that knowledge is not simply transmitted from teacher to student, but actively constructed in the mind of the learner. Learners don't get ideas; they create ideas. Constructionism supports the constructivist viewpoint--that the learner is an active builder of knowledge. However, it emphasizes the particular constructions of external artifacts that are shared by learners. Although learners can construct and present knowledge or meanings without producing external products, the processes of construction are more evident when learners produce through social interaction with others and share representations of their understanding and thoughts. A classroom based on constructionism has many elements that promote a learner-oriented learning environment. In this learning environment, the instructor acts as a facilitator and guides the learners along their paths of learning. Learners are assigned tasks in which they must implement particular instructional goals. They investigate, create, and solve problems (Han, S., and Bhattacharya, K, 2001).

Humanistic learning theory focuses on the human freedom, dignity and potential. It assumes that each individual is unique and each has a desire to grow positively. Therefore the teacher’s task is not to teach the students how to learn, but to offer learning methods, and the students learn by themselves. In teaching, the teacher is not a director or a controller but only a facilitator. In humanism, learning is student-centered

and personalized. Affective and cognitive needs are key, and the goal is to develop self-actualized people in a cooperative, supportive environment (Von Wright 1997, 17.)

Those learning theories mentioned above share common principles that support experiential learning approach. The learning theories focus on providing the learners with opportunities to interact with the content in a meaningful way by engaging the learners to create knowledge from hands-on experience in real-world contexts.

Experiential learning consists of the following four components (Woolfe 1992, 1):

1. The student is aware of the processes which are taking place, and which are enabling learning to occur.

2. The student is involved in a reflective experience which enables him/ her to relate current learning to past, present and future.

3. The experience and content are personally significant: what is being learned and how it is being learned have a special importance for the person.

4. There is an involvement of the whole self: body, thoughts, feelings and actions, not just of the mind; in other words, the student is engaged as a whole person.

Kolb (1984, cited in Passarelli,M.A. & Kolb, D.A.,2002) proposed six characteristics of experiential learning:

1. Learning is best conceived as a process, not in terms of outcomes. Learning occurs through the course of connected experiences in which knowledge is modified and re-formed.

2. All learning is re-learning. Learning is best facilitated by a process that draws out the learners' beliefs and ideas about a topic so that they can be examined, tested and integrated with new, more refined ideas.

3. Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world. Conflict, differences, and disagreement are what drive the learning process. These tensions are resolved in iterations of movement back and forth between opposing modes of reflection and action and feeling and thinking.

4. Learning is a holistic process of adaptation. Learning is not just the result of cognition but involves the integrated functioning of the total person—thinking, feeling, perceiving and behaving. It encompasses other specialized models of adaptation from the scientific method to problems solving, decision making and creativity.

5. Learning results from synergetic transactions between the person and the environment.

6. Learning is the process of creating knowledge. In ELT, knowledge is viewed as the transaction between two forms of knowledge: social knowledge, which is co-constructed in a socio-historical context, and personal knowledge, the subjective experience of the learner.

Experiential learning was suggested as one approach with great potential to achieve the goal of educating students. In order to promote high-quality experiential learning, Cornell University (2013) proposes ten criteria that optimal or ideal experiential learning opportunities should meet**:**

1**.** The experience should be purposeful. If planned in advance with explicit goals and intended learning outcomes, the experience is more likely to be productive. Goals specified in advance help ensure that the student will not drift and will make a conscious effort to shape the experience in productive ways. This aspect of experiential learning is usually accomplished by deliberate planning sessions and assessments of what the student wants to learn from the experience, as well as by taking course requirements into consideration.

2.The experience should provide opportunities for reflection. Journaling and systematic recording of the experience help the student to reflect on feelings and attitudes about the learning experience, understandings and skills emerging from the experience, and implications for subsequent experiences.

3.The experience should be supervised, with on-going faculty involvement in all phases of the experiential learning process.

4.The student's work should be evaluated. Grades, determined by the faculty member supervising the experience, should be based on what the student learns not on how many hours the student works. Methods of evaluation could include papers, seminar presentations, and for off-campus experiential learning, site visits, on-site supervision, as well as consultations with students and site supervisors.

5.The learning should, as nearly as possible, occur in or simulate a "real-world" context. Settings are "real-world" to the extent that a) they are less controlled, b) issues and problems that arise are complex, lacking a neat formulation or precise definition; and c) working with others is required. True experiential learning options require at least a minimal level of fulfillment of this criterion.

6.The experience should present a continual challenge to the student. It should build on the student's current knowledge and past experience and take the student beyond that level. This aspect can be accomplished during the initial planning sessions, when the faculty member determines the student's background in relation to the potential experiential learning opportunity.

7.The experience should incorporate active learning. The student should not be an on-looker or mere observer of either the planning process or the experience itself. The student should be expected to take an active role in formulating the plan, in carrying it out, in modifying it as needed, and in evaluating it.

8.The experience should be enriched. Provisions for access to materials, other people, resources and support systems (e.g., computer, phone) should be made.

9.There should be adequate opportunity to learn. Adequate time and quality of opportunities for the students to achieve their goals should be ensured.

10.The learning experience should involve the application of concepts/ knowledge learned in the students' regular course work and offer sufficient breadth to allow generalization beyond the environment of the learning experience.

Experiential Approaches

Wurdinger, S. and Rudolph, J. (2009) suggest five experiential teaching approaches that create more exciting classrooms by motivating students to learn on their own include : project-based learning, problem-based learning, service learning, place based education, and active learning. Underlying principles of all five approaches include: hands-on learning, using a problem solving process, addressing real world problems, encouraging student interaction with each other and the content, engaging in direct experiences, and using multiple subjects to enhance interdisciplinary learning. In this research, the researcher selected three experiential approaches which fit the learning content and learning activities in English for Social Sciences course.

Problem-based learning (PBL)

Problem-based learning focuses on having students undergo a problem solving process and often work together in small groups to find solutions. Barrows and Tamblyn (1980), defined it as "the learning that results from the process of working toward the understanding or resolution of a problem". More recently, it has been defined as a process where "students formulate and pursue their own learning objectives by researching a situation, developing appropriate questions, and producing their own solution to a problem" (Maxwell, Mergendoller, & Bellisimo, 2005, p. 316). According to Woods et al. (1997), students taught with the problem-based learning approach acquire greater problem solving, interpersonal, and life-long skills

Service Learning

Service Learning is an approach that blends learning while providing a service to a community. Identifying a need is the first step which is followed by creating an action plan to address this need. Service learning is a method which enables students to learn by actively participating in society. In line with Dewey's pedagogical discourse, the best way to learn something is by doing it. In the service learning programme, students should learn to identify problems in their own community and will develop problem-solving and communication skills. One of the goals of service learning is to

help students become aware of these issues and develop good citizenship in learning how to help solve some of these problems.

Active Learning

Active learning provides opportunities for students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities-all of which require students to apply what they are learning, whether it's a role-play, simulation, debate, or drama the focus of active learning is getting students involved in discussion and reflection on how they might apply what was taught to real life situations.

Using teaching approaches that promote experiential learning is challenging but rewarding, especially when students become motivated self-directed learners. With these approaches, teachers take a less visible role in the classroom, guiding students through the learning process by encouraging them to take risks and challenging them to learn from their mistakes because that is how human beings learn. Students have more freedom to explore the learning process and the teacher's role is to help them when they get stuck so they can keep moving forward with their own learning.

2.2.2) Kolb's experiential learning model

Kolb incorporated concepts from several philosophers who studied teaching and learning in education, including John Dewey, Kurt Lewin, and Jean Piaget, into his theory. He believed that experiential learning was a "holistic integrative perspective on learning that combines experience, perception, cognition, and behavior" and could be applied to any educational setting **(**Shannon Arnold, Wendy J. Warner, Edward W. Osborne. (2006).

Kolb proposed that an individual learner moves through a spiral of immediate experience which leads to observations and reflections on the experience. These reflections are then absorbed and linked with previous knowledge and translated into abstract concepts or theories, which result in new ways and actions to adjust to the experience that can be tested and explored.

Kolb described the four stages in the cycle of experiential learning as:

Concrete Experience - (CE)

Reflective Observation - (RO)

Abstract Conceptualization - (AC)

Active Experimentation - (AE)

In Kolb's model learning is effective when students become actively involved and engaged in a concrete experience rather than simply watching it or reading about it. Then, using the process of critical reflection students then evaluate their experiences, analyze concepts and form opinions. They develop observations about their experience from many different perspectives and put facts, ideas and experiences together to derive new meaning and new knowledge, all while examining and questioning their own beliefs, opinions, and values. Students then create theories to explain their observations. Abstract conceptualization is the process of making sense of what has happened and involves interpreting the events and understanding the relationships between them. In order to frame and explain the experience, students must draw upon the theories, models and knowledge they have acquired throughout their education. Finally, students use the new understanding and new theories to solve problems, to make decisions, to influence or change situations, and to plan further active experimentation. Thoughtful planning enables the learner to take new understandings in order to refine or revise their actions in new or similar experiences. (Katherine Penny, Elaine B. Frankel, Gillian Mothersill,2012)

Outi Pylkkä explained that in Kolb's experiential learning model (1984), learning proceeds through a four-stage learning cycle, and learning is a continuously developing and deepening process. It includes two dimensions of learning, unconscious and conscious understanding, and four stages associated with them and emphasizing learning in different ways (Kupias 2001, 16-26; Leppilampi & Piekkari 1998, 9-11; Sava 1993):

1. Direct personal experience provides a basis for learning. The teacher can start with the learners' personal experiences and conceptions of the subject matter. The significance of the opening of a course can never be overestimated: the tutor's activities,

creation of the learning environment, warm-up, and definition of objectives largely determine whether students' selective attention is targeted at the things to be learned or at irrelevant matters. (Leppilampi & Piekkari 1998, 9-11.) Learning logs (learning diaries/journals), buzz groups, and brainstorming are applicable teaching methods (Kupias 2001, 20). The learners can be introduced to the subject matter through, for example, an imaginary trip which brings back earlier experiences, or an experience can be generated using different experiential means during the learning episode.

2. Critical, reflective observation, i.e. reflection, emphasizes the consideration of different perspectives to the phenomenon. The learners reflect on their own experiences. This often generates a foundation for new concepts, models and theories. The observation and reflection of the phenomenon under review together with the learners is an important stage, when conscious understanding and conceptualization are aimed at. The role of the tutor is particularly significant at the reflection stage. The teaching methods can include guided discussion, buzz groups or writing (Kupias 2001, 20). During the reflection stage, learners' personal views are broadened through the diverse experiences and interpretations of other students.

3. During the abstract conceptualization stage, learners try to modify old models, concepts and theories, as well as creating new ones, through disciplined, systematic thinking. Theories, models and concepts structure personal experience and help to generalize and consciously manage it. At this stage, learners search for theoretical knowledge on the subject matter. The teaching methods may include presentational teaching, group work, reading, and different data retrieval methods (Kupias 2001, 20). For example, experts are used to introduce students to the subject matter.

4. The purpose of the active experimentation stage is to test in practice models as well as the deductions drawn from experiences, reflections and theories. At this stage, learners also try to influence people and change things. Knowledge can be applied to practice through, for example, cases, role plays, exercises, and hands-on-learning (Kupias 2001, 16-25). The active experimentation stage can also be implemented through a project, in which the things to be learned are tested outside the formal learning environment, in the natural setting of the phenomenon.

Experiential learning is participative, interactive, and applied. It allows contact with the environment, and exposure to processes that are highly variable and uncertain. It involves the whole-person; learning takes place on the affective and behavioral dimensions as well as on the cognitive dimension. The experience needs to be structured to some degree; relevant learning objectives need to be specified and the conduct of the experience needs to be monitored. Students need to evaluate the experience in light of theory and in light of their own feelings. Experiential Learning Theory outlines the manner in which learners gain knowledge and understanding through experiences **(**Fatemeh Mollaei & Hamidreza Rahnama, 2012).

2.2.3) Integrating Experiential Learning in curriculum

Faculty Development and Instructional Design Center, Northern Illinois University noted that instructors should identify a situation which challenges students through problem-solving, cooperation, collaboration, self- discovery and self-reflection. At the same time, decide what the students should learn or gain from the learning experience. Once the experience has been decided upon, plan the experience by tying it to the course learning objectives and determine what students will need to successfully complete the exercise (resources such as readings and worksheets, research, rubrics, supplies and directions to off-campus locations, etc.). After the planning has been completed, prepare materials, rubrics, and assessment tools and ensure that everything is ready before the experience begins.

Once begun, the instructor should refrain from providing students with all of the content and information and complete answers to their questions. Instead, guide students through the process of finding and determining solutions for themselves. Success of an experiential learning activity can be determined during discussions, reflections and a debriefing session. In addition, make use of the assessment strategies previously planned.

There are steps to integrating experiential learning in the classroom as follows:

1. Set up the experience by introducing learners to the topic and covering basic material that the learner must know beforehand.

2. Engage the learner in a realistic experience that provides intrigue as well as depth of involvement.

3. Allow for discussion of the experience including the happenings that occurred and how the individuals involved felt.

4. The learner will then begin to formulate concepts and hypotheses concerning the experience through discussion as well as individual reflection.

5. Allow the learners to experiment with their newly formed concepts and experiences.

6. Further reflection on experimentation.

Simm, D. (2005) has suggested strategies for managing experiential learning as follows:

The first stage is to ensure that students clearly know what to expect and what is expected of them in terms of knowledge and skills acquisition. Strategies may include providing a checklist of aims and learning outcomes emphasizing the experiential nature of the process as well as conveying expectations for the standard of the final product. An important aspect is the setting up of the right balance of group work and individual work, particularly for assessment. Using experiential learning with projects works best over extended periods this allows students to consolidate knowledge and ideas, and to undertake background reading as well as planning and preparation in group meetings.

Secondly, the sharing of experiences and ideas can be facilitated by setting up on-line discussion boards for each group to encourage dialogue between students, to hold virtual meetings, and to provide a record of progress and development of thought. A general discussion board allows students to share generic concerns and experiences, and encourages peer assistance and advice. Another option is for each group to take minutes of class and out-of-class meetings, outlining discussions and decisions made, which are submitted weekly in digital format and posted on the VLE. Issues such as non-involvement by students can be monitored and policed by the tutor.

Thirdly, managing the development 'process' can be done in several ways, some formative, others summative. The teacher should not remark on the whole report at the final submission, but students have the opportunity to 'tidy up' or improve aspects towards a final overall presentation, and the teacher is able to review the student's progress. Even if the product is less than perfect, acknowledgement of mistakes and identification of what should have been done differently demonstrates learning with hindsight.

Fourthly, experiential learning outcomes need to be carefully matched with appropriate modes of assessment and marking criteria to keep pace with teaching innovation. Some learning outcomes, such as teamwork, lateral thinking and initiative, are problematic to evidence and so difficult to quantify. Within the product or final report, clues revealing student understanding can be gleaned, but it is usually not possible to evidence all the learning outcomes concerning process.

This can be concluded that in experiential learning process, the facilitator should guide and support students through cognitive process where students can develop their learning autonomy, initiative, teamwork and leadership, all value outcomes for students' self development and for employability.

2.2.4) Experiential e- Learning

E-learning refers to a number of learning technologies that incorporate Information Communication Technologies (ICT). These can include both synchronous communication, for example webcam conferences and chatrooms, and asynchronous e-learning tools such as email and webboards. Recent advances in learning technology have also extended to the use of blogs, wikis and podcasts available through integrated learning environments. Universities are increasingly turning to e-learning to deliver education and training. However, too often the newer technology is crippled by being based on an underlying model of classroom-based instruction. Technology is used for placing traditional instructional content in the form of textbooks, workbooks, or flashcards for deliver to students. Moreover, some educators view the Internet from a publishing perspective – as a way to distribute content to students, often printed course

materials (Hannum, 2001; Bates, 2005). Students enrolled in such courses go online to find readings and assignments for that day or week, complete the readings or assignments. So, new models and new ways of thinking are needed in order to optimize the value of e-learning (Kumar, 2004; Clark, 2003; Larreamendy-Joerns & Leinhardt, 2006).

The essence of experiential learning is that for effective learning to occur, students should be provided with learning experiences so they can relate them to real life. Experiential teachers should create opportunities for reflection on learning experiences to apply to future learning. Experiential teaching can help teacher engage and motivate learners as well as encourage them to discover things on their own, and make them learn through experience, rather than just relying on facts and latest trends for knowledge. Technology is another important aspect of experiential learning that relevant to our society and for the future. For effective experiential learning, technology should be utilized in a responsible and critically aware manner. It encourages students to learning by collaboration and participation and students become really engaged when they use a real-life method of learning (Saxena,S. 2013)

Technology roles for enhancing experiential learning should include:

1.Techology should provide tools to support knowledge construction.

2. It should be the information driver to explore knowledge to support learning by constructing.

3.It should be the basis of learning by doing.

4.It should be the social medium to support learning by conversing

5.It should also support learning by reflecting.

The incorporation of technology in experiential learning makes learning more authentic, efficient, and motivating. In order for technology to be used more than as a platform for the course content and as a communication medium for online-discussions, Saxena,S. (2013) suggest the following strategies to be applied to facilitate higher levels of learning.

1.Make students complete specific assignments using technology. Help them engage in concrete experience by locating a website related to a specific topic, reflect on

that experience in both audio and text, conceptualize the observations and test them by applying the experience to their own situation. This strategy enhances student engagement while using technology.

2. Incorporate social learning and interaction into online learning. As social networks are being increasingly adopted by a large number of new generation learners. The interaction that happens in social networks hold similarity to the attributes of experiential learning.

3. Facilitate collaboration. Collaboration is an aspect of experiential learning that can be well supported with technology. Various forms of instant messaging with faculty or other students can be extremely valuable for time critical questions, concerns or discoveries. Other forms of collaboration such as share online writing spaces support work that is ongoing and less time sensitive.

The experiential model provided a solid application to the design of the e-learning experience. Experiential learning closely involves the person whereas e-learning, through its very nature, is an electronically mediated interaction. To bridge these differences, the two forms of learning are combined to introduce the concept of experiential e-learning (Beard, Wilson and McCarter, 2007). The power of experiential learning for e-learning is that it offers an explicit, highly articulated learner-centered instructional model based on student agency, belonging and competence (Carver, 1998a). In an effective experiential learning program, students and teachers become more effective change agents, develop a sense of belonging to a community, and master both skills and knowledge. In placing the emphasis on student experience, teachers design and cultivate environments in which direct instruction serves only to support student learning. Students engage in multiple forms of active learning in authentic settings, draw on their individual and/or collective experiences, and make connections between lessons covered and situations they expect to face in the future; they experience, share, process, generalize, and enact their learning. Teachers create opportunities for students to reflect on their experiences in order to assure assimilation, but learners themselves are at the very center of this model.

Taxonomy of Experiential E-Learning

Carver, R. et al. (2007) notes that experience plays critical role in e-learning forming a taxonomy that represents a continuum from simple content sharing and recall of prior experience at one end to direct experience/ action learning at the other end. The degree to which the learning environment involves experiential learning increases as students move up this taxonomy.

Type 1 EE-Learning – Content Sharing.

The form of e-learning involving the least amount of experiential learning is represented by e-learning that essentially distributes content to learners. The learners' involvement consists of reading text, viewing videos or listening to podcasts. At this level, the experiential aspect is limited to learners' recall of prior experience as a way to make meaning from what they read or viewed.

Type 2 EE-Learning—Online Conversation.

In this form of online learning, students and instructors engage in an online conversation for the purpose of instruction. Often this online conversation takes the form of discussion forums in which students taking an e-learning course are required to respond to questions the instructor posts, post their own questions, and respond to the postings of other students. At this level, the experiential aspect is the shared experiences of the learners in conversational interactions prompted by the instructor.

Type 3 EE-Learning— Meaningful Online Conversation

Students and instructors in Type 3 ee-learning conduct online conversations using discussion forums, chat rooms, or other forms of communications mediated by technology. The online conversation emerges from the experiences and needs of the studentsrather than being contrived by requirements specified by the instructor. At this level, the experiential aspect is conversational interaction initiated by the students. Interactions at this level have heightened experiential value as they are based on students' own experiences.

Type 4 EE-Learning—Drawing On Student Experiences

Another approach to online learning is to involve the student in identifying the course objectives, developing course content, and deciding on appropriate instructional method ology. At this level, the experiential aspect becomes even more apparent as students specify objectives as well as learning activities. When students specify objectives they draw on and highlight their own experiences to identify content and activities that would be meaningful to them.

Type 5 EE-Learning—Problem-Based/Service Learning

In this type of e-learning the course is constricted around real problems that exist in an actual organization. However, this is based on a constructed experience for the students. Rather than being passive recipients of course content, students in this type ee-learning actively engage in experiences that take place outside the classroom.

Type 6 EE-Learning—Direct Experience/Action Learning

Rather than focusing on a situation and set of problems derived from an organization, an ee-learning course can focus on the actual situation in which students find themselves.This is similar to action learning in which students bring problems from their real environment into the classroom and focus on these real problems. The experiences in this form of ee-learning are planned and initiated by the students.

The role of experience is limited to recalled experiences at the lower levels of the taxon omy while direct experience is involved at the higher levels. In that sense, the lower levels of this taxonomy be considered as “passive”ee-learning while the higher levels may be considered as “active” ee-learning. When e-learning is designed to incorporate maximum level of experiential learning maximum levels of experiential learning, by intentionally orienting it towards the higher end of the taxonomy, it can become more effective. When e-learning is designed to incorporate the three principles of experiential learning —agency, belonging and competence– the e-learning becomes deeper, richer, and more meaningful to the students.

Central Concepts of Experiential E-Learning

Experiential e-learning has several fundamental concepts at its base. These basic concepts serve to form the concept of ee-learning. While each concept may stand alone, taken together they form a unified whole that likely adds more value than the sum of each taken alone.

Agency. Agency refers to the sense of a learner being capable of taking actions and making differences (Carver et al., 2007). As explained by Freire (1970), learners are not "empty vessels" which need to be filled with information in what he calls the "banking" model of education, but rather cognitive and responsible actors who persistently inquire and take responsibility for the learning process. Through dialogue and interaction, students share the responsibilities of the learning processes. Experiential learning "supports students' sense of agency by building experiences into their education that are authentic and afford an appropriate level of challenge to engage students" (Carver et al., 2007, p. 251). In online classes, students develop their agency through self-directed learning as they manage their own time, test their own knowledge, and overcome their own anxiety and frustration (Weinstein, Meyer, & Husman, 2006).

Belongingness. A range of online communication strategies that have become available in recent years offer more connectivity between teachers and students, as well as among students, thereby increasing the potential for a student's sense of belongingness. Current synchronous communication technology affords students and teachers the ability to communicate using real time video and audio conferencing, virtual groups, online screen sharing, and interactive chat. These environments allow more authentic and interactive learning environments that are helpful for building trust and bonding among learners (Smyth, 2011). Asynchronous online discussion forums, in which students respond to questions posed by the instructor or other students and where they share their experience, tend to develop a community among learners (Carver et al., 2007; Huang, 2002; Murphrey, 2010). Conversation initiated by students based on their needs rather than by the instructor tends to heighten the experiential value of discussion forums.

Competence. Central to the concept of experiential education is that of developing competence- acquiring knowledge, mastering skills, and learning to apply what is learned to real-life situations. This is the focus of all education, whether in traditional classrooms or in online learning environments. Experiential learning seeks to place what is being learned in a context that is real, in the present, and shared among others. This promotes better integration of knowledge and skills, better retention, and better transfer to other tasks.

The ee-learning theory, which makes a conscious effort to integrate students' experiences into the curriculum (Carver et al., 2007) provides a useful framework to support the full learning cycle proposed by Kolb (1984).

2.2.5 Internet technology and language learning

Web-based learning has changed the way students view the role of Internet technology in the development of their language learning. In addition to the reinforcement of learners' writing and communication skills, Web-based learning empowers learners to be actively involved in the process and to be responsible and accountable for their own learning.

The primary goal of FL teaching is to create a learner-centered environment in which learners use the target language to interact with others and further develop their communicative competence. Current language instruction often goes beyond just providing comprehensible input; it also creates socially interactive contexts in which learners actively engage themselves in the learning process. Learning is viewed as processes embedded in cognitive and social contexts. Social interaction is more than the action of one person delivering information to another; rather, it shapes and constructs learning through collaborative effort and scaffolding in expert and novice interaction (Kinginger, 2001). Through socialization, learners use the target language as a cognitive tool to perform and assist each other in a shared activity (Lantolf, 2000). Importantly, collaborative scaffolding allows learners to expand their linguistic and cognitive skills to engage in problem-solving situations (e.g., negotiation of meaning and form) and knowledge building (Swain, 2000).

From a sociocultural perspective, language learning is about the understanding of learners themselves as agents whose conditions of learning affect the learning outcome (Lantolf, 2000). The degree of interaction and involvement in the shared activity depends on learners' motives, beliefs and attitudes, and their investment in the learning situation. The quality of social interaction relies on the participants, all of whom equally contribute their time, turns, roles, and knowledge of subject matter in a shared agenda which van Lier (1996) has called "contingent interaction" The "contingent interaction" stems from multidimensional levels—between the instructor and the learner(s) and among the learners themselves. Ohta (2000) argues that the nature of the task and the goals of the learners also affect how participants interact with each other. Tasks should expose students to a wide range of structures appropriate to their level in order to make both meaning and form connections (Skehan, 1998).

Using Google Docs and Facebook to facilitate experiential learning

Social media networking is a requisite for today's learning. We are living in a digitally wired world where the power of information rests with those who are properly 'connected'. Social media tools, including Facebook and Google Docs, are changing the way students and faculty members communicate, share ideas, and build networks.

Google Docs is an online suite of digital tools that provides teachers with some powerful features to help students' developed 21st century writing skills. Google Docs is a free, web-based word processor, spreadsheet, presentation, form, and data storage service offered by Google (Wikipedia,2010a). It allows users to create, edit and store documents online. Google Docs can facilitate students' collaborative writing in English language classroom. To achieve this, students can first form small groups and receive a writing assignment. They can then co-author a piece of text using Google Docs, giving comments to other collaborators and editing other collaborators' draft in real time. The use of Google Docs holds great potential for group or individual student projects.

The uses of Google Docs for lecturers

1.Use Google Docs to allow students to submit individual assignments online; as an educator you can comment on the document online.

2.Use Google Docs to allow students to engage in collaborative learning. For example, the lecturer divide your students into groups and set each group a research exercise. The teacher might also engage students in peer critique by asking members from one group to evaluate the research of another group.

3.Use Google Docs to create online content to support students studying flexibly or at a distance. The teacher might, for example, make PowerPoint presentations available online and produce summaries of the lectures and make them available to students.

4.Use Google Presentations to allow students to create presentations for an entire class. These can be made available to all the members of the class at any time and any place (as long as students have an internet connection).

5.Use Google Docs to connect students with professionals in your subject discipline. For example, the teacher might create an authentic learning task such as asking students to write a business start up case that would be "assessed" by a business professional.

The uses of Google Docs for students

1.Google Docs - as well as other Google applications including Google Presentations and Google Spreadsheets - allow students to edit their documents anywhere at any time

2. Students can share their documents with other students and, more specifically, with individual with whom they wish to collaborate.

3. Google Docs is fully featured so students can, for example, comment on a document that they are working on. This allows them to engage in dialogue with their peers as they work to create their collaborative document.

4.Using Google Docs students can email their completed assignment straight to the teacher.

5. Students can grant the teacher access to their documents so that their works can be marked online. The teacher can e.g. use the comment function whilst also using other

Google Doc features such as link insertion to provide students with access to additional resources.

6.Students can collaborate quickly and easily within anyone anywhere in the world. (http://virtuallythere.wikispaces.com/)

Google Docs is user-friendly, and students can work collaboratively on writing tasks without being restricted by time and space. With the use of Google Docs, students not only have stronger motivation to write collaboratively, but also their higher order thinking skills, such as evaluating and commenting on peers' written work can be enhanced(Chi Cheung Ruby Yang, 2010).

In the 21st century, teachers need to realize that they are educating the net generation who are always online and connected with others via social network (Oblinger, 2009). These students do not mainly learn by reading or listening but rather they learn by doing and exploring (Oblinger,2009). Facebook is an example of a Web 2.0 social networking site, which has enormous potential in the field of education despite the fact that it was not designed as an environment for constructing and managing learning experiences. There are several aspects of the Facebook platform that could make it an effective educational tool. It could facilitate active learning (as Facebook users engage with each other to participate in discussions or share and view posts) and easy sharing or posting of current events, and could serve as an accessible, real-time, dynamic platform to allow course-related discussion(Margarita V. DiVall et al., 2012). Facebook can be used by the instructor to share course resources, fire up discussions, promote collaboration, improve relationships between students, incorporate an array of learning tools (such as videos, images, boards, chatting and private messaging). Facebook facilitates information sharing, interaction and collaboration among their users. These social applications have the capacity to function as 'intellectual partners' to promote critical thinking and facilitate cognitive processing (Voithofer et al., 2007)

Integrating technology into classroom instruction should support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real world experts. Effective technology integration is

achieved when the use of technology is transparent and when technology supports curricular goals.

2.3) English Writing Ability

2. 3.1 The importance of writing skills

Writing skills are an important part of communication. Writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else (Walsh, K., 2010). Writing is often the factor which decides whether a student is successful at university or not. A student's ability to master seminar papers, reports and exams determines whether a student will be successful at university. Writing has become the key to survival in many fields of study Written communication is essential to the successful future development of important institutions – professional, governmental, industrial, commercial, and non-profit – that increasingly depend on specialized written communication in a global environment. Students need sufficient practice in rhetorical strategies that belong not only to the world of academia (Swales, 1990) but also to the world which the students will be entering after university (Piršl, D. et al, 2011).

2.3.2 Paragraph writing

A paragraph is a sentence or group of sentences set off as a unit. Usually the sentences in a paragraph can be related to a single main idea. In college writing, a longer paragraph starts with a general sentence stating the paragraph's subject. There might next be 1-3 more general statements, if needed. Then most of the rest of the paragraph has sentences that "narrow" the focus or "get to the point" by giving specific details. The last sentence or two summarize the paragraph's result or point.

<u>Components of a paragraph</u>

To be as effective as possible, a paragraph should contain each of the following:

Unity

The entire paragraph should concern itself with a single focus. If it begins with a one focus or major point of discussion, the rest of that paragraph should expand on that focus and provide ideas as evidence to support the writer's point of view.

A Topic Sentence

The topic sentence tells the reader what the paragraph is going to be about. It also helps the writer keep his/her writing under control. This is why a topic sentence is sometimes called the "controlling idea" of a paragraph.

Supporting Sentences

These are the sentences that follow the writer's topic sentence. They provide evidence and ideas that back up the main assertion in the topic sentence.

A Conclusion

The closing sentence comes after all the details have been included in the body of the paragraph. The closing sentence reminds the reader what the topic of the paragraph is really all about, what it means.

In this research, students are asked to write 4 types of paragraphs:

1. A cause and effect paragraph

A cause and effect paragraph can analyze causes (what made a particular event or outcome occur) or consider effects (the probable outcomes of a particular activity or behavior). Like other kinds of paragraphs, a cause-and-effect paragraph makes a point about its topic in its topic sentence. Students write cause-and-effect paragraphs to help readers understand why something happened or is happening or to show readers how something affects people or some part of the world.

2. A problem – solution paragraph

A Problem / solution paragraph presents a problem and describes two or more possible solutions to that problem. While writing a problem-solution paragraph, there are several steps to follow:

1. State and define the problem**:** Briefly, clearly, and simply explain what the problematic issue is and why it should be treated as a problem.

2. Suggest the possible solutions**:** Present the reader with at least two possible solutions to the problem. The solutions should be acceptable, realistic, reliable and mutually exclusive.

3. Evaluate the solutions**:** Discuss the advantages (strengths) and the disadvantages (weaknesses) of the solutions.

4. Make a recommendation**:** State directly which of the solutions is better (the best) and why. Students may also suggest that solutions be implemented together to overcome or prevent a problem.

3. A persuasive paragraph.

Persuasive writing of any length is designed to get the reader to agree with the main idea. A properly written paragraph begins with the topic sentence, which in a persuasive paragraph would be the main idea that the author wants to communicate. After the topic sentence, it is important to use evidence that is compelling in support of the main idea, as well as commentary explaining why the evidence is relevant. Wrapping the paragraph up with a compelling conclusion leaves the reader with something to consider

4. A conflict resolution paragraph

A conflict paragraph begins with a topic sentence which defines and describes the main conflict in the selection. The writer discusses the conflict and shows evidence to support the opinion. Suggest resolution to the conflict.

2.4 Analytical thinking ability

2.4.1 Definition of Analytical Thinking

Analytical thinking is the abstract separation of a whole into its constituent parts in order to study the parts and their relations (Farex, 2010). Spencer and Spencer (2008) explained that analytical thinking involves understanding a situation by breaking it apart into smaller pieces, or tracing the implications of a situation in a step-by-step casual way. It includes organizing the parts of a problem or situation in a systematic way;

making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or If -Then relationships. Analytical thinking can be defined by the ability to discriminate various elements of something or any matter and determine the reasonable relationships between those elements to find the real cause of what happened (Chareonwongsak,C., 1999). Amer (2005) characterized analytical thinking as powerful thinking tool for understanding the parts of a situation. It can be defined as an ability to examine and break down facts and thoughts into their strengths and weaknesses: and develop a capacity to think in a thoughtful, discerning way, solve problems, analyze data, recall and use information.

Analytical thinking is the essential thinking for learning and living of human. To achieve the desired result, problems facing in everyday life must be solved through analytical thinking correctly and efficiently.

2.4.2) Abilities associated to analytical thinking

Dressel and Mayhew (1957) proposed that analytical thinking process consisted of (1) ability to define the problem, the learners were able to analyze the issues or the given situation and identify the key issues correctly; (2) ability to choose the information relevant to the problems, the learners could decide which information was essential and relevant to the solution of the problems; (3) ability to state a preliminary agreement, the capacity to distinguish the problems and identify the differences. (4) ability to choose a hypothesis is the ability to choose a hypothesis from a given statement or situation in a reasonable manner; and (5) ability to conclude reasonably. Ability to conclude rationally it is the ability to choose something to deal with the problems reasonably, to realize the cause and effects when it comes to making a decision.

Analytical thinking ability is the ability to reason more than just recall, to apply knowledge, and being innovative. When students take in information, they should examine the information by asking questions about it, and then put it to use in one or more of the following ways: Problem-solving, making decision, reasoning, opening their minds for new things, and planning strategically.

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. To demonstrate their analytical thinking ability, students should a) identify and define authentic problems and significant questions for investigation; b. plan and manage activities to develop a solution or complete a project; c. collect and analyze data to identify solutions and/or make informed decisions; and d. use multiple processes and diverse perspectives to explore alternative solutions.

2.5 Moral Awareness

Today, there is concern about a growing incivility and an apparent decrease in level of caring for each other. In addition, some of the highest officials in the land all college graduates regularly display unethical behavior that may confuse the nation's understanding of morality. High rates of academic cheating by college students suggest we have a significant moral challenge and opportunity for student learning and development

A person's morality is influenced by a variety of internal and environmental factors. In one conception, moral action is determined by four components: (1) moral sensitivity (comprehending moral content when present in a situation), (2) moral judgment (determining what is the moral thing to do), (3) moral motivation (choosing to do what moral rather than other values dictate), and (4) moral character (having qualities such as strength of ego, perseverance, and courage to act) (Rest & Narváez, 1994; Rest, Narváez, Bebeau, & Thoma, 1999). All four of these components, and perhaps others, work together to influence a person's behavior.

Development in one component does not guarantee development in another; all four are necessary for moral action. Of the four components, the second, moral reasoning or judgment, is the most fully researched. It is a cognitive variable upon which we know colleges and universities can have a powerful impact.

Thailand has recognized the importance of strengthening its development effort in the area of ethics and morality among youth and the public in order to instill values vital to the development of the quality of life. Goals have been set in Article 8 of the Master

Plan of Action on Education For All. National Qualifications Framework for Higher Education in Thailand suggests methods for ethical and moral development—This involves a combination of knowledge about appropriate behavior and formal and informal codes of practice, attitudes, and maturity of judgment. Development strategies may include exposure to positive role models and analysis and reflection on their own behavior and that of others in a variety of situations. Group discussions of simple and more complex moral dilemmas can help students clarify their own values and think through general principles that they believe should guide their own behavior. The principles of transfer of learning call for discussions of a wide range of possible situations including ones that are similar to those likely to be faced by the students in later life and employment. While special attention to this domain may be given in certain courses, it is important that opportunities are taken in all courses to reinforce and apply the principles developed.

Developing good citizens is one of the root theoretical justifications and purposes of social studies. Much discussion exists, however, over what good citizenship entails and how it can best be achieved. One approach—experiential learning and its associated service learning—is currently popular in a number of disciplines. It is argued to be an invaluable way of developing students' citizenship through experience based learning. Well known scholars, including Dewey and Aristotle, have argued that individuals can best be educated to act with humanity through experiential learning: "It is well said, then, that it is by doing just acts that the just man is produced, and by doing temperate acts the temperate man; without doing these no one would have even a prospect of becoming good" (Aristotle, 2009).

Many philosophers including Plato, Rousseau, Kant, and Dewey have argued that the aim of education is the creation of good citizens which includes knowledge learning, ethical education, and the disposition to act on right morals for the betterment of their societies. They have theorized how good citizens can be developed through education. One of the key thinkers of the twentieth century was Dewey (1916). For Dewey (2007), experiential, project-based learning would shape individuals who could contribute positively to a continuously developing democratic society. His theory laid the

foundation for experiential learning and democratic education out of which current service learning theories and methods have developed (Broom, C.A. & Bai, H., 2011).

Best teaching practices engage students in experiences that are meaningful to them and lead to issues (or problems) that the students address through conducting research and developing and testing tentative answers. It embeds subject learning in authentic experiences emerging from daily social life. A vital feature of this education is making "experience intelligent" (Rocheleau, 2004) through democratic (or social) inquiry, discussion, and reflection. The Experiential approach to moral development and education gives youth stage-appropriate tools for constructing their own moral reality within a social and environmental reality. They are aware that they need to create changes and be a part of the solution. This is crucial, for as many educators would agree, when an experience becomes one's own reality, the learning sticks. This may be the greatest advantage of the Experiential approach: rather than as issues to be explained by adults or discussed by peers, moral concerns are experienced -- and verified -- by own's own sensory mechanisms. Activities engage real world situations help students develop moral and ethical awareness. (Norman S. Rose)

2.6 Related researches

Specht and Sandlin (1991) found that students taught using experiential activities retained concepts better over time compared to students taught using the traditional lecture method. The study used activities that were similar to those that would occur in the ―real world. Another advantage that experiential learning provided in the study was the students' opportunity to work in groups through a collaborative learning setting.

Sirikhan, S. (2001) had developed English experiential learning lessons using experiential learning stages to enhance English writing skill of 34 students at Nawamindrachutit Payap school. The findings revealed that the English experiential learning lessons were very effective. Students' writing ability was at the high satisfactory level.

Brickner and Etter (2008) provided in-class and out-of-class strategies to promote active learning in a principles of accounting course. To facilitate greater student interest and participation in class one activity involved providing students with "guided notes." These notes, provided in advance of the class, are a partial set of lecture notes. The students are required to print them off, bring them to class and then fill in the missing information. The instructors also break the classroom time down into 15 minute segments to maintain student interest and attention. In between these segments the instructors slot in an active learning exercise. Some examples include walking around the classroom asking questions, have the students reflect on their notes and assimilate the information, mini-quizzes, and probing or motivating questions. At the end of the class the instructors allow a few minutes for the students to reflect upon the day's material and summarize in a "minute paper." Their findings have been that the "minute paper" facilitates learning. Out-of-class active learning activities include attending business student organization meetings, preparing article summaries, and reviewing annual reports.

Soontornwipast, K. (2008) conducted a study to investigate the use of the experiential learning model in training English teachers. The study was undertaken in the Instructional Media course in a Master's Program in Teaching English as a Foreign Language at a Thai University. The participants were 13 second-year graduate students enrolled in the course as an elective. Throughout the course, the teacher based their classroom activities on the four stages of the experiential learning model. That is, participants gained a direct practical experience, observed and reflected on that new experience, conceptualized it, and tested or experimented it in new situations. The results showed that the participants recognized the benefits of the model in promoting their higher-order thinking skills.

Matthew L. Bernacki and Elizabeth Jaeger (2008) have researched on Service-learning's (SL) impact on students' moral development with 46 students at a northeastern Catholic university. It was found that SL students reported becoming more compassionate and more sensitive, having a greater understanding of and ability to solve social problems, and possessing a greater efficacy to make the world better.

Robert, S.M. (2010) has embraced the principles of andragogy by Malcolm Knowles and uses the modified version of Kolb's Experiential Learning Theory (ELT) as the process to attain an effective adult learning environment. The study surveyed current and former ILE Army Reserve instructors regarding their perceptions of the effectiveness of the ELM. The study showed that the Army Reserve instructors perceived that the Experiential Learning Model was an effective teaching style that helped develop the students' critical thinking skills.

Sally E. Arnett, John G. Cannon, and Allen Kitchel (2011) conducted a study to evaluate the effectiveness of an experiential learning unit of instruction designed to expose students to and develop knowledge about the green collar workforce. Results indicated that the developed experiential learning curriculum unit created awareness of careers within the green collar workforce. Based on the results, the unit of instruction increased knowledge of the green collar workforce. The unit of instruction did prove to significantly increase the knowledge and awareness of job opportunities and their requirements in the green labor market among the studied population. While the combination of experiential learning principles and the green collar workforce content were an effective instructional method.