

**Using Field Trips to develop EFL fluency
for primary stage pupils**

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Abstract

This study aimed to investigate the effect of field trips in the primary stage on developing English language fluency. The researcher reviewed the literature for EFL fluency related to field trips as a context of language learning in the primary stage. Then she designed a list of components as a baseline for the pre–posttest and a rubric for measuring the pupils' fluency performance through field trips. The thirty participants were 6th–grade pupils in al Hoda international school, aged 11–12 years old. The research adopted a quasi–experimental study design. Data was gathered and quantitative and qualitative analyses were performed. Findings showed a higher level of English language fluency. The post–treatment results illustrated authentic real–life experiences through field trips that affected the EFL fluency of the pupils. Field trips empowered pupils' critical thinking, analysis, problem–solving, and collaboration abilities. Field trips also increased the flow of the pupils' language and strengthened their relationships with each other and their teachers. Moreover, field trips developed the learners' self–awareness and social awareness through their interaction with others.

Keywords: Field trips, Language fluency.

1. Introduction

At this age, English language fluency is required. The English language is used as a common language all over the world despite the variation in customs, habits, traditions, cultures, and countries. It is accepted as a global language among the speakers of languages, it is used in all sectors of life; academic work, admission tests, the internet, all industries, international affairs, correspondence, economics, and policy.

While the current study needs more than one discipline to fulfill its purposes, the researcher used the interdisciplinary approach to achieve the integration of English language fluency and make connections between the social and academic aspects through conducting field trips.

The integrative approach has become a new trend in the EFL context because of its effectiveness in developing students' communicative competence and increasing their ability to use English as access to social and educational opportunities.

According to Alaye, (2019); Afnan, (2014); Richards & Schmidt, (2010); Oxford, (2001); and Jing, (2006), the integrative approach is the approach of teaching language components simultaneously. They assert that the integrative approach is crucial for effective language learning, which means including two

or more language abilities in each lesson or relating them to activities and tasks in a holistic way. This approach simulates interaction and makes it accessible to learners for meaningful communication and actual language use.

Housen, Kuilken & Vedder (2012) mentioned that the criteria for judging language fluency for learners is using the foreign language with ease and in a native-like way. Fluency includes the development of ideas, the catching of mental representations of knowledge, and previous experience with subjects. Nation & Newton (2009) explained that the focus of fluency activities is typically on the communication of messages, not language forms. They spotted that development activities need to be message-focused rather than error-focused.

Fluency is probably associated with oral language however, there are some studies that investigated fluency in writing too. Lenski & Verbrnggeb (2010) illustrated that it is the ability to create texts without relying too much on memory, and it is also the ability to write quickly with few pauses and hesitation.

Bui, Huang & Segaliwitz (2016) proposed a distinction between three types of oral fluency: firstly cognitive fluency, where the speakers' underlying ability to plan and deliver the speech is measurable, secondly utterance fluency, where the

speakers' performance should be measurable, and thirdly perceived fluency when the listener estimates one's cognitive fluency which is based on the utterance fluency.

While fluency is based on communication, Rixon (2017) talked about the importance of communication in ELF classrooms and how teachers can use different techniques, and attitudes in classes, to help learners develop the specific skills required to communicate. Rixon, (2017) added that it is an agreement, being a good communicator goes beyond practicing grammar structures, and vocabulary sets that prevailed in traditional methods. He also assured the importance of some techniques in mastering fluency like listening attentively to someone, using a proper tone to persuade, giving the learners micro tasks that lead to the final tasks as well as introducing the learners to an environment that helps them to practice the language authentically.

According to Behrendt & Franklin (2014) field trip-based learning helps children to combine knowledge and abilities, it is one of the essential ways that enables students to apply what they have learned in class in a real-life context. Through field trips, the students learn a lot of experiences like collaboration, and integration with others, increasing their ability to analyze, and

problem-solving. Learners remember more of what they learned in the classroom when they participate in field trips. Greene et al., (2014) showed remarkable increases in students' performance and cognitive improvement occur to the students after a field trip.

Johnathan (2019) clarified that field trips (FTs) play an important role in the school curriculum, they help students to learn through authentic experience, exploring new things for both the learners and the teachers, for these educational tours act as a mobile class for students. The students feel free and comfortable with their colleagues and their teachers. FTs are integrated between learning sighting and hands-on learning opportunities during field trips. Moreover, exposure to the natural environment, and field trips, improve students' cognitive development by increasing their awareness, reasoning, and observational abilities.

The strategy of field trips is designed to achieve certain objectives which cannot be achieved by using other means, such as facilitating the learning of abstract concepts, increasing the students' motivation and curiosity, and adding variety to the regular classroom instructional program. In addition, increasing student-centered learning and student-teacher interaction. Field

trips raise students' awareness of daily activities in real life by developing social awareness.

Kellington, A. (2011) stated that school administration cuts field trips from the budget, and the teachers are so busy covering the content in classrooms for the sake of the curriculum and tests at the end of semesters. The teachers consider FTs as extracurricular activities that can be cut. However, studies indicate that FTs are key components of school instruction because they widen the educational experience.

2. Context of the problem:

The researcher elicited through classroom observation and interviewing a number of teachers in National and International schools that using the segregated approach, which focuses on grammar and written work without paying attention to oral assessment, is one of the obstacles which hinders fluency of language as a whole. Moreover, Al Sobhi, Al Kahff, Khan, Goh & Burns (2018) added more obstacles like lack of motivation and confidence as well as limited knowledge of the English language. They asserted that motivation plays an important role in learning another language, while anxiety affects the learning process. Harmer (2007) mentioned that students' hesitation when they are

speaking, is due to their shyness about expressing themselves in front of others.

On the other hand, most students do not have essential information or ideas to reflect on paper or find solutions to some problems they are tackling in their writing. Also, they do not know how to organize their thoughts into cohesive pieces of writing. Rao, (2007), as cited in Ali, (2019), illustrated that learners find English writing a difficult task because the writing stages demand many cognitive and linguistic strategies. Many students in Egyptian schools lack the ability to write properly and reflectively.

The researcher in the current study believed that learners' exposure to different and new ideas through field trips would help a lot in improving their oral and writing abilities and using the language fluently as one entity.

3. Pilot study

The researcher conducted an oral and written test on a group of students ($n = 25$) in grade 6; their age was (11–12). None of the participants of the pilot study was selected to participate in the study experiment, and the test was piloted to measure the 5 components of the rubric: sentence formation, mechanics, organization, finding solutions for the problems, and

reflection. The students lacked essential writing and oral fluency. Their mean score is 41%.

Most of the students had deficiencies in using only simple sentences; some of the sentences were not clear and repetitive. The words used were rather imprecise. Their ideas were not organized. They had problems with grammar, punctuation, and spelling. Their solutions to the problems were not always logical, and their reflections were not profound. They used a lot of filler words like "umm. The flow of their ideas was not up to the required standard. This was applied to oral and written English language use.

4. Statement of the problem:

Sixth graders have difficulties in using the English language fluently as one entity. This may be due to the teachers' concentration on teaching grammar rules and vocabulary items without paying attention to students' ability to use the English language. Thus, the researcher suggested a program based on using field trips as a social learning context in which English language fluency can be developed.

5. Study Questions

To investigate this problem, the research was guided by the following main question:

What is the effect of using field trips on developing EFL fluency?

The above question raises the following sub-questions:

1. What is the existing level of primary-stage students' English language fluency?
2. What are the activities of a suggested program based on field trips to develop the targets of students' fluency?
3. To what extent is the suggested program that is based on field trips effective in developing students' fluency?
4. What are the differences between the students' fluency levels pre and post-treatment?

6. Hypotheses of the study:

To investigate the research problem, this study tested the following hypotheses:

1. There was a statistically significant difference between the mean scores of the study participants on the pre and post-test concerning English language fluency orally and written as a total degree and sub-components in favor of the post-test score.
2. There was student satisfaction in favor of the suggested program.

7. Aim of the study:

This study aimed to develop English language fluency for primary school students through field trips.

8. Significance of the study:

The significance of the study can be stated in the following points:

- The study demonstrates the importance of field trips in EFL learning and teaching so that educators can use them as a strategy to develop English language fluency.
- The activities of the program can be used by instructors to improve the students' language use and communication abilities.
- Curricula developers consider the results of the research when they design outdoor activities or curricula for students.

9. Delimitations of the study:

This study was delimited to a group of students ($n = 30$) from six grades of Al Hoda International School. Their ages were 11–12 years old (pre-teens). The duration of the treatment is the second semester of 2019.

10. Review of literature

This part tackles the theoretical background of the current study, based on a review of the literature. It deals with English language fluency and field trips. Language fluency in EFL

Types of language fluency

- 1– **Reading fluency:** Rasinski & Farstrup (2006) stated that reading fluency is the link between the recognition of words while reading and reading comprehension.
- 2– **Oral Fluency:** It is a measurement of the production and reception of speech to understand and respond to others in conversation. Non-fluent qualities like fragmentation pauses, false starts, repetition, and hesitation are characterized by the spoken language because of task stress.
- 3– **Oral reading fluency (ORF):** It refers to the ability to read words accurately and quickly while using good vocabulary expression and phrasing. Some researchers mention that reading fluency is the ability to read aloud expressively and with understanding. She adds that books will be a bundle of words without reading fluency.
- 4– **Written or compositional fluency:** Rasinski, Allison, Kenedy, and Yok (2006) assure us that fluency in writing can be

measured not only by the length of the sentence but by its ability to clarify the meaning, the objective of writing, and its relationship with the reader. They believe that writing is a means to deepen students' knowledge and to act as a tool for learning. When a student is using writing tasks to learn, he will have a chance to develop his vocabulary, grammar, spelling, punctuation, and argumentation. Consequently, he will achieve both accuracy and fluency.

Components of English Language Fluency:

a) Oral Fluency: De Jong, (2016) indicated that the speaker needs to learn how to rapidly express his thoughts into sounds required to construct a meaningful message, formulate how to say it, and rapidly produce a comprehensive message. De Jong confirmed that if the speaker's speech is not coherent, it will lack fluency. Segura, (2015), assured that a lot of exposure, practice, encouragement, and correction is needed to be fluent. Johnson & Sproat (2010) explain that the term "fluency" is used to mean rapid, accurate, and efficient translation of thoughts.

Activities for developing oral fluency: They are popular techniques because they include active conversations and creative responses from students. Some of these activities are role-playing, discussion,

interviews, group work, and oral reports. And also the technique of task repetition where the students repeat a meaningful task multiple times using time pressure (Maurice, De Jong, and Perfetti (2011).

b) Writing Fluency: According to Ali, Van Gederen, and Oastda (2018), writing fluency has always been one of the most difficult writing abilities. It requires learners to write smoothly as the ideas flow through their minds. Even if they are asked to write freely without paying attention to spelling and grammar, they have difficulty putting their thoughts and feelings down because of a lack of vocabulary knowledge, writing practice, and reading.

Sax (2020) stated that writing fluency involves many skills that are integrated and developed over time. To generate ideas, the writer needs more knowledge about a given topic. These ideas can be concrete, abstract, simple, or complex. Consequently, the writer needs to produce words to express these ideas, keeping in mind the audience and the purpose of writing. Moreover, a writer must be sure that his ideas are organized. Feedback from teachers and peers is also important to show whether others are able to follow his ideas. Sax added that other sub-skills must be considered, like capitalization, punctuation, verb tense, noun-verb agreement, and sentence complexity. To

enhance writing fluency, Sax offered several methods the writer can use. 1) Knowing the points of strength and weaknesses through reviewing previous pieces of writing, a writer can have a clear example of abilities they need to strengthen. 2) Working with someone who specializes in writing, such as tutors or teachers, who can provide a variety of strategies. 3) Write, write, write; writing fluency necessitates consistent practice, so writers must put pen to paper and write every day.

Activities for developing writing fluency: Manuel (2021) offered a lot of activities that helped students develop their writing fluency. Some of these activities are: describing a picture, using the pattern of “think, pair, and share, chatting to exchange opinions in writing, and using dairy writing.

The integrated language abilities approach has become a new trend in the EFL context because of its effectiveness in developing students’ communicative competence and increasing the ability to use English as access to social, educational, or professional opportunities. This approach with the integration of the four abilities of the language is different from the traditional segregated approach, which presents a language skill in isolation from the others (Pardede, Celce, and Mucaa 2019).

Pend, Ingris Atikens, McDonough & Show (2017) confirmed that there must be a logical progression for achieving teaching/learning processes of integrated skills. The easier aspects come before the more difficult ones. The most common way is by using the pattern from receptive skills to productive skills. Students must be exposed to information from authentic texts, videos, and field trips, then reproduce it in spoken and/or written language. This is known as "input–interaction–output."

Field trips in EFL

Importance of field trips in education

For education: Jonathan (2019) indicated that "with support, help, and guidance from teachers, educational tours can act as a mobile class for students." Field trips provide teachers with a great chance to develop their personalities and professionalism.

For learning: Jonathan (2019) said that educational field trips are considered one of the most interesting ways for students to learn through real–life experiences, have fun, and break the walls of the classroom; feel free while learning; and feel comfortable through their dealings with their colleagues and the teachers.

For students' lives: Jonathan (2019) mentioned that students will learn new things and will have a deeper life with different

people. They will be closer to their classmates whom they may not know very well in class.

Perse, (2021) believed that field trips are not only for fun but also give a chance to get practical experience, which enables the learners to remember and understand the subject. Also, a field trip allows students to be involved in new environments and raises their curiosity about a given subject because it is a unique cultural learning experience. In addition, a field trip is a great exercise in broadening the student's understanding of the world around them in which they live. It brings lessons from the classroom to life through visualization, experience, and discussion. Moreover, a field trip develops the social and personal skills of students, helps them to come out of their shells on field trips, and encourages their creativity and leadership qualities.

Field trips and language fluency:

A modern learning mindset that has spread nowadays to become a mantra for the new generations, whose motto is "learn as used and use as you learn". Jan (2012) as cited by Alcantara, (2016) believed that the Content–Language Learning approach, CLIL, is completely suitable for this modern mindset. Alcantara illustrated that going on field trips is an excellent opportunity to develop language fluency, especially concerning listening and

speaking skills. The great achievements for students through CLIL are exposure, experience, confidence, and also pragmatic language use. He added that teaching objectives are; content, cognition, communication, and culture.

The researcher believed that teaching vocabulary concerning the topic of the program and question formation is important for the student's learning outcomes. Moreover, field trips and the sessions around them help students understand and apply concepts. On the other hand, communication provides the students with essential vocabulary and grammar related to the content, teaching the students how to describe, compare or interact. The learning outcome of that is knowing how to behave in different situations, and how to describe characters and pictures. Also, students obtain language while doing their homework or the tasks required. The outcome of that is improving the language and its fluency as a whole. The last point is that the students know how things are running in society through field trips.

11. Method:

This part illustrates the method followed through the application of the study. It covers the study design, participants,

and variables, as well as the instruments of the study and the detailed description of the program.

Study Design: The researcher adopted a quasi-experimental design as it included one group pre-posttest.

Participants: A group of 30 students in grade 6 were pre-teens; their ages ranged from 11:12 years old. They were at Al-Hoda International School on the 6th of October, Giza Governorate, Egypt.

Instruments of the study:

1. The pre-post-test.
2. English language rubric.
3. The student's satisfactory questionnaire.

The proposed program:

Aim of the program: The proposed program was designed to measure the effects of field trips on English language fluency.

Performance objectives: At the end of the program the learners were expected to:

- Use the English language components in an integrative way in all the activities.
- Use listening attentively as an entrance to the other abilities of English language fluency.

- Reflect on their ideas precisely through discussions, using their prior knowledge to demonstrate the depth of self-reflection on the topics discussed.
- Use a variety of well-structured sentences to explain their ideas.
- Be sure to have correct grammar, spelling, and punctuation.
- Finding solutions to the problems the students face during field trips must be obvious in their oral and written work.
- Gain social and communication abilities through interaction with people in real-life situations.

Content of the program: The program was designed and modified by the researcher. It lasted for 3 months in the second semester of the school year and ended with a display at the final party, which is the outcome result of the student's written work and presentations expressing their feelings towards the impact of field trips on them.

The field trips consisted of a trip to a Kids' hospital, a trip to an Orphanage, and a trip to an Elderly House. For each trip, there were two sessions before the trip and another two sessions after the trip, and the day of the trip. A final session was about how to make a future scenario to make such places better places to live in. Then the rehearsals and presentation for their work.

Learning and teaching strategies and techniques:

The researcher used a lot of different activities throughout the whole program to develop the student's abilities in English language fluency, some of these activities are: Posing questions and having discussions, the problem-solving strategy, Role-play, and Collaboration techniques.

12. The quantitative results:

This part reviewed the quantitative results of this study. The statistical treatment was conducted on pre-posttest results to find out the differences between the pre-posttest of English language fluency and the students' satisfaction questionnaire. Then the effect of the proposed program on developing English language fluency.

Testing the validity of English language fluency “H01”

H01 states that there is no statistically significant difference between the mean score of the study participant on the pre-post-test for English language fluency in general as a total score and each component to verify the validity of this hypothesis, the paired samples of the t-test was used to detect the significance of differences between the pre-posttest and the following table illustrates this:

Table (1) The English language fluency as a total score and the score of each component.

component	Mean		Std. Deviation		T-value	sig	Effect size (η^2)
	Pre	post	Pre	Post			
Sentence formation	3.02	7.72	0.88	0.44	19.510	0.00	0.929
Organization	3.66	8.12	0.91	0.67	19.944	0.00	0.932
Mechanics	4.50	8.21	0.88	0.81	12.416	0.00	0.842
Finding solution	4.63	8.33	0.67	0.72	11.264	0.00	0.814
Reflection	4.95	7.93	0.85	0.70	12.943	0.00	0.852
Total degree	20.72	40.31	3.30	2.65	22.870	0.00	0.948
total degree							

This table shows that the significant level is less than 0.01 in the English language fluency as a total score and in all its components. This indicates that there is a statistically significant difference at the 0.01 level between the mean scores of the study participants on the pre–post test for English language fluency as a total score and for each component, in favour of the post–test. This means that the HO1 should be refused. Consequently, the alternative hypothesis is to be accepted.

- **The effect size is calculated by using ETA squared:** Abdul Hamid A., (2016) mentions that the following mathematical

formula will do the calculation of the effect size if using the T-test:

$$\text{Effect size } (\eta^2) = t^2 / (t^2 + df)$$

Whereas; 1) df = degrees of freedom, 2) t = value of “t” calculated

- ***The (η^2) is illustrated as follows:***

- If $\eta^2 < 0.010$ the effect size is weak.
- If $0.10 < (\eta^2) < 0.059$, the effect size is small.
- If $0.059 < (\eta^2) < 0.138$, the effect size is medium.
- If $0.138 < (\eta^2) < 0.232$, the effect size is large.
- If $0.232 < (\eta^2)$, the effect size is very large.

From the previous table, it is obvious that the effect size expressed by the ETA square in English language fluency as a total score and its 5 components was larger than 0.232. This indicated that the proposed program was highly affected by developing the ELF (English language fluency) as a total score and the scorers of the components. It also points out that using a program based on field trips has a great effect on developing the ELF in general and in each component for sixth-grade student group participants. So the research question, "What is the effect of using field trips on developing EFL for 6th-grade students?" is answered.

Testing the validity of the students' questionnaire "HO2:

The HO2 indicates that there is no general satisfaction with the program. A satisfactory questionnaire was administered to 30 participants to verify the validity of this hypothesis.

This study depends on the results of the descriptive statistical analysis, which includes an average standard deviation frequency and percentage for all the items of the questionnaire.

According to the Likert scale, C3, which is used in this study, the answers are as follows: three degrees for Agree, two degrees for to some extent, and one degree for Disagree.

It is interpreted as follows:

- If the mean is less than 1.67, the general attitude will disagree,
- If the mean is from (1.67 to 2.33), the general attitude will be, to some extent,
- If the meaning is from (2.33:3), the general attitude will agree.

The following table illustrated the frequency percentage means and general attitude for all the items of the questionnaire:

Table (2) the statistical analysis includes an average standard deviation and frequency for all items of the questionnaire.

Item	Responses	No.	% Percentage	Std. Deviation	means	The general attitude to each item
1- FTs gave you a chance to work cooperatively with other students.	Disagree	0	0.0	0.37	2.83	Agree
	To some extent	5	16.7			
	Agree	25	83.3			
2- FTs developed a better understanding between you & your teachers.	Disagree	4	13.3	0.73	2.47	Agree
	To some extent	8	26.7			
	Agree	18	60.0			
3-FTs made a good connection between school and real life.	Disagree	3	10.0	0.68	2.53	Agree
	To some extent	8	26.7			
	Agree	19	63.3			
4-Knowing some information about the place before the trip was essential for you.	Disagree	4	13.3	0.71	2.33	To some extent
	To some extent	12	40.0			
	Agree	14	46.7			
5-Taking some notes, photos, and discussions was important during the trip.	Disagree	2	6.7	0.61	2.37	Agree
	To some extent	15	50.0			
	Agree	13	43.3			
6-The reflection on the topic after the trip helped you to express your feeling.	Disagree	0	0.0	0.49	2.60	Agree
	To some extent	12	40.0			
	Agree	18	60.0			
7-FTs to certain places developed your English language fluency.	Disagree	1	3.3	0.56	2.60	Agree
	To some extent	10	33.3			
	Agree	19	63.3			
8-Making a presentation on the topic gave you more confidence.	Disagree	0	0.0	0.47	2.67	Agree
	To some extent	10	33.3			
	Agree	20	66.7			
General Attitude to the questionnaire as a whole					2.55	Agree

□

From the above table, all items of the questionnaire except item four are agreed. Item four is, to some extent, consequently, the general attitude toward the questionnaire is agreed upon and the participants are satisfied with the program based on field trips. This means that HO3 should be rejected and an alternative hypothesis should be accepted.

Testing the effect of the proposed program on developing English language fluency (ELF) and Empathy:

In spite of the effect size of the above tables (1 & 2), which was very large, and indicated the effectiveness of the proposed program on developing ELF. However, the "Modified Blake's Gain Ratio" was used. (Abdul Hamid-2016, p.297).

This formula was illustrated as follows: $MG = \frac{M2-M1}{P-M1} + \frac{M2-M1}{P}$

In this formula:

MG = Modified Gain Ratio

M1 = Pre Mean score

M2 = Post mean score

P = the total score of the application

Modified Blake's Gain Ratio is interpreted as follows:

- If MG is > (1) the program is unaffected.
- If MG is > (1.2) the program is medium in its effect.
- If MG is < (1.2) the program is affected.

Table. (3) Illustrate Blake's Gain Ratio

Criteria	Final Score	Mean		Blake's MG
		Before	After	
Language Fluency	50	20.72	40.31	1.06

From the above table, MG in English Language Fluency (ELF) equals (1.06), which is between (1-1.2). It indicates that the proposed program based on FTs has an effective medium

degree in developing ELF for 6th-grade students. Thus, the research question, "What is the effect of FT on developing ELF for 6th-grade students?" has been answered.

The SPSS program was used to detect the correlation coefficient between the degree of each component and the total test score. It also detected the correlation coefficient between the score of each question and the total score of the test for the internal consistency of the test questions.

For calculating the internal consistency of the whole test, Alpha Cronbach and re-correction by other tutors were used.

Using the T-test to detect the significance of the students' degrees between the pre-posttest for measuring the English language fluency as a total score and the score of each component, the effect size was calculated too by using ETA squared. Additionally, using the average standard deviation and frequency for all items of the questionnaire to illustrate the frequency percentage, means, and general attitude for all items of the questionnaire

In spite of the effect size of the above tables being large which pointed out the effectiveness of the proposed program. However, Blake's Gain Ratio (MG ratio) to test the effect of the program and the

development of English language fluency was used too. Consequently, it can be inferred that field trips could be used effectively to develop EFL fluency.

Discussion of the results:

The researcher firstly analyzed the qualitative data elicited from some samples of the participants concerning the five components. Her analysis concerned three samples from each component, listening to the students' comments on some pictures with another rater to assess their oral performance.

The results achieved by the students in the post-treatment showed tremendous development in their oral and written implementation. These results showed that all the components of English language fluency have been developed compared to the student's oral and written performances in the pre-test.

In each topic, the student's progress was obvious not only in the component that was measured but also in all the written and oral work. Students' ideas were written smoothly, naturally, and also organized logically and effectively with correct spelling and punctuation. For problem-solving the learners were able by the time to clarify the problems, generated multiple possible solutions, implemented the solution, and evaluated the outcome. The

learners' ability to reflect ideas thoughtfully, and profoundly was obvious.

The students' development in English language fluency was due to the program that was based on field trips. These field trips gave the students a chance to deal with real people, in real situations in authentic learning which motivated them to explore and discover new areas and new subjects outside of the routine curriculum of the school. This helped them think deeply out of the box to improve such places and try to find solutions for their problems. Moreover, the different strategies, techniques, activities, continuous feedback, and assessment were the backbone of the program.

13. Conclusions, recommendations, and Suggestions:

This part deals with conclusions, recommendations, and suggestions for future research.

Conclusions:

- Using field trips was highly effective in developing students' empathy and English language fluency.
- Using different kinds of techniques and approaches enriches the learning processes of the learners.
- The different activities used in teaching the Program like role-playing, motivate the students to learn through having fun.

- Using the technique of problem-solving broadened the students' thinking and made them more flexible, genuine, and creative in the solutions they offered.
- Through reflection, the learners learned how to use their prior knowledge correctly and how to build new ones based on it in a reflective way.
- Teaching language using an integrative approach aided in the development of all abilities concurrently. Meanwhile, the discussions and different activities enriched the flow of their language.

Recommendations:

The following recommendations are elicited in light of the previous results:

1. The English language curriculum must contain situations and fun activities to develop ELF and empathy for students in the primary stage.
2. A suitable fund for field trips is required for educational purposes.
3. Training courses must be designed to train teachers on how to use non-traditional strategies to develop English language fluency.

4. Teaching mechanics or accuracy implicitly through field trips and discussions before and after is more effective than teaching it explicitly in the traditional way.
5. Teaching the English language as one entity in each lesson and in an integrative manner will help in developing the language as a whole.
6. Encourage the students' self-learning and searching under the teacher's supervision.
7. Making field trips and the suggested program based on them is an integral part of the English curriculum for developing English language fluency.
8. Using field trips and the program based on them for developing ELF is an important part of future teachers' theoretical and practical training in faculties of education.

Suggestions for future research:

1. Make similar studies to develop ELF in preparatory and secondary stages.
2. Investigate more the effect of using field trips to develop higher-order thinking for all stages of education.
3. Make similar studies to develop ELF for learners who have special abilities.

4. Design courses or programs for teachers, in general, to use field trips as a part of the curriculum.
5. Similar studies on how to apply this program to the mother tongue of the learners

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