The Effect of Using Field Trips Method on Developing Achievement and Satisfaction through English Instruction for Students with Special Needs Course Al-Arish Faculty of Education, English Majors

By

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Abstract

The major aim of the current study was to investigate the impacts of using Field Trips Method on developing Achievement and Satisfaction in English Instruction for Students with Special Needs Course for Students Teachers, English Majors. The design of the study followed the quasi-experimental, experimental, 2x2, pre-test, post-test control group design. Subjects of the study consisted of two groups (N=70), third year English majors at Al-Arish Faculty of Education. One was the experimental group (35), while the other was the control one (35), during the first semester of the academic year 2018/2019. To achieve the essential aim of the study, the following two instruments have been prepared and administered by the researcher after proving their validity and reliability: 1) The Pre/Post Achievement Test for English Instruction for Students with Special Needs Course, and 2) The Satisfaction/Dissatisfaction Questionnaire towards using the Field Trips Method of Teaching. **Findings of the study have revealed that**, a) there are significant statistical differences between the means of scores of the experimental group students in the Pre and Post Achievement Tests at each level of Bloom's Revised Cognitive Taxonomy, and total scores of the test, b) there are statistically significant differences between the means of scores of both the control and experimental group students in the Post-Achievement Test in favor of the post-administration of the experimental group in each level of Bloom's Revised Cognitive Taxonomy and the total scores of the test, and c) there are significant statistical differences showing the experimental group students' satisfaction with using the Field Trips Method. Recommendations and suggestions for further researches and studies have been presented.

Keywords: a) Field Trips Method, b) Achievement, c) English Instruction for Students with Special Needs Course for Students-Teachers, English Majors, and d) Students' Satisfaction.

أثر استخدام طريقة الرحلات الميدانية علي تنمية التحصيل والرضا من خلال مقرر طرق تدريس اللغة الإنجليزية للطلاب ذوي الإحتياجات الخاصة لدى طلاب كلية التربية بالعريش -شعبة اللغة الإنجليزية

ملخص الدراسة باللغة العربية

هدفت الدراسة الحالية إلى التعرف علي أثر استخدام طريقة الرحلات الميدانية في التدريس علي تنمية التحصيل لدي طلاب الفرقة الثالثة – شعبة اللغة الإنجليزية– بكلية التربية بالعريش في مقرر طرق تدريس ذوي الإحتياجات الخاصة الذي يدرسونه وكذلك التعرف علي مدي رضاهم/عدم رضاهم عن استخدام هذه الطريقة. ولتحقيق أهداف الدراسة، قامت الباحثة بإعداد وتطبيق الأداتين التاليتين بعد التحقق من صدقهما وثباتهما:

١) الإختبار التحصيلي لمقرر طرق تدريس ذوي الإحتياجات الخاصة لطلاب الفرقة الثالثة –شعبة اللغة الإنجليزية – بكلية التربية بالعريش،٢) استطلاع رأي خاص بالتعرف علي مدي رضا/عدم رضا طلاب المجموعة التجريبية عن استخدام طريقة الرحلات الميدانية في التدريس. وقد اتبعت الدراسة المنهج شبه التجريبي للإختبار القبلي/ البعدي للمجموعتين التجريبية والمجموعة الضابطة. وتكونت عينة الدراسة الكلية من(٧٠) طالب وطالبه،(٣٥) طالب للمجموعة التجريبية و(٣٥) للمجموعة الضابطة.

وقد أوضحت نتائج الدراسة ما يلي:

١- توجد فروق ذات دلالة إحصائية بين متوسطات درجات طلاب المجموعة التجريبية في الإختبار التحصيلي القبلي والبعدي في كل مستوي من مستويات بلوم المعرفية المعدلة وكذلك في متوسطات درجات الإختبار ككل.

٢- توجد فروق ذات دلالة إحصائية بين متوسطات درجات كل من طلاب المجموعة التجريبية والمجموعة الضابطة في الإختبار التحصيلي البعدي لصالح التطبيق البعدي لطلاب المجموعة التجريبية.

٣- توجد فروق ذات دلالة إحصائية تشير إلي رضا طلاب المجموعة التجريبية عن استخدام طريقه الرحلات الميدانية في تدريس مقرر طرق تدريس اللغة الإنجليزيه لذوي الاحتياجات الخاصة. وقد تم تقديم بعض المقترحات والتوصيات لبعض الدراسات والبحوث المستقبلية في ضوء نتائج الدراسة الحالية.

الكلمات المفتاحية: أ) طريقة الرحلات الميدانية، ب) التحصيل، ج) مقرر طرق تدريس اللغة الإنجليزية لذوي الإحتياجات الخاصة للطلاب المعلمين– شعبة اللغة الإنجليزية ود) رضا الطلاب.

Introduction and Context of the Problem:

It has become significant to use and develop meaningful informal preparation programs for developing students-teachers' achievement (STA), higher thinking skills, and positive attitudes related to their own specialization and professional education. Hence, it is necessary to evaluate the traditional preparation programs, which mainly depend on traditional methods of instruction and evaluation resulting passive participants, useless/boring methods of learning/teaching. McDonel (1992) pointed out that, language is learned better when it is purposeful, authentic, interesting, and relevant to the field of study. Michie (1998) ensured the need for developing curriculums and professional support material. Moreover, Fogarty and Pete (2005) highlighted the significance of filling the achievement gap by using simple effective teaching methods/ strategies, such as Field Trips (FTs).

However, Luciano (2002) and Brady (2007) stressed the significance of students' positive participation, instead of mechanical memorization through their involvement in actual activities/ experiences to achieve various purposeful significant objectives and accomplish centrality of the students (SS). Brady (2007), Blanton et al (2011), and Park and Thomas (2012) also indicated some points of weakness/ challenges of the current curriculums such as, the low standards of students' achievement/ skills the teacher preparation in general and English Instruction for Students with Special Needs (EISSN) in particular. Consequently, it was recommended to have deliberate use of a sophisticated system for preparing teachers, organizing and integrating knowledge for developing SS' intellectual skills, activities, and high thinking skills related to their specialization, professional knowledge/ skills. They also recommended to prepare General Education Teachers to improve outcomes for Students with Special Needs (SSN).

Faour (2012) pointed to the significance of changing the traditional methods of learning/ teaching because of their inefficiency for Re-constructing the effective learners of the 21st. century. Rebar and Enochs (2010), Faour (2012), Carroll (2014), and Estawul et al (2015) ensured the need for using Field Trip Method (FTM) as one of the major useful constructivist methods of learning and teaching. They also indicated the significance of using FTM as one of the effective types of experiential learning for achieving meaningful outcomes such as achievement, professional and life skills. They also pointed to the value of developing positive attitudes throughout students' active participations and involvement in actual activities/experiences.

Moreover, they recommended the significance of including the FT M in the curriculumand preparation programs especially for Science subj ect matters.

The www.et-foundation.co.uk&http://educationstandards.nsw.ed> also focused on the significance of providing students with practical teaching experiences built on the major bases of knowledge, skills and abilities throughout the early years of teaching. Borkhorj-Ghawanni (1985), Rebar (2010), Whitesell (2015) &(2016), and Bruckner (2016) indicated that, in spite of the significance of informal learning experiences in general and FTM in particular in the enrichment of achievement, informal learning experiences, as well as developing the teachers' preparation programs and quality professional development, research still need more interest and development in this field.

However, this type of learning and teaching does not have the serious concern it actually deserves in the university instruction in general and in the educational/professional preparation programs in particular. Moreover, they recommended the significance of integrating the FTM to the preparation programs. However, there are various names and forms for FTM as one type of the informal experiential learning/ teaching.

For example, Bruckner (2016) and Wikipedia, The Free Encyclopedia (2019) referred to the common educational terms of FTs such as Off Site Learning, Informal Lear-ning/ Experiences, Outdoors Learning/ Instruction. It was also entitled as Field/ Soft Experiences, Supplemental Learning, Experimental Activities, First Hand Experiences, learning and Teaching. Some forms and models of experiential learning are: Field Trips, Field Work, Camps, Nature Walks, Group Tours, an Excursion or Journey, Off-Site, School Trip, Clubs, Visiting, Farms Museums, Theaters or the Zoo.

Swaity (2017) has also pointed to the significance of integrating the Field Trips Strategies (FTS) to the curriculum(s) which students are studying in their classes.

However, the importance of integrating the FTS due to stressing and expanding what have been learned and taught in class. Viiri and Silander (2017) and Sharma and Lazar (2019) have stressed the value of practicing what students learnt theoretically to improve their own mental and professional skills throughout their preparation program(s).They should also observe critically, apply, reflect on their experiences, throughout the various sides of the teaching process such as teaching methods and lesson planning. The SS should also be provided with appropriate opportunities to practice and develop their higher thinking skills.

Schlein et al (2019) have recommended that, the teacher preparation programs should educate their future teachers by providing them with the real life experiences, related to their subject matters, rather than teaching them using inappropriate/unrelated methods. Student Educational Adventures (2019) pointed out that, FTs have been managed and spared exclusively to Asia since 1999. Special recommendations were offered for using the FTM in general and locally led tours in particular, especially for young students and Youth. Unlike the traditional method, students cannot easily forget authentic experiences they actually practice.

It was added that, the FTM as one type of outdoors learning and instruction provides SS with better knowledge, resources, and practices for the first hand exp-eriences than the inside school learning and informal instruction. Camp Tecumseh Ymca (2015-2019), The Arab Center for Educational Researches for Gulf Countries and Girlguiding (2019) indicated that, using the FTM brings curriculum/ SS to life by practicing five basic skills: leadership, trust, communication, problem-solving and self-confidence. Moreover, the FTM also encourage SS to use all five senses as they discover, Investigate and understand their surrounding environment. It was also indicated that FTM is appropriate for all ages and abilities. It was added that, the FTM provides SS with the direct initial authentic practical experiences they actually practiced throughout their own learning/ teaching, using all the five sources of perceptions. It also develops SS' centrality throughout their active partici pation in the learning process as well as developing long-term memory, achievement, and enjoyment of learning.

Throughout the experience of the researcher in teaching EISSNC for third year students-teachers, English majors at Al-Arish Faculty of Education, it was observed that, most of the students-teachers complained of the difficulty of their EISSNC. The complexity of the EISSNC due to the inexistence of teaching practice for third year English Majors for SSN. Accordingly, the EISSNC became theoretically based knowledge without being exposed to any practical knowledge/experiences. Moreover, the subject matter has been abstract rather than practical and boring instead of interesting for them. The EISSNC was decided according to the New College by Law in Al-Arish Faculty of Education. It was obligated to third year, English majors(General and Basic).

The content of the EISSNC was selected, gathered, and prepared by the researcher, unpublished English written course, It mainly aimed at presenting an appropriate theoretical background for Teaching English for SS with Special Needs. The course contained four main units as shown in Table (1), The Table of Specification. However, many

resources were used for preparing the EISSNC. Some of these resources are, Hawasheen and Hawasheen (1989),William et al (1990), Mc-Donell (1992), El Fouly (2002), Zeytoun (2003), Ibrahim (2003),Kormos & Kontra (2008), Kozamernik (2011), Carr & Bertrando (2012), Monthei (2013), Reid (2015), Abdullah (2015), Butterfield (2017) and Pankin (2017) and El-Maleh (2000) and (2007).

Since the subject matter is theoretical rather than practical, the SS have to memorize information just for the final term exam and forget it as soon as finishing their summative evaluation. So, the researcher has thought of filling that gap between the theoretical aspect and the practical one by using the FTM as an innovative teaching trend/method for developing the educational/ professional achievement of EISSNC, as well as developing satisfaction towards using the FTM. To the best knowledge of the researcher, there are many researches/ educaors investigated the effects of the FTM on various subject matters, such as Environmental Science, Science Agriculture, Humanities & Social Science and History & Geography. In spite of that, there are no studies/ researches were conducted for investigating the effects of using the FTM on the achievement of STs in their educational preparation program/ satisfaction in EISSNC for third year, English Majors.

However, The Office of Arab Education for Gulf Countries(2009) declared that, in spite of the significance of the FTM, it is rarely used by the lecturers for teaching at the University. Brady (2007), Blanton et al (2011), and Park and Thomas (2012) also criticized and evaluated some disadvanteges/challenges of the present curriculums such as the low leve ls of students' achievement/performances, and the preparation of teachers generally and English Instruction for SS with Special Needs particularly.

Statement of the Problem:

This study sought to find answers to the following major research question:

� **What is the effect of using the Field Trips Method on developing third year students-teachers, English majors' achievement and satisfaction in their English Instruction for Students with Special Needs Course?**

To answer the major research question, the following sub-questions were formed:

1- What is the effect of using the Field Trips Method in developing the experimental group students' achievement according to the Cognitive Levels of Bloom's Revised Taxonomy in their EISSNC?

2- To what extend are the experimental group students-teachers, English majors satisfied with using the FTM?

Purposes of the Study:

The essential purposes of the current study have been indicated as below:

1- Clarifying the influence of using the FTM on developing third year students-teachers, English majors' cognitive achievement in their EISSNC according to the Revised Classification of Bloom's Cognitive Domain.

2- Identifying the impact of using the FTM on developing third year students-teachers' satisfaction/dissatisfaction towards using the FTM.

Hypotheses of the Study:

The following hypotheses have been formulated to fulfill the purposes of the study:

1- There are no significant statistical differences between the means of scores of the control and experimental group SS at the Pre-

Achievement Test of the EISSNC at each level of Bloom's Revised Cognitive Taxonomy and at the total tests' scores.

2- There are no statistically significant differences between the means of scores of the experimental group students at the Pre and post-Achievement Tests at the Revised Cognitive Levels of Bloom's Taxonomy, and at the test as a whole.

3- There are no statistically significant differences between the means of scores of the control and experimental group students in the Post-Achievement Test at each level of Bloom's Revised Cognitive Domain, and at the test as a whole.

4- There are statistically significant differences showing satisfaction of the experimental group students towards using the FTM in teaching their EISSNC.

Rationale of the Study:

Here are some reasons and justifications for administering the present study:

1- Complaining third year, English majors of the difficulty of the subject matter of their EISSNC as an abstract theoretical one rather than practical, especially there is no teaching practice for them related to EISSN.

2- The points of weakness of using the conventional method(s) for teaching the EISSNC for students-teachers English majors, such as getting bored/having low achievement scores.

3- Trying FTM as a current effective trend for teacher's educational/ professional preparation in general and in teaching EISSNC in particular using specific in for-mal innovative teaching strategies and activities.

4- Connecting and integrating the theoretical aspect of the EISSNC to the practical one by using the FTM.

5- Providing STs with a variety of actual experiences which may help them later in their instruction for SSN as identifying the features of SSN, teaching strategies, teaching aids and classroom management.

6- The shortage/ absence of using the FTM in developing the practical experiences throughout the preparation program of STs, especially throughout EISSNC.

7- The desire of both the students and their lecturer for breaking the routine of learning and teaching In-Doors often inside the dull/ boring classroom settings.

Significance of the Study:

The present study could be useful in the following aspects:

First: For STs English Majors:

1- It may develop STs' achievement and satisfaction throughout their EISSNC.

2- Providing STs with authentic experiences related to their educational preparation

3- program by involving them in direct real experiences.

4- Involving the ST in some basic social and practical skills such as role-playing, role-distribution, communication, interaction, cooperation, and active participation.

5- Increasing STs' centrality by involving them in various active sign ificant activities, roles and participations throughout the three stages/strategies of FTM (Pre- During and Post).

Second: For the Field of Curriculum and English Instruction:

1- It may attract the attention of the University lecturers to the significance of using the FTM in achieving various educational/ academic objectives in many subject matters (e.g. developing language skills/ breaking the routine of traditional method).

2- Attracting the attention of the curriculum designers to include the FTM throughout the students-teachers' preparation program(s).

3- Providing the field of Curriculum and English Instruction with an applicable model for using the FTM throughout utilizing the three stages in teaching the EISSNC.

4- Presenting an example for evaluating the EISSNC and FTM through formative and summative evaluations represented in the activities, tasks, the pre/post achievement tests and the satisfaction questionnaire.

Third: For the Field of STs preparation Program:

1- Identifying the effects of using the FTM related to the preparation program (s) of English Majors in a casual informal framework throughout their EISSNC.

2- Adding a significant innovative contribution to the review of literature/ related studies of FTM field and preparation program(s) for students-teachers in general and for English majors in particular.

3- Providing an applicable use of the FTM throughout the preparation program of Students-teachers English Majors. The researcher has clarified how the FTM was integrated to the preparation program represented in the overview and procedures of the study, as well as implementing the FTM itself.

Terms of the Study:

Four related terms have been identified in the present study as below: **a)** The Field Trips Method, **b)** Achievement, **c)** English Instruction for Students with Special Needs Course, and **d)** Students' Satisfaction. However, there are many definitions for FT and FTM. For example, Environment University of Waterloo(2018) identified the **FTM** as various organized educational activities that occur outside of regular classrooms of university. Wikipedia, The Free Encyclopedia (2019) has

identified the Field trip/ excursion as a journey by a group of people to a place away from their normal environment, when done for SS, it is also known as a School Trip.

According to the present study, the **FTM** has been identified as involving students positively within various educational purposeful planned activities, tasks, experiences, and roles outside their own formal traditional classrooms for achieving the intended aims of their EISSNC using the Pre, During and Post stages/ strategies of the FTM. Related to **Achievement**, there are many educators who identified achievement/academic achievement. For example, Tian and Sun(2018) have identified academic achievement as the degree/level to which students reach, accomplishing the objectives of the curriculum for a certain period of time. It was also identified as something done successfully with effort, skill or courage.

In the current study, Achievement means the levels to which STs should accom-plish in the cognitive domain according to The Revised Cognitive Levels of Bloom's Taxonomy for achieving the objectives and content of their EISSNC. However, many educators pointed to Bloom's Revised Version of the Cognitive Taxonomy. They indicated its form, meaning, levels, advantages, comparing it with the original common version of Bloom's Taxonomy, stressing the high level thinking skills, e.g. Armstrong (1999), GWEnnaMoss Centre for Teaching and Learning (2018) and Co..the peak Performance center.com

Abdallah (2015) pointed out that, **TEFL/TESOL for Students with Special Needs Course** was offered to both third and fourth year students teachers, English majors according to the new college by-laws. The essential aim of that course was providing EFL students-teachers with theoretical background that can be used for teaching English as a foreign language to learners with specific learning disabilities/ handicaps. Butterfield (2017) has referred to the main purpose of a resource book for educating SSN as a tool to assist regular and special educators to meet the needs of English learner students with special

education containing knowledge, and skills for educating these learners to achieve the intended objectives.

According to the current study, English Instruction for Students with Special Needs Course (EISSNC) has been identified as a source content for providing third year, students-teachers English majors with the basic knowledge/ skills related to English Instruction for SSN for achieving the intended objectives of their EISSNC.

For Students' Satisfaction was defined by Weerasinghe and Fernando (2017) as a short-term attitude resulting from evaluating students' educational experiences, services and facilities. *In the present study,* students' satisfaction has been identifiedas the temporary psycholo gical/ affective state of students – teachers related to their own FTM experiences as were expressed in their ideas, points of views/perceptions.

Review of Literature and Related Studies:

In the light of the previous background, the following aspects were handled:

First: Meaning, Purposes, Types, Basic Stages and Guidelines for Effective FTM,

Second: Field Trips, Achievement and Attitudes.

First: Meaning, Purposes, Types, Stages & Some Guidelines for Effective FTM:

Meaning and Purposes of Field Trips and Field Trips Method:

Swaity (2017) has referred to a FT as "a welcome break from the regular routine, and can provide a learning experience that goes beyond the traditional pen'. Johnathan (2019) defined the FTM in Education as one/ more visits to various outside area(s) of the normal classroom and made by the teacher and SS together for purposes of first hand observation/ experiences. It is also known as a popular method carried out for SS for presenting the concepts, experiences and ideas that can not

be given inside the formal classroom environment. Wikipedia, The Free Encyclopedia (2019), Girlguiding (2019) and https://www.campsilos.org>field trip have indicated that the main purpose of the FTM is observation and doing for Education by providing SS with authentic experiences outside their everyday class activities.

Types of the Field Trips:

Johnathan (2019) referred to the types of FT as below: a) Sight-Seeing FT, b) Language and Culture Educational   FT, c) Gardeningand Faming FT, d) Manufacturing Facing FT, e) Eco-Adventure FT, f) Business Educational Tour, and g) Educational Tourism.

Basic Stages and Some Guidelines for Effective FTM:

Swaity (2010) and (2017),Wikipedia Encyclopedia (2019), Girlguid ing (2019) and https://www.campsilos.org>field indicated that, most of the FTM often done throughout the three main stages as below: a)The Pre/Preparation Stage, b) The During/ Activities Stage and c) The Post/Follow Up-Activities Stage. First, in the Preparation stage, both of the students and teacher discuss together, putting the outline for the FT before its actual experience. However, Swaity (2010) and (2017) stressed the significance of preparing SS and planning before conducting the actual FT throughout the following ideas: a) specifying the objectives of the subject matter in relation to the FTM, b) building up SS' motivation and excitement towards the FT,c)identifying its purposes, significance,adv antages/disadvantages, d) meeting the objectives of the course, e) doing a quiz on the subject matter to let SS feel it a serious experience, f) preparing them for what they will be learning, g) watching a short movie.

However, Bloom (2010) stressed the significance of considering the c omplexity and abstract nature of the content levels before deciding on the act ivities which SS   should practice during their FTs.   Second, The   During/ Activities Stage often occurs during the FT itself. It may include some tours, sessions, worksheets, activities, videos, demonstrations and discussions. Third, The Post/ Follow Up Activity Stage, it is also called the After FT

Stage. It contains one/ more activities after really finishing the FT experiences such as discussing/ reflecting on what SS have actually learned.

Moreover, Environment University of Waterloo(2018) indicated some guidelines for effective FTM throughout the stages of the FTM (Before, During and Post). Some of these guideline are: a) Stating and distributing roles and responsibilities before, during and after the FT, b) Sharing the SS for making a clear purposeful outline during the Pre-Trip stage throughout briefing sessions, c) Having well organization and administration during the stages of the FT, d) Making appropriate decisions when necessary during the FT, e) Providing the SS with appropriate advice and clear purposeful instructions related to their own safety, f) Demonstrating responsible leadership, and encouraging participants to communicate their own ideas, points of views, experiences and interests throughout the stages of the FTM, g) Encouraging group work, self-confidence and ethics approval, h) Returning SS back to the University, and Finally, i) evaluating the FT and writing a report to be presented to the instructor in one week.

Second: Review of Literature and Related Studies Concerning the FTM

(*Achievement*/Attitudes):

This Section handled the Foreign and Arab Studies as below:

A) The Foreign Studies:

Cox-Petersen and Pfaffinger (1998) indicated the significance of FTM in the teacher preparation and interactions at a Discovery Center of Natural History. Michie (1998) conducted a study to determine the impact of using the FTM for Secondary Science Teachers. Findings showed the desire of teachers for using FTM as a part of their instruction because of its significance in identifying and evaluating the learning/ teaching outcomes as well as real life experiences.

Storksdieck (2006) stressed the positive influences of utilizing the FTM as an effective type of informal learning/teaching at achieving both the cognitive and affective objectives, especially for scientific, abstract and complicated subject matters. It was also indicated that, the FTM develops students' knowledge and experiences related to their subject matter and local community. Kisiel (2006) applied a study to identify the FTS, which teachers actually use in their instruction using the FTM. Results showed that, the five FTS facilitated the learning/teaching processes.

Ajaja (2010) administered a study aimed at clarifying the effects of field trips' experiences on Biology course achievement and attitudes. It was concluded that, the experiences of FTM enhanced the experimental group students' understanding of the process of Science and improved their attitudes towards Biology rather than the control group. Procter (2012) utilized a study to compare the effects of using various FTS to facilitate the university students' understanding of theoretical concepts in Humanities and Social Science. Findings indicated the positive effects of using the FTS in achieving the intended objectives of the course. Finchum (2013) and Carroll (2014) indicated the positive influences of well-planned FTM at fostering students' achievement and attitudes, such as developing students' academic content knowledge and personal growth.

Kennedy and Manners (2014) have conducted a study to clarify th e impacts of using the FTM on enhancing the cognitive skills and affective aspects. Results have revealed positive effects of using FTM in developing both the cognitive and affective aspects throughout Science course. Gormez (2014) also applied a study to clarify the effect of FT Oriented Instruction on ninth grade students' achievement compared with the Traditional Instruction in Biology course at private high schools in Ankara. Results revealed that, the FT Oriented Instruction of the experimental group was superior to the traditional Approach related to students' academic achievement and motivation.

Bruckner (2016) administered a study aimed at examining the effects of utilizing the FTM on the academic gains, attitudes, motivations, and memory. Results showed positive effects and significance related to the indented aims of the study. It was recommended to incorporate the FTM throughout the curriculum. Estawul (2016) also implemented a study to clarify the impacts of utilizing the FTM on Secondary School Students' achievement in Geography in Nigeria. Results showed significant effects of using the FTM in improving the academic achievement for the experimental group students in Geography. Whitesell (2016) conducted a study aimed to examine the effect of administering the FTM on Biology achievement for middle school students. The FT was a One Day Visit to the museum. Findings showed that, the FTM enhanced the students' learning experiences through the direct interaction with resources, persons and environment.

Robledo and Rodriguez (2017) conducted a case study to identify the teaching methods which teachers can use to teach English Language for SSN. Findings of the study showed positive effects for using Task-Based learning, and utilizing/ integrating various Active Teaching Methods. Jaafar-Furo and Abdurrhman (2017) administered a descriptive study to investigate the effects of using FTM at the university stage. Results showed positive effects of using the FTM rather than other methods of instruction. Otten (2018) pointed out that, using the FTM throughout the colleges preparation program accomplished better information, especially related to high thinking skills such as critical thinking, assessment skills and satisfaction with the experiences of the FTM.

Poiner (2018) indicated the significant values of using FTM in improving achievement, critical thinking, creative thinking, as well as improving non-academic skills and experiences in general and for kids/ elementary levels in particular. Kelly (2018) stressed the significance of

involving the students-teachers in a wide range of teaching strategies, classroom observation, lesson plans, problem-solving, using technology in teaching, and using various evaluation strategies to assess their performance. Some of these strategies are self-reflections, self-evaluation, peer evaluation and supervisor's evaluation.

British Council (2018) stressed the significance of developing the following aspects related to the teacher's preparation: a) professional knowledge and understanding, b) professional skills and c) professional values and attitudes.It was focused on how teachers should maintain/upd ate their knowledge of the subject matters through the theoretical backgr ound and apply their understanding of the theoretical background/practic es in the learning environment.

Garnerand Gallo (2019) used an experimental study to compare the effects of two styles of FTM (Physical and Virtual) on the undergraduate Science achievement and attitudes throughout their Environmental Science Course in Florida Colleges. Results showed that, both styles of FT enhanced achievement and positive attitudes towards Science. NEA (2020) conducted a study to investigate the effects of the educational FTM on students' lifelong success. Results indicated the positive impacts of using FTM represented in high grades of the students.

B)The Arab Studies Related to the Field Trip Method:

Osmman (2001) concluded in her research that, the FTM plays a significant role in the teaching process as an instrument for improving the efficiency of Education and Geography Instruction within Second Level of High Secondary School. Daar-Al KhaleeJ (2012) also stressed the significance of administering the FTS throughout the Educational School Program since they are some of the most valuable activities for d eveloping SS' achievement (especially in History & Geography). Al Watan On Line (2019) declared that, the General Administration of Education at Al-Qaseem supported the integration of using the FTM

throughout the curriculum for about 1700 schools for developing the achievement level and raising its quality.

Commentary on the Previous Researches and Related Studies:

Based on scanning review of literature and related studies, the researcher has observed the absence of using the FTM for developing STs' achievement and satisfaction in general and in EISSNC in particular. That noticeable observation attracted her attention to conduct the current study as an innovative try for solving the research problem and accomplishing its objectives. However, she has got various benefits in the following respects: a) attracting her attention to the significance of FTs in general and related to the educational preparation program of ST, English majors in particular, b) It also assisted the researcher to adapt and apply various significant activities throughout the three stages of the FTM, c) Enriching the researcher's knowledge and experience related to the FTM in relation to theory and practice, d) Designing the over view and procedures of the study, e) Preparing and administering the instruments of the study, f) Administering the practical aspect of the study, and finally, h) Investigating the findings of the study and presenting some suggestions for further research/studies.

Effectiveness/Ineffectiveness of the FTM:

As drawn in the previous background, it has been highlighted that, the FTM enhanced effective learning/teaching processes throughout involving SS in actual informal experiences which assisted them to understand and retain information better than listening to common formal lectures inside the traditional classrooms. For example, Ajaja (2010), Carroll (2014), Estawull (2016), Otten (2018), Poiner (2018) Garner & Gallo (2019), NEA (2020) and https://www.teachtci.com, stressed the positive effects of using the FTM in the learning/teaching processes. On the other hand, Swaity (2010), Daar-Al KhaleeJ (2012), Student Educational Adventures (2019) and Oden (2019) declared that,

in spite of the effectiveness of the FTM in developing SS' achievement, social skills, values, attitudes and national identity, the FTM may be ineffective because of some problems/obstacles such as, a) the unawareness of many teachers of its educational significance and values,b) the absence of the educational purposeful objectives/ outcomes, c) the absence/ shortage of well planning/organization of the experiences of FTM, d) the limitations and shortage of time, e) fear of litigation, f)the routine/ procedures of administrators are slow to permit anything considered dangerous/ risky, g) the absence of financial support, and h) making accidents/ facing unsafety experiences.

Methodology of the Study:

Subjects of the Study: Subjects of the study consisted of (70) students of third year, English majors at Al-Arish Faculty of Education, male and female. They enrolled at their EISSNC as one of the subject matters of their own educational preparation program. They were randomly selected and divided into two groups. One was the control group (N=35 students), the second was the experimental group (N=35).They enrolled at the first semester of the academic year in 2018-2019.

Design of the Study: The quasi-experimental research design has been adopted in the current study using 2x2, pre/post-test, control/experimental groups design.

Duration of the Study: The study was utilized throughout the first semester of the academic year of 2018-2019. Administering the treatment of the study lasted three months. It began on the second of October (2018) and was concluded on third of January (2019).

Instruments of the Study: To answer the questions of the present study and examine its hypotheses, the two following instruments

were prepared and administered by the researcher after verifying their validity and reliability:1) The Pre/ Post Achievement Test for EISSNC for third year English Majors, and 2) The Students Teachers' Satisfaction/ Dissatisfaction Questionnaire towards using the FTM.

First: The Pre/Post Achievement Test for EISSNC:

Objectives of The Pre/Post Achievement Test for EISSNC:

The Test aimed at estimating the students-teachers' achievement of their theoretical background related to their EISSNC according to Bloom's Revised Cognitive Domain Taxonomy. The achievement test was formulated to measure the theoretical background related to the objectives and content of their own EISSNC.

In the present study, there was no estimation for students-teachers' teaching skills/performance for EISSNC, since STs do not have any actual experiences related to teaching practices for their EISSNC.

Construction and Correction:

The achievement Test was prepared by the researcher, according to the table of specifications, as classified in the Revised version of Bloom's Cognitive Taxonomy of the Behavioral Objectives. The test has focused on the assessment of objectives the course in relation to the objectives and topics which were actually taught throughout the first semester of the academic year (2018-2019).The table of specification, the scoring instructions and correction of the test were prepared by the researcher as recommended at Stoker et al (1996), Marzano (2004), Tian and Sun (2018) and GWEnna Moss Centre for Teaching and Learning (2018) as below:

Table (1): Table of Specification

N	Bloom's Revised Cognitive Levels/ Topics of EISSNC	(1) Remem-bering	(2) Under- standing	(3) Appling	(4) Ana-Lyzing	(5) Evalu-ating	(6) Creating	(7) Total
1	Unit (1): Introduction to EISSN & EISSNC	-----	12%	-----	12%	6%	-----	30%
2	Unit (2): English Teaching Methods for Blind, Deaf & Mental Disabilities SS	6%	2%	16%	4%	----	6%	34%
3	Unit (3): Learning Disabilities/ Gifted & Talented SS	9%	2%	-----	----	----	-----	11%
4	Unit (4): Lesson Panning for EISSN	5%	2%	-----	----	9%	9%	25%
5	Total	20%	18%	16%	16%	15%	15%	100%

After designing the pre/ post achievement test, it was evaluated in the light of the comments/ suggestions of the jury members before administration. You can see Appendix (1) for the Names of the Jury Members, Appendix (2) The Pre/Post Achievement Test for the EISSNC as evaluated by jury members, and Appendix (3) for The Students-Teachers' Pre/Post Achievement Test for the EISSNC. Validity of the test was also verified by using the discriminatory validity as shown in table (2).

Table(2): The Critical Ratio of T-Test (upper–lower) Scores of the Achievement Test

Group	N	Mean	Std. Deviation	DF	T-Value	Result	Sig.
Upper	6	32.83	3.371	10	7.989	0.000	Sig. at 0.01 (2-tailed)
Lower	6	12.50	5.244				

As shown in table (2), the value of critical ratio is greater than the standard score (2.58).Hence, it is statistically significant at the 0.01 level. The result has indicated that, the Pre/Post Achievement Test is discriminatory and valid. Reliability of test was verified by using Test

and Re-Test R= (0.79).The test was administered on second of October and was re-tested after one week. The test consisted of two main sections; section (A) and section (B).The first section (A), contained two types of the objective questions. In the first type of the objective question, the students were asked to complete the sentences. It contained 7 items with 20 spaces, one score for each correct completion/space; twenty scores were given for this question totally. This type of questions measures the Remembering level of Bloom's Revised Cognitive Domain. In the second question of Section (A), the STs were asked to put a ($\sqrt{}$) in front of the right answer, and (X) in front of the wrong one, commenting on each(containing 6 items). Twelve scores have been given for that question as a whole. Each item was corrected out of two scores, one for the correct tick, and one for the right comment. This question measured the understanding level of Bloom's Revised Cognitive Domain.

Section (B) of the test was an essay question containing four minor questions with nine items as a whole. It was corrected out of (68) scores, distributed according to the objectives of the test/EISSNC and the table of specification. However, the Scoring style and distribution of scores was shown in appendix (2).

Hence, the total score of the was 100 scores. The appropriate time for administering the test was three hours. It was estimated according to calculating the formula of the fastest and the slowest time of the students' answers as below: Time=140 minutes+220 minutes/2=180 minutes (Three Hours).

Second: The Students' Satisfaction/ Dissatisfaction Questionnaire:

The questionnaire has been prepared by the researcher to identify the students' satisfaction/dissatisfaction towards using the FTM for instructing

their EISSNC. It consisted of two parts. The first part handled SS' satisfaction toward the FTM as a teaching method, containing 10 items. The second part dealt with SS' satisfaction towards the subject matter of EISSNC using the FTM. It also contained 10 items. The questionnaire as a whole contained 20 items. It has been evaluated in the light of the suggestions of the jury members. After preparing the final form of the questionnaire, verifying its validity by the jury members and the discriminatory validity, it was piloted to a randomly selected sample of the experimental group students (N=15).It was administered to identify its clarity, appropriate time and validity for administration after one week of concluding the Post-Achievement Test. You can see Appendix (4) for the names of the jury members, Appendix (5) for the final form of the questionnaire based on evaluation of the jury members, Appendix (6) for The Students-Teachers' Satisfaction/ Dissatisfaction Questionnaire.

The suitable time for administering the questionnaire was two hours according to calculating the formula of the fastest and the lowest time of the students' responses, Time=100+140/2=120 minutes.

To verify Validity of the Satisfaction/Dissatisfaction Questionnaire, the Validity Coefficients were also calculated by using the Discriminatory Validity as shown at table (3). Related to calculating the students' responses, the positive response has got one score, while the negative one has taken zero. The students responded individually/in pairs/ in small groups.

**Table (3): Critical Ratio of T-Test Scores
of the Satisfaction Questionnaire**

Group	N	Mean	Std. Deviation	Df	T-Value	Result	Sig.
Upper	10	20.00	0.000	18	4.881	0.000	Significant at 0.01 level
Lower	10	18.50	0.972				

As shown in table (3), the value of the critical ratio is greater than the standard score (2.58).Accordingly, it is statistically significant at 0.01 level. That finding revealed the discriminatory and validity of the Questionnaire. Reliability of the Satisfaction Questionnaire was ensured by using three statistical methods: a) Cronbach's Alpha, b) Split-Half (Spearman-Brown), and c) Split-Half (Guttman) as shown in table (4):

Table (4) Reliability Coefficients of the Satisfaction Questionnaire

Cronbach's Alpha	Split-Half Coefficient (Spearman-Brown)	Split-Half Coefficient (Guttmann)
0.213	0.284	0.277

Overview and Procedures of the Study:

In the light of review of literature and related studies, (e.g. Rebar & Enochs (2010), Swaity (2010) & (2017), Wikipedia, The Free Encyclopedia (2019), Girlguiding (2019), https://www.campsilos.org>field, and https://www.teachtci.com, the researcher has structured the following overview and conducted the procedures of the study as below:

1- Preparing the theoretical aspect related to the FTM, students-teachers' preparation, and the impact of using FTM on achievement and affective aspect/ satisfaction.

2- Collecting, selecting, and preparing the content of the EISSNC in the light of the course description by the researcher.

3- Preparing the instruments of the study primarily by the researcher according to Bloom's Revised Cognitive levels and the table of specification of the EISSNC.

4- Evaluating the initial forms of the instruments of the study in the light of the comments/suggestions of the jury members and designing the final form.

5- Verifying the validity and reliability of the instruments of the study using different statistical methods.

6- Piloting the Achievement Test for a random sample of 25 STs before the actual administration to identify its statistical features. Piloting the Satisfaction Questionnaire before the final administration for a random sample of (15) students of the experimental group students.

7- Administering the Pre-Achievement Test for both of the control and experimental group on 10th of October (2018).

8- Methods of Instruction, content, places and time's limitations of the experiments:

Related to the control group, it was taught the same content of the EISSNC theoretically using the common Traditional Lecture Method of instruction at the FOE inside common classes. Each lecture lasted about two hours. The treatment lasted 12 periods as a whole, two of them for administering the Pre/Post Achievement Test and ten lectures for instructing the topics of the course. Each lecture lasted two hours. On the other hand, the experimental group was taught the same course theoretically and practically throughout the three stages of the FTM (the Pre, the During and the Post). The FTM contained five visits for various places throughout Two-Days FTs. The treatment lasted 12 periods (three of them for administering the pre/post achievement test and the Satisfaction Questionnaire, three sessions for clarifying the theoretical background of the course, two sessions for the Pre-Stage, two periods for the During Stage, and two sessions for the post stage).

9- Administering the Post-Achievement test for both of the control and experimental group students on 19th., of December (2018).

10- Piloting the Satisfaction/Dissatisfaction Questionnaire to a random selected sample (N=15) on twenty eighth of December (2018).

11- Administering the final form of the Satisfaction/Dissatisfaction Questionnaire to the experimental group students on second of January (2019).

12- Analyzing data and providing findings of the study and finally,

13- providing discussion of results, recommendations and some sugge stions for future research and studies.

Data Analysis and Results:

To test the hypotheses of the study, the Statistical Package of the Social Studies (SPSS) program was used.

First: Related to the Pre/ Post Achievement Test for EISSN Course:

Testing the first hypothesis of the study:

The first hypothesis of the study was formed as the following:

1- There are no significant statistical differences between the means of scores of the control and experimental group students at the Pre-Achievement Test of the EISSNC at the Revised Cognitive Levels of Bloom's Taxonomy and at the test as a whole.

In order to examine this hypothesis, The Independent Samples T-Test has been computed between the means of scores of the control and experimental group students in the Pre-Achievement Test. The Results have been presented as below:

Table (5): T-Test Scores of the Control and Experimental Group SS in the Pre-Achievement Test

Bloom's Revised Cognitive Levels	Group	Mean	Std. Deviation	T- Test	
				Value	Significance Level
1-Remembering	Control	4.37	3.040	0.612	Not Significant
	Experimental	4.86	3.574		
2-Understanding	Control	7.49	2.594	0.051	Not Significant
	Experimental	7.51	2.063		
3-Applying	Control	3.23	2.184	0.558	Not Significant
	Experimental	2.97	1.636		
4-Analyzing	Control	3.77	2.613	0.270	Not Significant
	Experimental	3.63	1.716		
5-Evaluating	Control	3.63	2.276	0.058	Not Significant
	Experimental	3.60	1.818		
6-Creating	Control	3.14	2.238	0.878	Not Significant
	Experimental	2.71	1.824		
7-Total Scores	Control	25.63	11.149	0.152	Not Significant
	Experimental	25.29	7.335		

As shown in table (5), there are not statistically significant differences between the means of scores of the control and experimental group students in the Pre-Achievement Test at any level of Blooms' Revised Cognitive Domain, as well as at the test's scores as a whole. Hence, it has been shown that, the two groups are equivalent before actually using the FTM. Accordingly, the null hypothesis has been accepted.

Testing the Second Hypothesis of the Study:

The second hypothesis of the study was formed as below:

2- *There are no statistically significant differences between the means of scores of the experimental group students at both of the Pre and post-Achievement Tests at the Revised Cognitive Levels of Bloom's Taxonomy, and at the test as a whole.*

To examine this hypothesis, the Paired-Samples T-Test were computed between the means of scores of the experimental group students (N=35) in both of the Pre and Post Achievement Tests. Results were presented as below:

Table (6): Results of T-Test of Scores of the Experimental Group Students in the Pre and Post Achievement Tests(N=35)

Blooms' Revised Cognitive Levels	Test	Mean	Std. Deviation	T- Test Value	T-Test Significance (Sig.) Level	Cohen's d Value	Cohen's d Effect Size
1-Remembering	Pre	4.86	3.574	16.653	Sig. at 0.01	0.090	Huge
	Post	16.83	2.651				
2-Understanding	Pre	7.51	2.063	25.004	Sig. at 0.01	0.117	Huge
	Post	18.40	1.802				
3-Applying	Pre	2.97	1.636	31.385	Sig. at 0.01	0.108	Huge
	Post	13.74	1.039				
4-Analyzing	Pre	3.63	1.716	24.822	Sig. at 0.01	0.104	Huge
	Post	14.17	2.022				
5-Evaluating	Pre	3.60	1.818	36.256	Sig. at 0.01	0.266	Huge
	Post	14.57	0.850				
6-Creating	Pre	2.71	1.824	26.972	Sig. at 0.01	0.104	Huge
	Post	12.86	1.478				
7-Total Mark	Pre	25.29	7.335	54.895	Sig. at 0.01	0.383	Huge
	Post	90.57	4.711				

As shown in both of table (6),there are significant statistical differences at 0.01 level. This result has indicated that, there are real differences between the experimental group students' achievement scores before and after implementing the FTM.

Table (7) Reference Table of Effect Size by Cohen's (d) and Eta Squared

Coefficient	Effect Size					
	Trivial	Small	Medium	Large	Very Large	Huge
D	Less Than 0.20	0.20 - 0.49	0.50 - 0.79	0.80 - 1.09	1.10 - 1.49	1.50 Or More
(η^2)	Less Than 0.010	0.010 - 0.058	0.059 - 0.137	0.138- 0.231	0.232 - 0.359	0.360 Or More
Source: (عزت عبد الحميد حسن، ٢٠١١، ص٢٨٤)						

As presented in table (7), there are significant statistical differences at 0.01 level. This finding has revealed that, there are significant statistical differences between the experimental group students' achievement scores before and after Haridy (2017), has also

stressed that result, since it is in the range (Huge). So, the null hypothesis of the study has been rejected and it has become clear that, there have been statistically significant differences between the means of scores of the experimental group students in both of the Pre and Post Achievement Tests, in favor of the post administration of the FTM.

Testing the Third Hypothesis of the Study:

The third hypothesis of the study was formed as below:

3- *There are no statistically significant differences between the means of scores of the control and experimental group students in the Post-Achievement Test at each level of Bloom's Revised Cognitive Domain, and at the test as a whole.*

To examine that null hypothesis, the Independent Samples T-Test have been computed between the means of scores of the control and experimental group students in the Post-Achievement Test. The statistical results have been presented as shown in table (8) below:

Table (8) Results of T-Test of Scores of the Control and Experimental Group (EXP.G)Students in the Post-Achievement Tests (N1=35, N2 = 35)

Level	Group	Mean	Std. Deviation	T- Test		Eta Squisd (η2)	
				Value	Sig.	Value	Effect Size
1-Remembering	Control	14.63	3.255	3.100	Sig. at 0.01	0.124	Medium
	(EXP.G)	16.83	2.651				
2-Understanding	Control	14.51	3.156	6.325	Sig. at 0.01	0.37	Huge
	(EXP.G)	18.40	1.802				
3-Applying	Control	9.54	1.615	12.940	Sig. at 0.01	0.711	Huge
	(EXP.G)	13.74	1.039				
4-Analyzing	Control	9.91	2.120	8.598	Sig. at 0.01	0.521	Huge
	(EXP.G)	14.17	2.022				
5-Evaluating	Control	10.34	1.714	13.075	Sig. at 0.01	0.715	Huge
	(EXP.G)	14.57	0.850				
6-Crating	Control	7.37	2.302	11.863	Sig. at 0.01	0.674	Huge
	(EXP.G)	12.86	1.478				
Total Mark	Control	66.31	7.653	15.968	Sig. at 0.01	0.789	Huge
	(EXP.G)	90.57	4.711				

As shown in table (8), it has been revealed that, there is statistically significant difference at 0.01 level. This result has indicated that, there are real significant statistical difference between the means of scores of the control and experimental group students in the achievement test after implementing the FTM.

The effect size, as shown in table (7) and table (8) has also stressed that significance. Consequently, the third null hypothesis of the study has been also rejected. That result has showed that, there are statistically significant differences between the means of scores of both the control and experimental group students in the Post-Achievement Test in favor of the experimental group.

Second: Related to the Students' Satisfaction/Dissatisfaction Questionnaire towards Using the FTM:

The fourth hypothesis of the study was formed as below:

4- There are statistically significant differences showing satisfaction of the experimental group students with using the FTM in their EISSNC.

To examine the fourth hypothesis, Chi-Square was computed for the frequencies related to the experimental group students' responses/ scores of in the Satisfaction/ Dissatisfaction Questionnaire. Results have been presented as below:

Table (9) Results of Chi-Sq.-Test of Scores of Experimental Group Students in the Satisfaction/Dissatisfaction Questionnaire

No.	Responses				Sum	Chi-Sq.	Sig.	in favor of	Mean	Std. Deviation
	Yes		No							
	Freq.	%	Freq.	%						
1	35	100%	0	0%	35	35.00	Sig. at 0.01	Yes	2.00	0.00
2	35	100%	0	0%	35	35.00	Sig. at 0.01	Yes	2.00	0.00
3	35	100%	0	0%	35	35.00	Sig. at 0.01	Yes	2.00	0.00
4	35	100%	0	0%	35	35.00	Sig. at 0.01	Yes	2.00	0.00
5	35	100%	0	0%	35	35.00	Sig. at 0.01	Yes	2.00	0.00
6	35	100%	0	0%	35	35.00	Sig. at 0.05	Yes	2.00	0.00
7	25	71%	10	29%	35	6.43	Sig. at 0.05	Yes	1.71	0.46
8	35	100%	0	0%	35	35.00	Sig. at 0.01	Yes	2.00	0.00
9	24	69%	11	31%	35	4.83	Sig. at 0.05	Yes	1.69	0.47
10	35	100%	0	0%	35	35.00	Sig. at 0.01	Yes	2.00	0.00
11	35	100%	0	0%	35	35.00	Sig. at 0.01	Yes	2.00	0.00
12	35	100%	0	0%	35	35.00	Sig. at 0.01	Yes	2.00	0.00
13	35	100%	0	0%	35	35.00	Sig.at 0.01	Yes	2.00	0.00
14	35	100%	0	0%	35	35.00	Sig. at 0.01	Yes	2.00	0.00
15	35	100%	0	0%	35	35.00	Sig. at 0.01	Yes	2.00	0.00
16	35	100%	0	0%	35	35.00	Sig. at 0.05	Yes	2.00	0.00
17	35	100%	0	0%	35	35.00	Sig. at 0.01	Yes	2.00	0.00
18	35	100%	0	0%	35	35.00	Sig. at 0.01	Yes	2.00	0.00
19	33	94%	2	6%	35	27.46	Sig. at 0.01	Yes	1.94	0.24
20	33	94%	2	6%	35	27.46	Sig. at 0.01	Yes	1.94	0.24

As shown in table (9), all the values of Chi-Sq. are statistically significant at 0.05 and 0.01 levels. These statistical treatments have indicated that, there are real differences between the responses of the experimental group students in the Satisfaction/ Dissatisfaction Questionnaire. The responses of students showed that, 100% of their responses pointed out that, there is satisfaction of the experimental group students with using the FTM throughout teaching their EISSNC. So, the alternative hypothesis of the study has been accepted.

Discussion of Results:

The current study has revealed the following results:

First: *There are not statistically significant differences between the means of scores of the control and experimental group students in*

the Pre-Achievement Test at any level of Blooms' Revised Cognitive Domain as well as the tests' scores as a whole.

This result has showed that, both of the control and experimental groups are equivalent at the six cognitive levels of Blooms' Revised Taxonomy as well as the tests' scores as a whole. These cognitive levels have been indicated in the table of specification, 1) Remembering, 2) Understanding, 3) Applying, 4) Analyzing, 5) Evaluating and 6) Creating. That finding revealed that, the two groups are equivalent since both of them did not exposed to any content or learning/teaching experiences related to their EISSNC.

Second: *There are statistically significant differences at 0.01 level between the means of scores of the experimental group students in both of the pre and post achievement tests, in favor of the post achievement test.*

Both of the T-Values and the Effect Size have indicated the positive effects of using the FTM in developing all the six levels of the Revised Cognitive Domain of Bloom's Taxonomy, as well as the Post-Achievement Test scores as a whole. The six cognitive levels have been arranged according to their development in the current study as below: (1) the Understanding level (M=18.40) with T-Value = (25.004), (2) the Remembering level (M=16.83) with T-Value (16.653), (3) the Evaluating level (M=14.57) with-Value = (36.256), (4) the Analyzing level (M=14.17) and (24.822) for T-Value, (5) the Applying level (M=13.74) with T-Value=(31.385), (6) the creating level(M=12.86) with T-Value=(26.972), while the total scores for the Post-Achievement Test as a whole indicated (M=90.57) with T-Value=(54.895).One can say that, the FTM has positive effect in developing achievement of the experimental group students.

That finding goes in line with Luciano (2002), Storksdieck (2006), Brady(2007), Rebar and Enochs (2010), Ajaja (2010), Procter (2012) and Kennedy & Manners (2014), who indicated the positive impacts of

using the FTM. They stressed the significance of implementing the FTM in developing achievement especially for complicated and theoretical subject matters at the remembering and understanding levels. However, more clarification related to that finding will be highlighted in the section of Results Interpretation of the Experimental Group Students' Po st -Administrations.

Third: *There are statistically significant differences between the means of scores of the control and experimental group students in the Post-Achievement Test in favor the post administration of the experimental group.*

That result has revealed that, the *experimental group students* achieved prominent scores in the post-achievement test rather than the control group students. Both of the T-Values and the Effect-Size at Bloom's Revised Cognitive Levels stressed that result as below: Understanding, Applying, Analyzing, Evaluating and Creating levels (Huge).While they were (Medium) only in the Remembering level. Accordingly, the finding of the third hypothesis of the present study is in consistence with the findings of many researchers such as Storksdieck (2006) and Brady(2007),Rebar and Enochs(2010), Ajaja(2010).

They stressed the positive effects of implementing the FTM in improving students' achievement. Kislel (2006) and Procter (2012) also indicated the significance of using various strategies/ activities of the FTM to facilitate the learning/ teaching process especially at the university students' understanding of the theoretical aspect. Other researchers highlighted the significance of using the FTM in developing achievement skills in general and the higher thinking skills in particular, (e.g. Carroll (2014), Perse et al (2015), Poiner (2018) and Otten (2018). They ensured the positive influences of using the FTM in developing the high thinking skills, such as critical thinking and creative thinking skills (e.g. assessment and evaluation skills), at the university level. Accordingly, the third hypothesis of the study has been rejected. More

clarification related to this aspect will be also highlighted in the Section of Interpretation.

Fourth: *There are statistical significant differences showing satisfaction of the experimental group students with using the FTM at their EISSNC.*

Many studies stressed the significance of administering the FTM in developing positive effects related to the affective aspect such as attitudes, motivation, self-confidence and satisfaction. However, most of the studies integrated the significance of using the FTM in improving both of achievement and the affective aspect such as satisfaction (e.g. Storksdieck (2006), Ajaja (2010), Carroll (2014), Kennedy and Manner (2014), Bruckner (2016) and Garner & Gallo (2019).Other studies measured students' satisfaction towards the subject matter itself using the FTM e.g. Garner Gallo(2019).

In the present study, findings revealed satisfaction of the experimental group students with using the FTM, as well as the EISNNC. Related to the satisfaction of STs with their FTM, they were asked to express their own ideas, points of views, and feelings freely (through out the questionnaire/ some unstructured interviews with the students at the post stage of each FT and during & after the FT to the Sea). They have expressed their satisfaction with using the FTM in teaching their EISSNC. For example, **some of the items/responses which assessed the SS' satisfaction with the FTM and the EISSNC are** :a) I have felt that, I am motivated and enthusiastic throughout my participation in the FT stages/ activities, b) I believe that, my FTs are interesting and enjoyable educational experiences for practicing/ developing my knowledge/ skills included in my EISSNC, c) I would like to study another academic/ educational courses using the FTM, d) I felt that, I am afraid, anxious and discomfort able through the experience of my FTs, e) I think that, the FTM has many disadvantages and points of weakness, f) I would like to study my EISSNC using the common lecture method instead of the FTM, g) Using the FTM,I felt that, my EISSNC is meaningless and useless, h)

Using the FTS, I felt that, my EISSN is dull and boring, i) I feel that, the course is difficult and complicated by using the FTM.

Some of the Students' Comments have been as shown below:

a) It is funny and interesting for me to break the routine of my lectures, viewing many places and persons during the FTs, b) I believe that, my FTs are interesting and enjoyable experiences for practicing/developing my knowledge/skills included in my EISSNC. For example, the FTM assisted me to observe the features of SSN, teaching methods, teaching aids and some management problems, c) I would like to study another academic/educational courses using the FTM next year, d) I do not feel that, I am afraid or anxiety, I felt that I am happy and comfort able through of my FTs because I observed many actual experiences, e) No, I think that the FTM has may advantages such as, working with our colleagues and sharing our ideas and feelings (especially photos and videos), f) No, I do not like to study my EISSNC using the common lecture method instead of the FTM,I prefer the FTM, g) No, When I participated in the FTs, I felt that my EISSNC is useful and meaningful for me, h) Using the FTS, I felt that, my EISSN is inserting and enjoyable, i) I feel that, the course has become more easy for me, the FTM facilitated the course for me since, I have observed many things related SSN such as features, teaching methods and classroom problems.

Although few students indicted some disadvantages of the FTM such as, having short time, the need to financial support and fear from accidents, all of the students expressed their satisfaction with FTM and their EISSNC using the FTM. They reflected on their desire to have other FTs in other courses and other years of study.

Results' Interpretation of the Experimental group Students' Achievement:

Concerning the current study, the experimental group students have got superior scores related to the achievement test of their EISSNC. One purpose/aspect of the achievement test has mainly measured the

thinking skills rather than the remembering ones. This aspect was represented in the Essay Question(Section B)of the test.The prominence of cognitive achievement has been clearly shown in the understanding level, as well as the higher thinking and creative thinking skills. These higher thinking skills were represented in the Applying, Analyzing, Evaluating and Creating Skills according to Bloom's Revised Cognitive Domain. For example, some of the Essay questions/items of the Pre/Post Achievement Test which measured these levels are:

1) In the light of the main principles/ features of the Total Communicative Method (TCM), the students and teachers' roles,

a) How can you use it successfully?*(4 points,8 scores totally) (The Applying Level).*

b) Introduce 2 suggestions for developing this teaching strategy to be more effective/avoid its disadvantages? *(3 points for each suggestion, 6 scores totally) The Creating Level).*

2) a) Write down a lesson plan for teaching the following vocabulary, a book/some flowers, for one type of SS with special needs. *(9 steps, 9 scores,1 for each step)(The Creating Level).*

b) Estimate (s) your own lesson plan, from bad to excellent,*(3 scores, stating 3 points of strength and 3 points of weakness,6 scores evaluation,9 scores totally)(The Evaluating Level).*

Interpreting the findings of the study, It was observed that, the SS were asked to justify the selection of a specific teaching strategy for teaching vocabulary for SSN and write down a lesson plan and estimating it, evaluating the lesson plan, and provide some solutions for developing a teaching strategy for teaching vocabulary for SSN. Administering a variety of activities, roles and strategies, throughout the stages of the FTM, assisted both the researcher and the experimental group students to achieve the objectives of the EISSNC successfully. They have been provided with various opportunities closely related their EISSNC.

However, they have been involved in various authentic roles, responsibilities, activities, tasks and experiences throughout the three stages/strategies of the FTM as below:

a) The Pre-FTM Stages/Strategies:

The Pre-FTM Stages/ Strategies contained two sessions for planning and organizing for the FTs. First, the instructor of the EISSNC, the researcher herself, has prepared the SS mentally and psychologically for implementing the FTM in instructing their EISSNC. They have been motivated to participate actively throughout the activities and strategies of the FTM by brainstorming their minds and feelings, asking them some questions related to their own previous FTs/Visits. Then, the SS were asked to discuss the meaning, purposes, significance, advantages and the main stages/strategies of the FTM.

Second, the students were asked to have permissions from their parents for going to the FTs. Third, the researcher has taken formal permissions from both of the Administration of Ministry of Education (AMOE) and Faculty of Education (FOE) at Al-Arish for conducting the intended FTs. Fourth, showing a video for some places to the intended FTs. The students and their instructor discussed and put the plan of what is expected to happen during their FTs such as SS' roles, tasks and activities. Finally, discussing and distributing roles/ responsibilities of each person/ small group, such as booking for the bus, food, time, having some presents for SSN, and probable/ unexpected advantage/ disadvantages of the FTs. However, some reasons for implementing this stage successfully were: a) Motivating SS to be actively participated in the FT activities, b) Well planning for the FTM, and c) Providing SS with FT activities and experiences closely related to the objectives and topics of their EISSNC. These reasons assisted both of the instructor and her SS to achieve the intended objectives of that stage, as well as the other two stages. This finding goes in line with Finchum, W. M. (2013), Carroll (2014) and Perse et al (2015), https://www.campsilos.org>field, trip, and Oden (2019) who indicated the significance of well-planned/

well organized FTs in enhancing achievement in general and higher thinking skills in specific.

b) The During FTM Stages/Strategies:

Five FTs, throughout Two Days-FTs, have been conducted. Three of them lasted A one Day FT. That FT was for visiting Suzan Moubark Schools:

a) The Blind Students School, called Alnour and Alamal, b) The School of the Deaf Students, and c) The Mental Disabilities School. The second FTs were:

b) visiting "With You" (Maak) Centre for SSN, and e) a Journey to the Sea at the same day. During the five intended FTs, the experimental group students have been involved in various active participations In Doors/Out-Doors. Some of these activities were participating at the Morning Broadcast of the Blind School at eight O'clock in the morning, active listening for instructions and clarifications form expert teachers, facilitators from the schools of SSN and their instructor. The students also wrote some notes, asked some questions related to lesson planning.

They also observed/applied various teaching strategies by many professional instructors such as using the Brile Books/Machine and the Source of Voices Method for the blind and using the Manual Method and the Total Communicative Method for the deaf SS. Other FT activities were observing the main features of SSN directly, teaching methods, communication, and evaluation of both the gifted SS and SS with learning disabilities while attending for the actual periods of instruction In/Out Doors. However, throughout the FTs, the SS inquired various problematic issues related to educating the SSN in isolation/in common schools, teaching methods, teaching aids, lesson planning, misunderstanding, classroom management and evaluation. They also practiced to understand, ask, answer, analyze, think critically, reflect,

evaluate and suggest some solutions to some problematic/challenging issues which are related to the objectives and topics taught in their EISSNC(e.g. teaching SSN in isolation/ normal schools). They also expressed their own ideas/points of views, and perceptions towards various these issues. In this stage, most of the STs have taken photos and videos for the FTM activities.

c) The Post FTM Stages/Strategies:

After concluding the During FTM stages, the SS and their instructor provided a lot of thanks to all members of the schools/center who assisted the SS and their instructor during the stages of their FTM. The researcher had also some documented letters of thanks. Then, the SS were returned back with their instructor to the university. Two sessions were conducted to discuss some activities and issues related to the During FTM Stages.

Connecting these FTM activities and experiences to the topics which SS actually studied throughout the beginning sessions of their EISSNC. The students were also asked to express their ideas, points of views and perceptions related to the advantages/disadvantages of their own FTM and provide some suggestions for improving their FTs if they had these opportunities or similar ones again. In addition, they were asked to communicate their ideas and experiences with their colleagues, reflecting up on them expressing their own points of views and perceptions. The SS also exchanged their own videos and photographs throughout their mobiles and CDs. Many SS actually participated their experiences of their FTM throughout the Face Book, the Blutooth and Whats App. They shared them with their colleagues and with some instructors, administrators, and some blind students. Other students sent thanks to the managers, some administrators, facilitators and teachers of the schools, throughout writing posters using FB. The experimental group students were asked to write down a report/summary about their FTs and present it reflecting on their ideas, points of views, and feelings

toward them, providing CDs, individually/in small groups showing some videos and photos to their own FTs in one/ two weeks maximum. Finally, administering the Post Achievement Test and Satisfaction Questionnaire in the post FTM stage.

Unlike the traditional method, in which the teacher is dominated, while the SS become passive receivers, memorize information, the FTM assisted SS to be centered throughout their active interesting participations. Moreover, Implementing the FTM accurately (e.g. well planning and well organization) have assisted the SS to become more active motivated participants for achieving significant objectives. Some of these objectives are related to the achievement/skills such as, developing the higher thinking skills and practicing all language skills (listening, speaking, reading and writing). The authentic experiences of the FTM also assisted the experimental group SS to understand the subject matter (EISSNC) better and deeper, expanding their own knowledge. Accordingly, the prominent post-achievement scores have obviously stressed that finding. Other objectives are related to the affective domain such as SS' satisfaction and positive attitudes.

Applying the three stages of the FTM helped the SS to be centered throughout their own positive participations playing various roles, individually and in group work.Finally, developing various meaningful social/ life skills such as distributing roles/ res-ponsibilities, role playing, communication, interaction and cooperation. However, many studies/ researchers proved the effectiveness of using the FTM compared with other teaching methods such as the traditional lecture method. For example, Caroll (2014) Gormez (2014), Estawul (2016), Jaafar-Furo & Abdurrhman (2017), Student Educational Advantures (2019) who indicated that, the experimental group students who, involved in various FT activities, developed superior academic achievement rather than the control group students.

Recommendations:

Based on the theoretical and practical aspects of the current study, the following recommendations could be considered:

1- The FTM should be carefully selected and incorporated in the educational/ acade-mic programs to fit with the elements of these programs such as objectives, content and evaluation.

2- The FTM, as a casual instructional method, should be integrated to Curriculums for achieving SS' centrality, as well as breaking the routine of the Traditional Lecture Method which is commonly used at the university stage.

3- To develop SS' centrality throughout the FTM, SS themselves should be actively involved in purposeful significant participations (e.g. roles, responsibilities & activities) throughout the three stages of the FTM (Pre, During and Post).

4- FTs should be purposeful, well planned and well organized to be effective and interesting at the same time.

5- Developing SS' awareness for the academic, educational, social, national and affective values of the FTM help them to be more motivated and enthusiastic to participate actively having enjoyment.

6- It is important to put one/ more evaluation strategy to follow up/ evaluate the FTM after finishing the actual experiences of the FTM.

7- The FTM could be also incorporated into various levels, from Kindergarten stage to the University level.

8- The FTM could be conducted to develop the learning/teaching processes in various domains for achieving academic/educational aims related to English.

9- Social/ life skills and values such as, communication, cooperation, self-confidence, keeping time and role playing could be developed throughout using the FTM.

Suggestions for Further Research:

In the light of review of literature, related studies and finding of the current study, the suggestions could be useful for further research:

1- One/ more studies could be conducted for examining the impacts of utilizing the FTM for developing English language skills (L, S, R & W) as well as social/life skills for students-teachers, English majors.

2- Administering one/more studies to investigate the effects of using the FTM on developing other aspects of English Language (e.g. vocabulary/ fluency (oral/written).

3- A study using the FTM could be implemented for developing English language skills for talented/ gifted SS such as critical/ creative thinking skills.

4- Utilizing a study using FTM for measuring some values/attitudes such as, keeping time, cooperation, self-confidence, respect for others' ideas.

5- Implementing a study using FTM for measuring its effectiveness on developing some English language skills at secondary stage (e.g. oral/ written skills).

6- Conducting a comparative study for examining the effects of using FTM compared to other teaching methods such as Based-Technology Learning in developing English Language skills.

7- Administering one/ more study to investigate the effects of using FTM on developing high thinking skills (e.g. applying, analyzing,

evaluating and creating skills) related to English Academic/ educational preparation programs.

8- Administering a study using FTM to develop various types of language skills, such as critical reading/ writing, creative reading/ writing.

9- Conducting one/ more comparative studies to compare the effects of using various types of the FT approaches on developing some academic/ educational/ social skills.

10- A study could be conducted to examine the effect of using the FTM in developing master learning.

11- Finally, using one/more comparative studies for investigating the effectiveness of using various types of Out-Doors methods for developing English language skills.

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