

## EXPERIENTIAL LEARNING FOR TEACHING OF THE ENGLISH LANGUAGE

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### Abstract

*John Dewey's concept of learning by doing served as the foundation for Kolb and Rogers's experiential learning strategies, as opposed to cognitive learning focuses on academic knowledge. Rogers (1969) highlighted the significance of experiential learning, which is about applying knowledge. According to Rogers, experiential learning relates to personal change and progress and completes the needs and desires of the individual. The four steps for steps of Kolb's four-stage cyclic process are Concrete Experience, Reflection, Abstract Conceptualization, and Active Experimentation. Kolb presented this model in 1984. He connected learning styles with experiential learning as well. He highlighted how each person has a unique personality and how learning preferences might lead to a propensity towards an uncertain stage.*

**Keywords:** *Experiential learning, Kolb's experiential learning model.*

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### INTRODUCTION

Experiential learning is a form of education that has a long history, according to Kujalova (2005). Over time, the interest in learning through practice or experience has periodically gained and lost importance in educational thought. It has been one of the most studied alternatives to conventional educational techniques and systems in recent times. Students frequently ask how to apply the ideas they learn in class to "the real world". Students can identify their strengths, learn from their mistakes, and improve their learning skills through experience-based learning opportunities.

The instructor acts as a learning process facilitator. The student must involve actively in experiential learning. It means engaging in a dynamic alternative to traditional classroom learning that encourages participation from all parties. Creating a learning experience that is instructive, memorable, and transforms the standard classroom is not easy. Because they

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reinforce skill development, learning courses are well suited to team-based and transformative learning. Regardless, the pedagogy in various courses (Hessenauer and Zastro, 2013).

## **EXPERIENTIAL LEARNING - DEFINITIONS**

The phenomenon of the term understood in terms of different perspectives on experience and education when trying to integrate learning and experience.

It is important to remember that different authors have different opinions about the terms considered over time.

Experiential learning refers to situations identified by prior knowledge and incorporated into a formal educational plan.

Experiential learning is the deliberate use of demand to promote understanding and development. The main objective is to help individuals, groups and communities. According to the definition of experiential learning, knowledge forms through the transformation of experience (Kolb, 1984). The whole person will be involved in experiential learning through thoughts, feelings, and physical activities (Beard, 2006).

## **CHARACTERISTICS AND PRINCIPLES**

The actual activity through which one gains new experiences is the foundation of experiential learning. Bread and Wilson (2006) present the limits and characteristics of experiential learning. These authors offer ideas of experiential learning based on the work of Bound, Cohen, and Walker.

- The foundation and stimulus for all learning is experience.
- Students actively build their own experiences.
- The process of learning is holistic.
- Education is a social and cultural phenomenon.
- The socio-emotional context in which learning takes place has an impact.

## **EXPERIENTIAL LEARNING IN EDUCATION**

The present free and compulsory schooling system confirmed that most children are literate and numerate using traditional methods. This rather factory system has proven successful over time, but still, there are some reservations (Beard and Wilson, 2006). Dewey pointed out that

learning occurs in isolation and disconnects from everyday life experience and that its limitation is that what the children are supposed to learn is no longer accessible.

Kenneth Robinson (2008), a contemporary educationist, in his lecture on creativity, traces the origins of the current education system to the enlightenment period. This system builds on academic abilities and logical reasoning that uses premises caused by creation for a different age. Robinson focused on aesthetic experience, which focuses on the here and now and on divergent ideas, and promotes a paradigm in education.

He states that experiential learning is not just lecturing and reading from books, simple recalling of abstract and theoretical knowledge when taught through traditional methods. Beard and Wilson (2006) advocate that linking most aspects of learning to some form of experience will be beneficial. Experiential learning concentrates on the present knowledge and tries to move the participant to problem solving and challenging themselves towards their comfort zones towards a new educational aim. Kahonen (2007) bridges the traditional methods by saying that experiential learning provides a new perspective on redesigning foreign language education.

### **EXPERIENTIAL LEARNING: THEORY**

The experience will consider as being essential to learning in experiential learning. The students' experiences play a vital part in experiential learning. Learning by doing, learning through action, and learning through exploration and discovery are all terms used to describe learning through experience. Experiential learning encourages educators to intentionally engage with the students in hands-on learning, focused reflection to advance knowledge, develop skills, and clarify values.

Experiences are generally positive thoughts, interesting and unexpected experiences or impressions. This is the skill that it improves our lives because it enables us to connect our internal and external realities as we go through life (Kujalova, 2005). Nevertheless, learning does not always result from experience. Another crucial step is to try to make this experience relevant for learning through reflection. Experience, according to Huxley, is more than just what occurs to us. What matters most is what we do with the things that happen to us (Neal, 2004). Experience is not passive; Instead, it is active and changes our personality in some ways. Perception is a product of an actively changing reality (Kujalova, 2005).

Smith (2005) defines experiential learning as its ultimate purpose in education. It suggests that learning takes place when daily experience. Kolb (1984) mentioned that experiential learning highlights the importance of experience in the learning process. To illustrate the experience of transformation into learning, he later developed a model of the learning cycle that is now widely used. It is important to think back on the experience understand what the new information means to the individual, and then visualize potential applications for the knowledge in the future.

The experiential learning theory illustrates the learning process in addition to a multi-linear model of adult development that explains how adults learn, grow, and develop. It is called experiential learning for several reasons. First, to define the term 'experiential' experiential learning as opposed to behavioural learning theories that ignore the importance of subjective experience in the learning process and cognitive learning theories that promote knowledge over emotions. Second, it gets its theoretical foundations from Dewey, Lewin, and Piaget's experience-based literature. This strategy combines Dewey's pragmatism, Lewin's social psychology, and Piaget's cognitive developmental genetic epistemology, three different philosophical viewpoints on learning and development (Kolb, 1984).

### **EXPERIENTIAL LEARNING MODEL**

The four steps of Kolb's four-stage cyclic process are Concrete Experience, Reflection, Abstract Conceptualization, and Active Experimentation. Kolb (1984) first introduced this model. Along with learning types, he also discussed experiential learning. He draws attention to the fact that each person is unique and that learning preferences might lead to a tendency towards a specific stage of development.

### **ADOPTING KOLB'S EXPERIENTIAL LEARNING CYCLE IN TEACHING ENGLISH**

Direct experience, contemplation, development of abstract, and testing it in a novel environment are the four elements of Kolb's experiential learning cycle. This cycle is simple to modify for different learning situations, especially in schools where project-based and task-based education. Combining Kolb's experiential learning cycle interest in English instruction is the goal of this section. According to Koenderman (2000), an experiential learning model is based on the four Kolb elements, which are a set of phases outlining the order of classroom activities from the introduction of a topic or theme through the conclusion. Following that, he

suggests four phases: exposure, participation, internalization, and dissemination Koenderman (2000) provides an experiential learning model based on the four Kolb elements, which is a set of phases outlining the order of classroom activities from the introduction of a topic or theme through the conclusion. Following that, he suggests four phases: they are

- Exposure phase
- Participation phase
- Internalization phase
- Dissemination or Transfer phase.

### **Exposure phase**

Students recollect their own experiences in this area and connect the issue to their learning goals. In the participation phase, the students become personally engaged as they take part in an activity, either outside of the classroom or in it, that means to build upon or enhance their prior experience; in the internalization phase, the teacher initiates a debriefing exercise, and students discuss what they learned.

The concept of experiential learning in English classes is that language acquisition is facilitated when students collaborate on a task or project that involves the four stages of exposure, participation, internalization, and diffusion.

### **TEACHERS' ROLE IN EXPERIENTIAL LEARNING**

- The instructor will create an inviting atmosphere for learning.
- The instructor will serve as a leader. This enables students to make mistakes early on and learn from them. When necessary, the instructor will provide more explanation of the ideas and goals of each step.
- When a pupil is having trouble with a task, the teacher will provide them with assistance and information.
- The teacher will allow students to experiment freely during the assignment so they can find the answers.
- The instructor will share ideas and views with the class without being dominating. This enables pupils to think independently.

### **TEACHING TIPS**

- State your goals clearly.
- Establish a welcoming atmosphere for the pupils.
- Use interesting, unique, and engaging activities.

- Select educationally appropriate activities for your students.
- Provide learners with freedom of choice whenever possible.
- Involve all aspects of the person, such as sensations, emotions, and personalities.

#### **BENEFITS OF EXPERIENTIAL LEARNING:**

- Encourage pupils
- Encourage self-confidence and a positive self-image
- Encourages reflection, which promotes greater understanding and self-awareness
- Boosts several abilities (in addition to language skills)
- Aids in the application of language abilities
- Connectivity with numerous strategies (Knutson, 2003)

#### **CHALLENGES OF EXPERIENTIAL LEARNING:**

Knutson (2003) gives some challenges of experiential learning as follows:

- It takes longer and requires teacher training.
- Allows for various assessment methods
- Involves pair or group work
- Provide time for analysis.

#### **CONCLUSION**

The experiences of students are significant for their language learning. The experiential learning phases of project-based or task-based education allow students to directly experience and direct communication in a pre-planned situation reflect on their feelings and language learning experiences and connect and transfer their classroom experiences. Experiential learning also has some potential advantages for improving student's independence in their learning, motivation, and cultural awareness in addition to their language growth.

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