
Experiential Learning in English Language Teaching: A study

G.Pushpalatha

Assistant Professor of English, G.Pulla Reddy Engineering College, Kurnool, Andhra Pradesh

Abstract:

In experiential learning, the importance of experience is recognized. The essential function of the learning process is that of the student's experience in experiential learning. Learning by doing, doing one's own thing, and discovering new things are all terms used to describe the process of learning via experience. Experiential learning is both a concept and a practice that encourages teachers to actively engage students in hands-on learning experiences and introspective thinking to improve students' knowledge, skills, and moral values. "An important foundation of English language instruction is based on the idea that students learn best when they work together on a topic or assignment" (Knutson, 2003). It is also significant for teachers to employ experiential learning in their English classes to combine the four language skills into real-world contexts. "In contrast to just hearing about and reading about a subject, experiential learning emphasizes first-hand contact with the material being studied. A physical component is also required for the phenomenon to be fully understood" (Brown, p.291). As Brown said, experiential learning places an emphasis on the psychomotor components of language acquisition by engaging children in physical tasks where the language is submerged and reinforced. As a result of action, learners are encouraged to use a variety of abilities.

Keywords: English language teaching, language skills, Experiential learning.

Introduction:

The role of the instructor in the process of English Language Testing must be modified according to the environment in the classroom, particularly in big classes. Unless the instructor has prior expertise, managing a big classroom is a challenging undertaking. Before entering the classroom, the instructor must have a customized lesson plan. The lesson plan will be created with the target level of learners in mind. Planning the scientific process for the lecture, It is made up of pre-teaching activities, teaching activities, and post-teaching activities. The learner's knowledge of the environment and subject are very important. Depending on the scenario, the teacher may be required to depart from the custom-designed lesson plan, and the instructor's role may be modified. A teacher should function as a supervisor, teacher, organizer, strategist, administrator, and source.

First, the instructor must consider the goal, and then ensure that the phases of the lesson contribute to that goal; in other words, the teacher must consider what he or she wants the students to accomplish. The instructor must next consider the aspects that will impact the learning process. In 2009, John Hattie published a paper titled "Visible Learning: The Culmination of 15 Years of Research on What Works in Education." He investigated the aspects that contribute to good learning. The most notable is the observable learning. The key to the learners' success is a positive learning environment. As a result, learning preferences are crucial in the classroom. It is referred to as learning styles. In the teaching and learning process, the three learning styles must be addressed. They are visual, aural, and kinaesthetic in nature. As a result, among the three characteristics, the learning style approach may be regarded as one of the most essential strategies in teaching English. I'd want to focus on kinaesthetic learning, commonly known as experience learning. Experiential learning is a method of learning via engagement that is best described as "learning by reflection on doing."

The following are some of the advantages of learning by doing:

- ❖ Empowers learners
- ❖ Fosters a good self-perception and self-assurance in learners
- ❖ Reflection leads to a greater understanding of oneself and one's surroundings.
- ❖ Enhances additional abilities (in addition to verbal skills)

❖ enables pupils to use their newly acquired linguistic competence in the actual world with regards to other techniques, it's a good fit

Hands-on learning is a type of experiential learning, but it doesn't really involve students thinking about what they're learning. Experiential learning is easy to tell apart from learning by repetition or following instructions, in which the student plays a part that isn't very close to the teacher. It is similar to but not the same as different types of dynamic adapting, such as activity learning, experience adopting, free-choice learning, agreeable learning, benefit learning, and arranged learning, but not all of them. The idea of learning through experience is very old. About 350 BCE. He wrote in the Nicomachean Ethics that "for the things we need to learn before we can do them, we learn by doing them." This is how we learn. But in the modern era, it is from a few years ago. David A. Kolb has come up with a new theory about how experts learn. The company that makes Experience Based Learning Systems, Inc. (EBLS) is made up of people like DA Kolb and RE Fry (1974). Towards a Theory of Experiential Learning that is Useful

Kolb's Learning Cycle

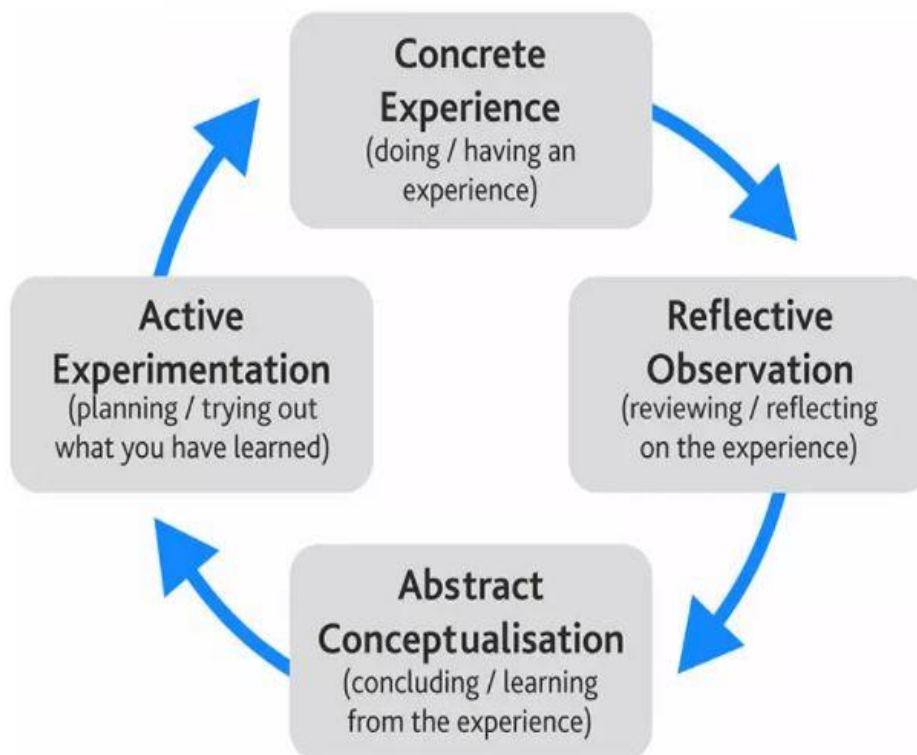


Image source: <https://www.skillshub.com/what-are-kolbs-learning-styles/>

Kolb attempts to establish a philosophy of reflection in the preceding cycle. In other words, a reusable notion with wide applicability. In this illustration, we observe actual experience for the doing stage, introspective observation for the thinking stage, abstract conceptualisation for the concluding stage, and systematic experimentation for the adapting stage. This is referred to as Kolb's reflecting cycle. The cycle demonstrates that the instructor intends to undertake an activity, then thinks and adapts appropriately. After reflection and identification of gaps, the instructor may conduct the exercise differently depending on the student's degree of knowledge. With experiential learning, the teacher will repeat the activity. Consider again and reach a final decision, as well as adopt a new way - this is an example of experiential learning obtained via Reflection. Schon asserts. There are two types of reflection: "In Reflection" and "On Reflection." In reflection, the term refers to the act of reflecting while the action is taking place. "In reflection, the term refers to the act of reflecting after the activity. Schon (1991) introduced the concepts of action-reflection and action-reflection.

The Table Showing How and When the Teacher must Reflect on Teaching

REFLECTING IN ACTION	REFLECTING ON ACTION
Reflecting when the event is going on - experiencing	Reflecting when the event is over thinking about something has happened
Deciding what action, you can do immediately thinking on the feet.	Deciding what action, you can do differently for the next time
Planning immediately	Planning after the course action by taking time.

What's said here: "Reflection is intuitive, and it comes from the inside. And "On reflection, analyzing what occurred in class, a teacher's most difficult task is to keep tabs on what is occurring in the classroom, how students are progressing, and whether they need a change in the way they are being taught. Finally, after class, the instructor needs to ask whether the class went well or if there are any modifications that should be made. Keeping a diary for introspection is a useful tool. This is something that a teacher may easily point out to the rest of his or her staff. Observation is a powerful technique for learning. To succeed, we must pay close attention to those around us. Critiquing is critical because it helps teachers fill in the blanks left by students' observations.

Experiential learning has noteworthy instructive focal points, Petel Senge, author of *The Fifth Discipline* (1990), states that reaching is one of the influential media to motivate people. Adapting jest has great impacts when students want to assimilate the information. Therefore, experiential learning requires the showing of directions for learners. Instructors must have an online diary to reflection and to impart to partners. It is nothing but a diary.

In his 1988 book "Learning by Doing," Professor Gratino Gibbs released his Reflective Cycle. It's extremely beneficial for assisting individuals in learning from events they encounter on a daily basis, especially when things don't go as planned. Finally, it is concluded that experiential learning of learning plays an important role in the teaching learning process, particularly in English Language Teaching. To become a better teacher, self-analysis and being watched critically and criticising are required. Evernote<https://www.evernote.com> may be utilised in the second brain to keep the objective of reflection in mind. According to Dewey, the creator of "Functional Psychology," "the effective classroom instructor possesses a vital enthusiasm for advancing the intellectual progress of the learners." A competent classroom instructor has an indispensable desire for encouraging the intellectual development of the learners' mental predisposition to overcome the demands and pressures.

CASE STUDY

I am working in an urban an engineering college where the students are from Telugu medium background.

any of them are first generation students. I have to teach them Tenses. I have a lesson plan to teach to teach Sample present tense. I used the black beard and explained how to write the sentence in simple form Negative form and Question form in First, Second and Third persons by giving some verbs a example. I gave a pair work activity by giving five wh- questions regarding with the daily routine.

After the students swapping the roles, I took a paper ball and threw at a student to tell the class whom she has interviewed.

The student when referring about her partner's daily routine she read all the sentences wrongly without adding's or-es to the verb in third person singular number. Half of the class answered wrongly. In my reflection I gave a coral drilling. But next day with on reflection I wanted to give another activity so that they can remember well.

I gave Name gained activity. I made them to stand as a circle along with me the others are watching. I took 15 students with me. Gave clear instruction, that each student has to tell the name of a fruit, flower or food which suits to their names first sound. Eg. I am Diana I like mango; the second student says, she is Diana she likes mango, I am James I like Lilly... Like this all the 15 students will repeat. At the end of the class, they remembered that-s should be added to the verb in third person singular number. I shared this reflection with my colleagues about my intellectual victory.

Conclusion:

ESL learners benefit from their own experiences in the classroom. The experiential learning phases allow students to directly experience the use of real communication in a set-up scene, to reflect on their feelings and language learning experiences, and to enable them to link and transfer their classroom experience into the real world through project-based or task-based activities. It is also possible that experiential learning might help students improve their language skills as well as their self-confidence, motivation, and cultural awareness. A few drawbacks to experiential learning in ELT, such as the need for students to speak more than their native language, are still present. To overcome these challenges, the instructor must play a significant role in selecting a project that is appropriate to the students' level and providing them with proper lexical training.

REFERENCES:

- [1] Fischler, Raphael (2012) "Reflective Practice" Sanyal, Bishwapriya; Vale, Lawrence; Rosan, Christina D. Planning Ideas That Matter Livability. Territoriality, Governance, and Reflective Practice. Cambridge, MA: MIT Press. ISBN 9780262017602 21
- [2] "Prof Donald Schoat of DUSP dies at 66 MIT News, Massachusetts Institute of Technology. 17 September 1997.
- [3] Fulmer, Robert 131 Fulmer, M. A model for changing the way organizations learn" Planning Review (a publication of the Planning Forum] May-June 1991:20 141
- [4] Online source <https://www.teachingenglish.org.uk/article/learning-styles-discussion-forum> Kolb - Learning Styles scelust.hk/files/public/simplypsychology/kolb-learning-styles.pdf
- [5] Gibbs G (1988) Learning by Doing a guide to teaching and learning methods." Further Education Unit Oxford Polytechnic: Oxford.
- [6] Peter Senge, The Fifth Discipline The Art and Practice of the Learning Organization "John Dewey (October 20, 1859-June 1. 1952) Review of General Psychology.
- [7] Brown, H.D. 2007. Teaching by Principles: An Interactive Approach to Language Pedagogy. New York: Person Education.
- [8] Knutson, S. 2003. Experiential Learning in Second-Language Classrooms. TEFL Canada Journal, 20(2), 52-64