

## APPLICATION OF EXPERIENTIAL LEARNING IN ENGLISH TEACHING PROCESS

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### Abstract

*The article discusses the importance of experiential learning in teaching, particularly in the context of college English instruction. Experiential learning involves hands-on experiences that complement classroom theory, helping students prepare for their careers. Traditional college English instruction in China often fails to meet the needs of modern students, who require more interactive and practical learning environments. Experiential learning can address these deficiencies by enhancing communication skills and multicultural competencies. The essay provides an overview of the necessity and viability of experiential teaching methods in college English. It examines the history and research of experiential learning both domestically and internationally. The article discusses the implementation of experiential learning in college English, highlighting its benefits and challenges. Experiential learning is student-centered, encouraging active participation and engagement in the learning process. The article emphasizes the need for teachers to create meaningful experiential environments to improve students' English proficiency.*

### Key words

*Experiential Learning, Hands-on Learning, Student-centered, Communication Skills, Multicultural Competence, English Proficiency, College, English Instruction, Globalization, Educational Impact, Active Participation*

When we talk about learning and teaching, the first thing that comes to mind is the methodologies and approaches. One of the most widely used and basic of them is the experiential approach. First of all, full information and explanations about this method will be given.

**Experiential Learning** - Through hands-on learning opportunities that complement classroom theory and material, experiential learning programs assist students in finishing their career preparation. Through doing, discovering, reflecting, and applying, students learn through student-centered experiences rather than instructor-centered ones.

English has grown in importance as the global business and politics have developed so quickly. College English is required for higher education in China, yet traditional college English instruction does not meet the needs of today's college students. The deficiencies of traditional classroom instruction have been compensated for by experiential learning. It helps students to become more proficient communicators and multicultural communicators in addition to allowing them to engage in experience environments and obtain relevant experience. This essay initially provides a basic summary before delving into the necessity and viability of using the experiential teaching mode while teaching English to college students.



Picture.1 [2]

Second, it examines the history and research of experiential learning both domestically and internationally.



Picture.2 [3]

Thirdly, it discusses the importance and methods of implementing experiential learning in college English instruction.



Picture.3 [4]

In the process, it enumerates the issues with the way experiential learning is now implemented in college English and offers some potential fixes. It is hoped that by working together, instructors and students, the use of the experiential teaching mode in college English instruction would have a positive educational impact and assist students in raising their English proficiency.

Trade and business collaboration between nations has grown as a result of globalization. In the meanwhile, there have been more regular commercial and cultural connections between China and the nations along the "One Belt, One Road" route thanks to its assistance. Being the primary official language of the United Nations, English has emerged as a crucial instrument for communication in cross-cultural interactions and international trade. Proficiency in English communication becomes especially important in order to meet the demands of modern society. The creation of an experience environment based on the learning objectives and content of the classroom is known as experiential teaching mode, and it is widely recognized by academics and educators. In accordance with the conditions of the students and the instructional content, teachers plan and construct a meaningful experience environment. To raise their English proficiency, students engage with the environment by entering and participating in order to gain the necessary knowledge and experience. In China, Chinese college students must take English. The majority of collegiate English courses are "teacher-centered," meaning that the emphasis is on the delivery of content rather than the development of speaking, listening, and communication skills. College English courses have become more "student-centered" since the College English Curriculum

Requirement was put into place, yet there are still issues that must be disregarded. Students don't communicate with one another in class, to start.

To achieve high test scores on the College Entrance Examination, the majority of middle school pupils concentrate their English studies on reading, writing, and grammar. Students who are accustomed to "teacher-centered" classrooms in middle school English have a tendency to be dependent on their teachers. They spend a good deal of time reading comprehension and learning vocabulary and grammar, but they hardly ever speak or interact with others in English. The issue of high score but low proficiency is the result of all of these.

Second, pupils' capacity for independent learning is lacking. Because they have been accustomed to a teacher-centered learning environment for a long time, they unintentionally assume a passive role in planning, organizing, and assessing their English language learning. They are unable to organize their own English language instruction. Thirdly, learning outcomes are unsatisfactory for students. After a year of studying English in college, some students feel lost or even claim that their English competence has decreased because the size of the class, the teaching methods, and the entire learning process change so much from those in their senior schools.

Conversely, experiential education is a form of participatory learning and teaching that places a strong emphasis on the emotional experiences of both the teacher and the pupils. Teachers and students exchange information, feelings, and emotions during the educational process. By providing assistance, exhibiting respect, paying attention to their students, and embracing dissenting viewpoints, educators are supposed to foster an open and enjoyable learning environment for their pupils. Students can handle the challenges and obstacles of the learning process in such a supportive environment, where they are encouraged to learn freely and actively. For the aforementioned reasons, the Experiential Teaching Mode was implemented in college English instruction with the goal of enhancing students' overall English proficiency so they can communicate efficiently across many media in their future contacts and professional endeavors.

### *Review of the literature*

The roots of experiential learning can be found in philosophy, psychology, and the arts. Experience is defined in psychology as a unique mental activity, such as a deep comprehension of something or sentiments about it that are derived from actual perceiving. "The deeper feelings of the readers generated when appreciating beauty, which are lively, attractive, and indulging and accompanied by intense and dramatic inner activities as well as active and pleasant emotions," is how



experience is defined from an aesthetics standpoint. Experience can be separated into two types from a philosophical perspective: cognitive experience and ontological experience. Whereas cognitive experience is thought of as a way to experiencing things, ontological experience is an approach to being.

*They are available in 2 different ways: At home and abroad*

### **Studies abroad**

The pioneer of experiential learning was American pragmatic educator John Dewey. His concept was "Life is education." The alteration of one's experience is education. He founded the first school to be focused on the needs of the student and promoted hands-on learning. Through exercises and the interplay of subjectivity and objectivity, students were encouraged to develop experience. "Doing is learning" was the cornerstone of his educational philosophy. John Locke asserted in the 17<sup>th</sup> century that "education is an experience." Students interacted with their prior experiences to build new information during the learning process. Kurt Hahn identified the issue with schooling in the 1940s and came to the conclusion that it was insufficient to meet the needs of pupils for growth. He inspired pupils to take on challenges and adventures in order to increase their viability. David A. Kolb wrote the book *Experiential Learning: Experience as the Source of Learning and Development* based on these. In the book, he provides detailed illustrations of his beliefs regarding experiential learning. Kolb asserts that grasping and modifying experience together produce knowledge. The integration of experience, observation, cognition, sharing, conduct, and reflection is known as experiential learning.

### **Studies at Home**

There is a greater body of research on experiential learning and teaching in China. "To listen extensively, choose to follow what is good, to observe extensively to gain knowledge, are next to knowledge," as the renowned Chinese philosopher and educator Confucius once stated. Confucius advised his students to learn from both firsthand experience and texts. He helped his followers realize the true purpose and worth of life. Tao Xingzhi, a well-known educator in China, has put forth his thoughts on life education. "Teaching should be integrated with learning and doing," was his view. Understanding is the guide to behavior. "Knowledge is the work of action". He regarded doing as well as acting as experience. Scholars from modern China also extensively research experiential learning. *Experiential Teaching Mode* is introduced by Wang Na, who also examines its challenges and offers some potential answers. When teaching college English, Wang Jing uses the experiential teaching mode and finds that it greatly supports students'

development of independent learning. When You Shuxia and Wang Shasha used the experiential teaching approach to teach English to tourists, they discovered that it helped the students' emotional attitudes and values grow. Scholars and educators alike acknowledge the theoretical and research values of the experiential teaching mode, and its implementation in the classroom has yielded significant results.

### Conclusion

The adoption of experiential teaching mode in college English instruction is significant since it carries rich ideological connotations. In order to generate a variety of experience environments, assist students in entering and participating in experiential learning, and enhance teacher-student engagement and communication, college English teachers must use contemporary technology and instructional materials. In order to ultimately make the qualitative leap, students should collaborate with one another, make every effort to engage in experiential learning, obtain relevant experience to advance their English proficiency, and build experience. There are certain issues with the paper, even if experiential learning offers a lot of potential for teaching college English. Initially, as the four fundamental abilities are intimately connected, further research is necessary to understand how to use the experiential teaching mode to enhance a particular skill. Second, although students must enter the experiencing environment, further research is needed to determine whether or not they truly participate in it. Thirdly, it takes a lot of time and work for teachers to create surroundings that are suitable and helpful for their pupils; it is unclear if there are any easier ways to accomplish this.

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