

# Application of Experiential Learning in College Foreign Language Teaching

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**Abstract.** Experiential learning is a new way of learning. In recent years, the research on experiential learning has been deepening, which has had a certain impact on the traditional teacher-centered teaching mode. As for subject education, language is a subject with strong situational application, and its educational model has also changed under the impact. The student-centered learning concept changes the original teaching. Compared with the traditional teaching mode, experiential learning has its unique innovation and many advantages but also has its limitations. In terms of application, languages are essential tools for cross-cultural interchange, so learning a foreign language is of great importance. However, the process of trying to master it has many challenges both for students and teachers. The integration of experiential learning into foreign language teaching has changed the role of teachers in the previous education system to some extent and also put forward new requirements for students. The starting point of this paper is based on the research status of experiential learning and the current situation of college foreign language teaching and analyzes the application of experiential learning in college foreign language teaching. This paper also introduces the advantages of experiential learning in foreign language teaching compared with the traditional mode, which are creating a language environment, stimulating students' learning initiative, and improving students' language application ability.

**Keywords:** experiential learning, college foreign language learning and teaching, application of experiential learning, advantages of experiential learning.

## 1. Introduction

With the development of globalization, people are often required to master not only their native language but also a common foreign language. The meaning of language goes far beyond a tool of expression but is the key to opening the international door. But nowadays, language teaching in universities is often unsatisfactory. Take China as an example. Chinese universities offer public English electives, but teachers' pay more attention to developing students' ability to listen, read, and write rather than speak. This has resulted in a very embarrassing situation that is a large number of students in the exam-oriented education, but after going abroad they always find out what they have learned is dumb English. Thus, it is very important to increase students' application experience which fits in with the definition of experiential learning that can be simplified as as learning by doing.

According to Kolb (1984), "Learning is a process, in which knowledge is created through the transformation of experience" [1]. Based on the experiential learning theory, studying has been divided into four parts, which are doing, sensing, observing, reflecting, thinking, and planning. An outstanding feature of this theory is that different stages are associated with specific learning styles [2].

It has been proved that there is no guarantee of a successful and positive learning experience just by taking a foreign language course to immerse students in a foreign language environment. Motivation should be taken into consideration when it comes to what factors affect foreign language learning. Kolb's learning cycle encourages students to apply various learning strategies at every different stage of the learning process. Learners tend to take responsibility for their learning and are encouraged by their initiative as they move from one stage to the other, which means the experiential learning cycle provides flexibility for the teacher as well as the learner. It helps to build a learners-centered learning process. Therefore, an active involvement in the experiential learning cycle can promote effective language learning [3].

# Experiential Learning In Foreign Language Education

**Laurent Cammarata**



## **Experiential Learning In Foreign Language Education:**

**Experiential Learning in Foreign Language Education** Viljo Kohonen, Riitta Jaatinen, Pauli Kaikkonen, Jorma Lehtovaara, 2014-06-11 The goal of foreign language teaching is expanding from communicative competence towards an intercultural action competence Essential in the new orientation is the shift towards a more balanced emphasis between the external factors in the learning environment and the personal capacity conceptions beliefs and assumptions inside the learner's mind As part of the changes assessment is seen as an important means of enhancing the learning processes emphasising the role of reflective self assessment The text explores and integrates the necessary knowledge base and practices in foreign language education in terms of the basic concepts of experiential learning intercultural learning autobiographical knowledge and teacher development together with the philosophical underpinnings of foreign language education Creating Experiential Learning Opportunities for Language Learners Melanie Bloom, Carolyn

Gascoigne, 2017-03-08 While much research has been done on experiential learning opportunities in study abroad settings there are fewer publications devoted to experiential learning in the domestic context This volume aims to fill that gap by providing a collection of chapters highlighting research based innovations in experiential learning in domestic settings The book focuses on three experiential learning contexts community engagement experiences professional engagement experiences and other unique experiential contexts such as language camps and houses The collection focuses on the US context but the research projects and curricular innovations described here can serve as models for educators working in other local contexts and will encourage interested practitioners to explore experiential learning opportunities in their local areas It will also provide the reader with a better understanding of this growing field of inquiry and should appeal to graduate students and researchers who are interested in experiential language learning **Learning Styles and Second**

**Language Education** Patrycja Marta Kamińska, 2014-06-26 This book contributes to the body of knowledge concerning individual learner differences by addressing the issue of learning styles in developing a second language It comprises five chapters The notion of style together with its place among other individual differences and its relation to learning strategies is presented in Chapter 1 The reasons for researching styles are also delineated in this chapter Chapter 2 describes simple one dimensional models of learning styles contrary to Chapter 3 in which two dimensional compound models are presented Multi dimensional complex models of learning styles are the focus of Chapter 4 Each model discussed in Chapters 2 through 4 is accompanied by an outline of its significance to second language educators as demonstrated in earlier studies The final fifth chapter is devoted to the discussion of the practical exploitation of the learning style awareness in second language education The options suggested include accommodating learners styles stretching them by exposing the students to the less familiar and less preferred options and mixtures of both approaches The book will be of interest to applied linguists psycholinguists and language teaching practitioners as well as tertiary level students interested in finding out the ways in

which learning styles account for linguistic achievement

### **Global Citizenship in Foreign Language Education**

Christiane Lütge, Thorsten Merse, Petra Rauschert, 2022-11-01 In light of increasing globalization this collection makes the case for global citizenship education as a way forward for transforming foreign language learning and teaching to better address current and future global challenges in times of unprecedented change The volume maps a multi dimensional approach within foreign language pedagogy to take up the challenge of educating the global citizen Drawing on sociocultural pedagogical cosmopolitan digital and civic minded perspectives the book explores the challenges in constructing epistemological frameworks in increasingly global environments the need for developing context sensitive educational practices the potential of linking up with work from related disciplines and the impact of these considerations on different educational settings The collection reflects an international range of voices attuned to global and local nuances to offer a holistic compilation of conceptual innovations to showcase the relevance of global citizenship issues in foreign language education and encourage future research This book will be of interest to scholars in intercultural education foreign language education and language teaching as well as policymakers and foreign language teachers The Open Access version of this book available at [www.taylorfrancis.com](http://www.taylorfrancis.com) has been made available under a Creative Commons Attribution 4 0 license *EFL*

*Learners' Task Perceptions and Agency in Blended Learning* Joannis Kaliampas, 2022-09-05 How does foreign language learners agency emerge at the micro level of classroom activity during the enactment of digitally enhanced tasks and how do these learners exercise their agency digitally within and beyond the classroom Drawing on research in task based and computer assisted language learning this mixed methods study uncovers key dimensions of learner agency a newcomer to the field of language teaching methodology and applied linguistics The analysis centers on three case studies of teenage students perceptions and handling of digitally enhanced language learning tasks These are complemented with a Germany wide questionnaire survey among participants in the U S Embassy School Election Project an intercultural blended language learning project that has drawn over 15 000 participants since 2012 *ICLLT 2019* Maizatulliza Muhammad, Robbie Lee Sabnani, Ranga Asmara, Widya Ratna Kusumaningrum, Atsani Wulansari, Gilang Fadhilia Arvianti, Winda Candra Hantari, Arum Nisma Wulanjani, 2020-02-18 The 1st International Conference on Language and Language Teaching ICLLT 2019 is a bi annual international conference hosted by the Faculty of Education and Teacher Training Universitas Tidar The 1st ICLLT 2019 brings a central issue on New Directions of Language and Language Teaching in Facing Industrial Revolution Era 4 0 The conference serves researchers academics and practitioners to present the research findings share thoughts and experiences to improve the quality of language teaching in Indonesia The conference invited four keynotes speakers Hywel Coleman University of Leeds United Kingdom Dr Maizatulliza Muhammad Universiti Pendidikan Sultan Idris Malaysia Dr Robbie Lee Sabnani National Institute of Education Nanyang Technological University Singapore and Dr Dwi Winarsih Universitas Tidar Indonesia This year s conference invited presenters with 56 articles were selected to be published It was

also a great pleasure to work with the presenters for presenting excellent papers the committee for the hard work in organizing the conference and all parties who have been contributing to the conference and the publication of the proceedings We also expect that the future ICLLT will be a successful event as indicated by the increasing contributions presented in this volume

**Handbook of Research on Foreign Language Education in the Digital Age** Wang, Congcong, Winstead, Lisa, 2016-07-13 The role of technology in the learning process can offer significant contributions to help meet the increasing needs of students In the field of language acquisition new possibilities for instructional methods have emerged from the integration of such innovations The Handbook of Research on Foreign Language Education in the Digital Age presents a comprehensive examination of emerging technological tools being utilized within second language learning environments Highlighting theoretical frameworks multidisciplinary perspectives and technical trends this book is a crucial reference source for professionals curriculum designers researchers and upper level students interested in the benefits of technology assisted language acquisition

Language Learner Autonomy Breffni O'Rourke, Lorna Carson, 2010 This volume offers a collection of essays addressing contemporary issues in foreign and second language education In particular it addresses language learner autonomy both as a theoretical construct and in relation to areas of application such as the Common European Framework of Reference CEFR the European Language Portfolio ELP teacher training Content and Language Integrated Learning CLIL and minority language provision The contributors well known researchers policy makers teachers and teacher trainers provide a multi faceted insight into an innovative and influential approach to language education David Little to whom the volume is dedicated was Associate Professor of Applied Linguistics and Head of the School of Linguistic Speech and Communication Sciences at Trinity College Dublin He is recognised worldwide as a leading proponent of the theory of language learner autonomy and has been a driving force behind many influential language education initiatives internationally

**Tasks in Second Language Learning** Virginia Samuda, Martin Bygate, 2007-11-27 Tasks in Second Language Learning aims to re centre discussion of the ways in which language learning tasks can help offer a holistic approach to language learning and to explore the research implications It relates the broad educational and social science rationale for the use of tasks to the principles and practices of their classroom use The authors provide a balanced review of research as a basis for exploring a broader research agenda Throughout the book offers telling illustration of the contributions of a range of specialists in research teaching methodology and materials development and of the authors own argument

**Researching Language Teaching and Learning** Tatsuhiko Yoshida, 2009 Papers presented at the first Oxford Kobe English Education Seminar sponsored by the Kobe Institute Kobe Japan and held at the Institute from 14-17 March 2007

**Learner-centered English Language Education** David Nunan, 2013 This carefully crafted collection provides a snapshot of the evolution of David Nunan's theoretical and empirical contributions to the field of second language education over the last 40 years The volume focuses on the development of his work on second language curricula and in

particular the work for which he is best known learner centered education and task based learning and teaching David Nunan has been a language teacher researcher and consultant for 40 years He has lived and worked in many countries principally in the Asia Pacific region but also in the Americas Europe and the Middle East In addition to his research and scholarly work he is the author of several major textbook series for the teaching and learning of English as a foreign Language These texts are based on his task based language teaching approach and are widely used in schools school systems and universities around the world

**Intercultural Learning in Language Education and Beyond** Troy McConachy,Irina Golubeva,Manuela Wagner,2022-04-12 This book provides a contemporary and critical examination of the theoretical and pedagogical impact of Michael Byram s pioneering work on intercultural communicative competence and intercultural citizenship within the field of language education and beyond The chapters address important theoretical and empirical work on the teaching learning and assessment of intercultural learning and highlight how individual language educators and communities of practice enact intercultural learning in locally appropriate ways The book offers comprehensive up to date and accessible knowledge for researchers teachers teacher trainers and students

**Content-Based Foreign Language Teaching** Laurent Cammarata,2016-02-26 Pushing the field forward in critically important ways this book offers clear curricular directions and pedagogical guidelines to transform foreign language classrooms into environments where stimulating intellectual curiosity and tapping critical thinking abilities are as important as developing students linguistic repertoires The case is made for content based instruction an approach to making FL classrooms sites where intellectually stimulating explorations are the norm rather than the exception The book explicitly describes in detail how teachers could and should use content based instruction explains how integration of content and language aims can be accomplished within a program identifies essential strategies to support this curricular and pedagogical approach discusses issues of assessment within this context and more Content Based Foreign Language Teaching provides theoretical perspectives and empirical evidence for reforming curricula and instruction describes models and curriculum planning strategies that support implementation of well balanced FL programs explores the transformative potential of critical pedagogy in the FL classroom and offers illustrations of secondary and post secondary language programs that have experimented with alternative approaches Advancing alternatives to conventional curriculum design this volume posits meaning oriented approaches as necessary to create language programs that make a great difference in the overall educational lives of learners

*The Routledge Handbook of Spanish Language Teaching* Javier Muñoz-Basols,Elisa Gironzetti,Manel Lacorte,2018-10-17 The Routledge Handbook of Spanish Language Teaching metodolog as contextos y recursos para la ense anza del espa ol L2 provides a comprehensive state of the art account of the main methodologies contexts and resources in Spanish Language Teaching SLT a field that has experienced significant growth world wide in recent decades and has consolidated as an autonomous discipline within Applied Linguistics Written entirely in Spanish the volume is the first handbook on Spanish

Language Teaching to connect theories on language teaching with methodological and practical aspects from an international perspective It brings together the most recent research and offers a broad multifaceted view of the discipline Features include Forty four chapters offering an interdisciplinary overview of SLT written by over sixty renowned experts from around the world Five broad sections that combine theoretical and practical components Methodology Language Skills Formal and Grammatical Aspects Sociocultural Aspects and Tools and Resources In depth reflections on the practical aspects of Hispanic Linguistics and Spanish Language Teaching to further engage with new theoretical ideas and to understand how to tackle classroom related matters A consistent inner structure for each chapter with theoretical aspects methodological guidelines practical considerations and valuable references for further reading An array of teaching techniques reflection questions language samples design of activities and methodological guidelines throughout the volume The Routledge Handbook of Spanish Language Teaching contributes to enriching the field by being an essential reference work and study material for specialists researchers language practitioners and current and future educators The book will be equally useful for people interested in curriculum design and graduate students willing to acquire a complete and up to date view of the field with immediate applicability to the teaching of the language

Assessment and Autonomy in Language Learning C. Everhard,L. Murphy,2015-03-25 This book examines this contested relationship between assessment and autonomy from a number of perspectives in a variety of Higher Education language learning contexts in Europe and the Far East The contributors to the book describe research into assessment both for and as autonomy as well as approaches to the assessment of autonomy itself

Innovative language teaching and learning at university: enhancing employability Carmen Álvarez-Mayo,Angela Gallagher-Brett,Franck Michel,2017-05-21 The second volume in this series of papers dedicated to innovative language teaching and learning at university focuses on enhancing employability Throughout the book which includes a selection of 14 peer reviewed and edited short papers authors share good practices drawing on research reflect on their experience to promote student engagement inclusivity and collaboration and foster a successful learning environment while developing employability skills Whatever the language or the subject we teach there are a number of skills behaviours attributes and attitudes which staff and students should be aware of in order to enhance teaching and learning so as to maximise student potential and their employability prospects

Identity and Second Language Learning Miguel Mantero,2006-12-01 This collection of research has attempted to capture the essence and promise embodied in the concept of identity and built a bridge to the realm of second language studies However the reader will notice that we did not build just one link This volume brings to light the diversity of research in identity and second language studies that are grounded the notions of community instructors and students language immersion and study abroad pop culture and music religion code switching and media The chapters reflect the efforts of contributors from Canada Japan Norway New Zealand the United Arab Emirates and the United States who performed their research in the countries just mentioned and in other regions

around the world Because of this this volume truly offers an international perspective      Second Language Education G. Richard Tucker, David Corson, 1997 The contributions to the volume examine in detail diverse aspects of second language education ranging from a focus on the basic contributions of linguistic theory and research to our understanding of second language learning and teaching on the one hand to a series of reviews of innovative language education practices in selected regions of the world on the other      *Social Computing and Social Media: Applications in Education and Commerce* Gabriele Meiselwitz, 2022-06-16 This two volume set LNCS 13315 and 13316 constitutes the refereed proceedings of the 14th International Conference on Social Computing and Social Media SCSM 2022 held as part of the 24rd International Conference HCI International 2022 which took place in June July 2022 Due to COVID 19 pandemic the conference was held virtually The total of 1276 papers and 275 posters included in the 40 HCII 2022 proceedings volumes was carefully reviewed and selected from 5583 submissions The papers of SCSM 2022 Part II are organized in topical sections named social media in education customer experience and consumer behavior      **Project-Based Second and Foreign Language Education** Gulbahar H. Beckett, Paul Chamness Iida, 2006-09-01 Dewey s idea of Project based Learning PBL was introduced into the field of second language education nearly two decades ago as a way to reflect the principles of student centered teaching Hedge 1993 Since then PBL has also become a popular language and literacy activity at various levels and in various contexts see Beckett 1999 Fried Booth 2002 Levis Kobayashi 2003 Luongo Orlando 2001 Mohan Weinstein 2004 For example it has been applied to teach various ESL and EFL skills around the world e g Fried Booth 2002 More recently PBL has been heralded as the most appropriate approach to teaching content based second language education Bunch et al 2001 Stoller 1997 English for specific purposes Fried Booth 2002 community based language socialization Weinstien 2004 and critical and higher order thinking as well as problem solving skills urged by the National Research Council 1999 Despite this emphasis there is a severe shortage of empirical research on PBL and research based frameworks and models based on sound theoretical guidance in general and second and foreign language education in particular Thomas 2000 Also missing from the second and foreign language education literature is systematic discussion of PBL work that brings together representative work identifying obvious gaps and guiding the field toward future directions This first of its kind volume bridges these obvious gaps through the original work of international scholars from Canada Israel Japan Singapore and the US

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