PRESENT AND REFLECT SESSION

Using Principles Of Experiential Learning To Promote Effective Learning Among English Language Learners

Date: Tuesday, June 16th
Time: 3:45 PM to 4:30 PM
Conference Session: Concurrent Session 7

Streamed session
Lead Presenter: Harriette L. Spiegel (The University of Tennessee - Martin)
Co-presenter: Terry Silver (The University of Tennessee - Martin)
Track: Teaching and Learning Practice
Location: Zoom Room 3
Position: 8
Session Duration: 45min

Brief Abstract:
With Experiential Learning in the ESL (English as a Second Language) classroom, diversity mandates a universal approach that features creative discovery and reflection as tools to deeper learning. This "Discovery Session" will review concepts of Experiential Learning applied to the ESL classroom.
Using Principles of Experiential Learning to Promote Effective Learning Among English Language Learners

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Dr. Terry A. Silver

OLC Innovate, Virtual, June 16, 2020
1. How familiar are you with Experiential Learning?
2. How familiar are you with ESL?

To participate in the poll, please:

either go to slido.com on your device and enter the code on the next slide,
or
use your phone to capture the QR code on the next slide
access poll through QR code or browser

OR

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Background of Experiential Learning

60’s Shift
Behaviorism
Piaget
Gagne
Bloom & Maslow
Travers’ “Essentials of Learning”
Salijo’s 1979 Hierarchy of Student Views of Learning
Salijo’s 1979 Hierarchy of Student Views of Learning

• Learning brings about increase in knowledge. (knowing a lot)
• Learning is memorizing. (storing information for easy recall)
• Learning is about developing skills and methods, and acquiring facts that can be used as necessary.
• Learning is about making sense of information, extracting meaning and relating information to everyday life.
• Learning is about understanding the world through reinterpreting knowledge.
Mezirow, Freire and others
Experiential Learning Theory - Kolb

Figure 1. Experiential learning cycle
Learning Style Inventory

- Activists
- Reflectors
- Pragmatists
- Theorizers
What is Experiential Learning? (ExpL.)

- Learner reflection
- Current learning experience related to past and future experience
- Implications of experiential learning to second language acquisition (SLA), especially in relation to ESL (English as a Second Language)
What is ESL?

• English as a Second Language
• ESOL, TESOL
• U. S. - 22% of students - no English at home; rise in student numbers, not educational quality
• Stages of SLA (Second Language Acquisition)
ExpL. Stages:
- Exposure
- Participation
- Internalization
- Dissemination

ESL Stages of SLA:
- Pre-, Early Production,
- Speech Emergence
- Intermediate Fluency
- Advanced Fluency
Experiential Learning (ExpL) and ESL Phases

- ExpL - students actively participating in learning process + reflection
- ESL – students cooperatively engaged, motivated + reflection;
Experiential Learning - Exposure

- ExpL - Exposure

- ESL – introduction of topic; building of enthusiasm, use of realia
Experiential Learning - Participation

- ExpL - Participation

- ESL – learner participation through communication, peer-guidance, role-playing, time-line, TPR, teaching by doing
Total Physical Response - TPR

TPR – Total Physical Response: a language teaching method built around

- coordination of speech and action
- physical (motor) activity.
- students’ connecting action to language
- focus on objectives,
- teach to students’ understanding
- leading to better retention - visual, kinesthetic audio;
Experiential Learning - Internalization

- ExpL - Internalization

- ESL – reflection is facilitated by teacher; think about how experienced the participation; adaptability – multiple ways to teach, confirm understanding; differentiation
Experiential Learning - Dissemination

ExpL - Dissemination

• ESL – after reflection, student associates learning with real-world, leading to application in future
Role of the educator

ExpL - Experiential learning – untraditional role – not traditional teacher-as-expert

ESL - ESL teacher – already in this role of facilitator, guide and helper.
Fig. 2.1. Sample Teacher Prompts for Each Stage of Second Language Acquisition.

# Teacher Prompts for SLA Stages

## Figure 2.1. Sample Teacher Prompts for Each Stage of Second Language Acquisition

<table>
<thead>
<tr>
<th>Stage</th>
<th>Characteristics</th>
<th>Approximate Time Frame</th>
<th>Teacher Prompts</th>
</tr>
</thead>
</table>
| Preproduction   | The student                                                                     | 0–6 months             | • Show me …
|                | Has minimal comprehension.                                                      |                        | • Circle the …
|                | Does not verbalize.                                                            |                        | • Where is …?
|                | Nods "Yes" and "No."                                                           |                        | • Who has …?
|                | Draw and points.                                                               |                        |                                                                      |
| Early Production| The student                                                                     | 6 months–1 year        | • Yes/no questions
|                | Has limited comprehension                                                      |                        | • Either/or questions
|                | Produces one- or two-word responses.                                            |                        | • Who …?
|                | Uses key words and familiar phrases.                                            |                        | • What …?
|                | Uses present-tense verbs.                                                      |                        | • How many …?
| Speech         | The student                                                                     | 1–3 years              | • Why …?
|                | Has good comprehension.                                                        |                        | • How …?
|                | Can produce simple sentences.                                                   |                        | • Explain …
|                | Makes grammar and pronunciation errors.                                        |                        | • Questions requiring phrase or short-sentence answers
|                | Frequently misunderstands jokes.                                                |                        |                                                                      |
| Intermediate Fluency | The student                                                                           | 3–5 years              | • What would happen if …?
|                | Has excellent comprehension.                                                   |                        | • Why do you think …?
|                | Makes few grammatical errors.                                                  |                        | • Questions requiring more than a sentence response
|                |                                                                      |                        |                                                                      |
| Advanced Fluency | The student has a near-native level of speech.                               | 5–7 years              | • Decide if …
|                |                                                                      |                        | • Retell …

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ESL- Strategies for Teachers

- Visual: show, diagrams, pictures, modeling, finished product
- Realia
- More group work - less teacher-led, practice with peers, lower-risk setting
- Communicate, wait time
- “Silent period”
- Scaffolding with native language
- Culturally unique vocabulary
- Use sentence frames
- Pre-teaching
- Knowing about cultural background of students.
- multiple modalities
- Respect
- Productive language
Conclusion

Both approaches:

• Elicit institutional and pedagogical response.
• Address real-world skills
• Lead to success in the classroom – needed as numbers of English Learners steadily rise in the schools
• Feature REFLECTION - crucial to both
Reflection

REFLECTION:
Please put your responses to the following prompt into the Chat, and we’ll debrief after the Reflection period.
Looking at the situation that many of the students in this cartoon find themselves, why might Experiential Learning be a great tool in helping English Learners in the classroom?
REFLECTION: why might Experiential Learning be a great tool in helping English Learners in the classroom? Answer in the Chat, please!

(Gonzalez, 2014)
THANK YOU!

QUESTIONS?

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