



RESEARCH

Comparative analysis: The application of Experiential Learning in EFL classes at Azerbaijani schools

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Purpose of study

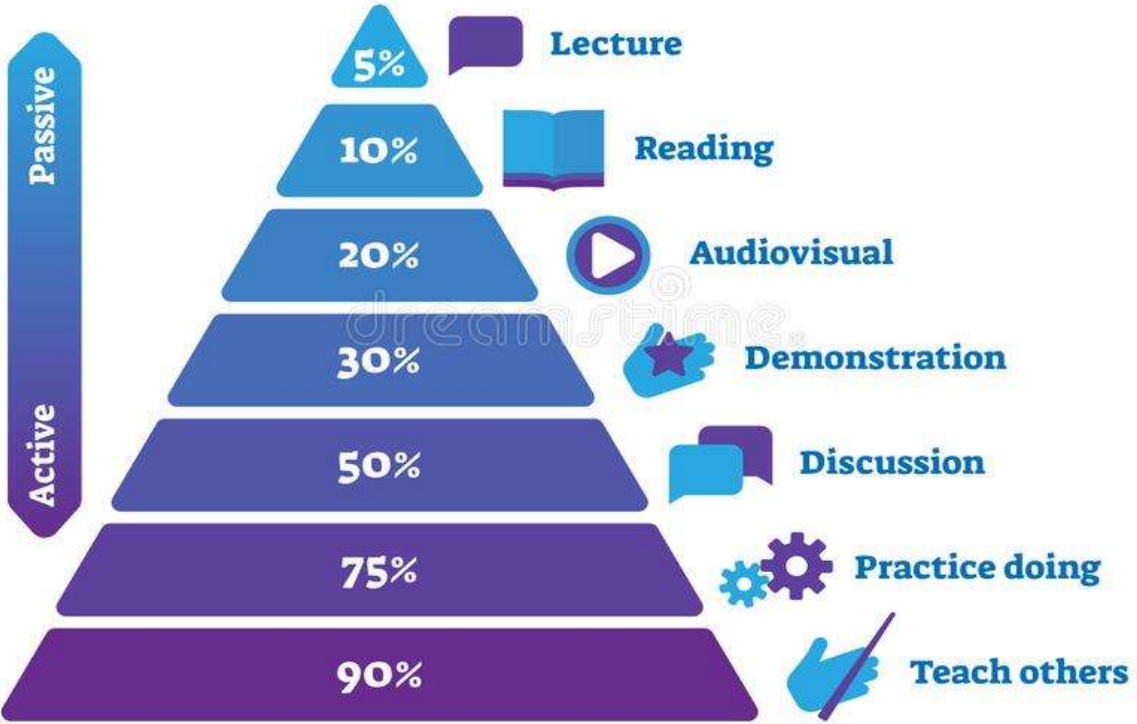
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- ✓ *To what extent experiential learning is implemented in English classes and to what degree instructors find this type of learning effective.*
- ✓ *To what degree the application process in a private school is different than the public one?*

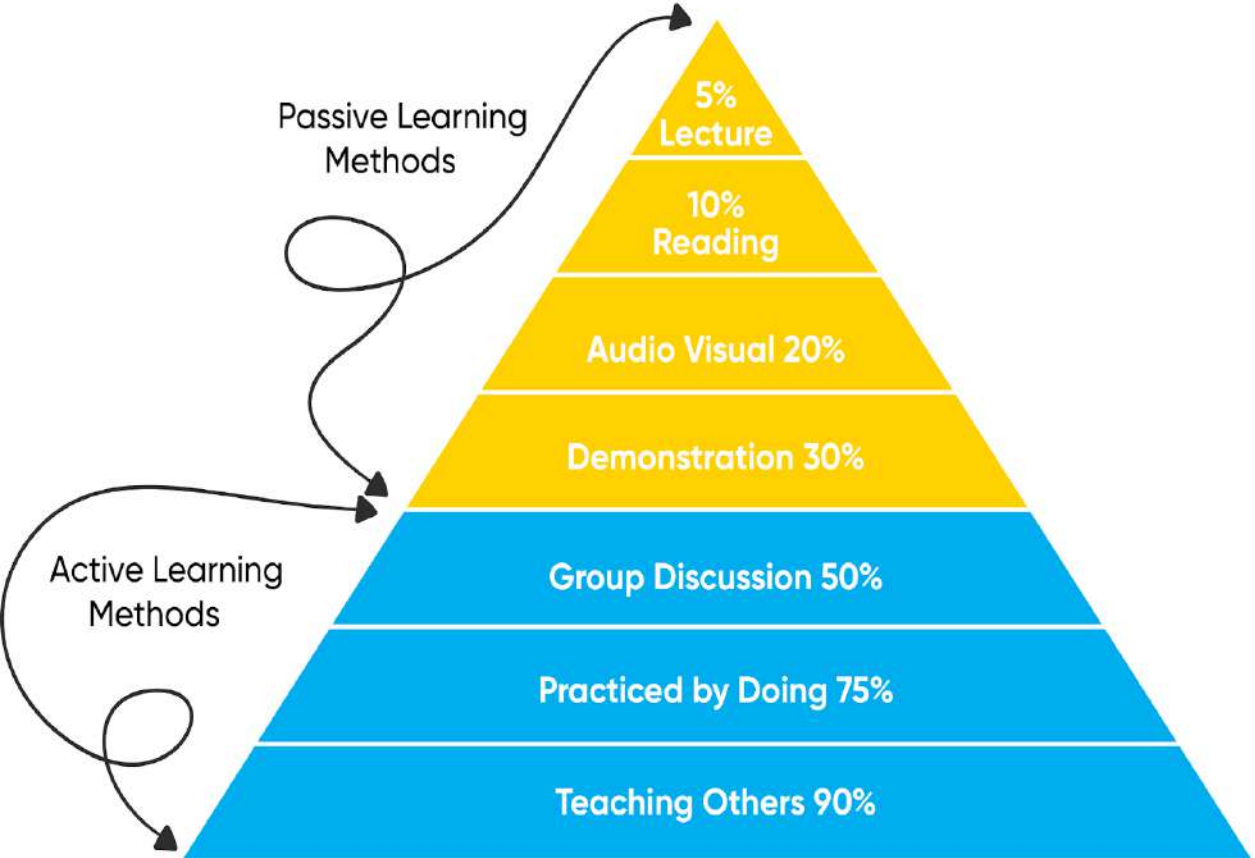


Based on a Learning Retention Pyramid, people generally remember 90% of what they do but are prone to remember only 10% of the information they read or hear about (Lalley & Miller, 2007).

LEARNING PYRAMID

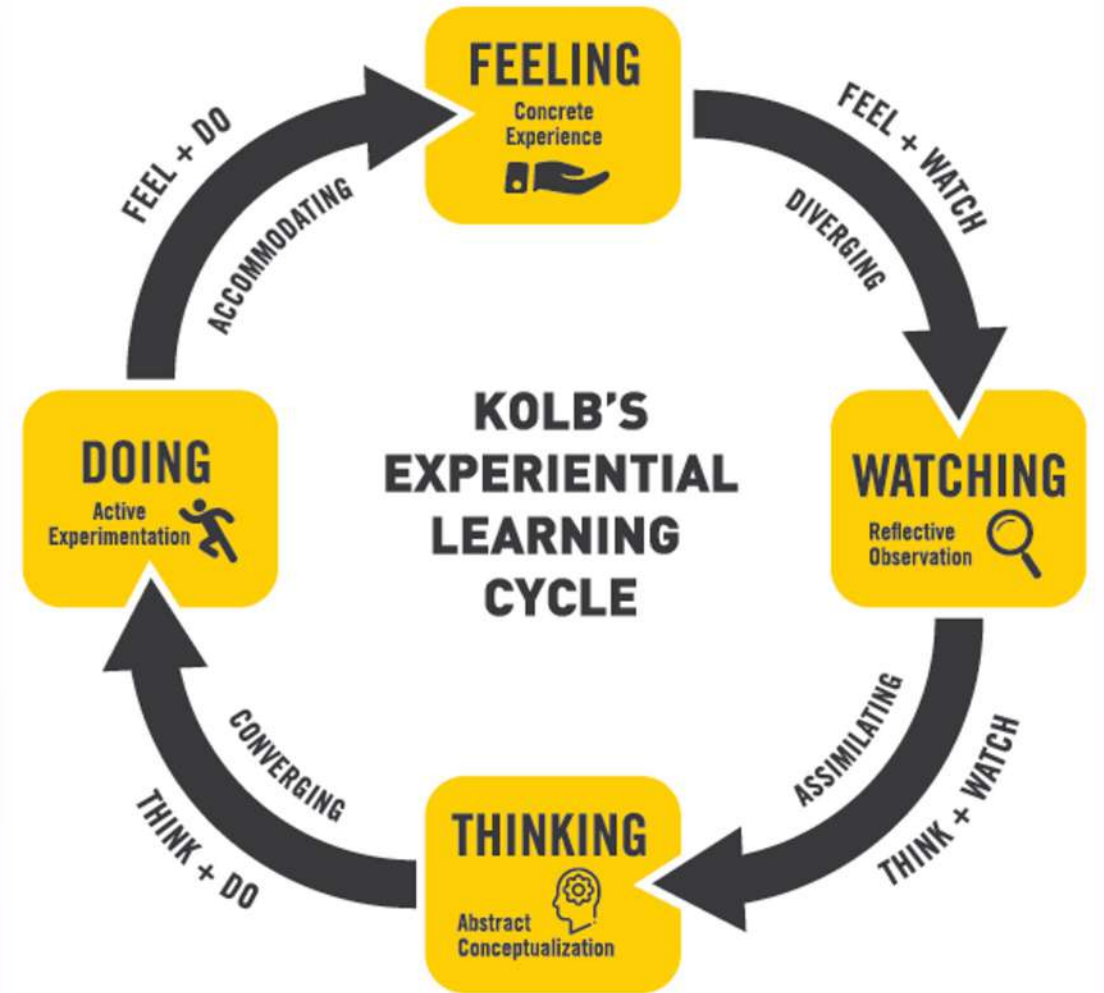
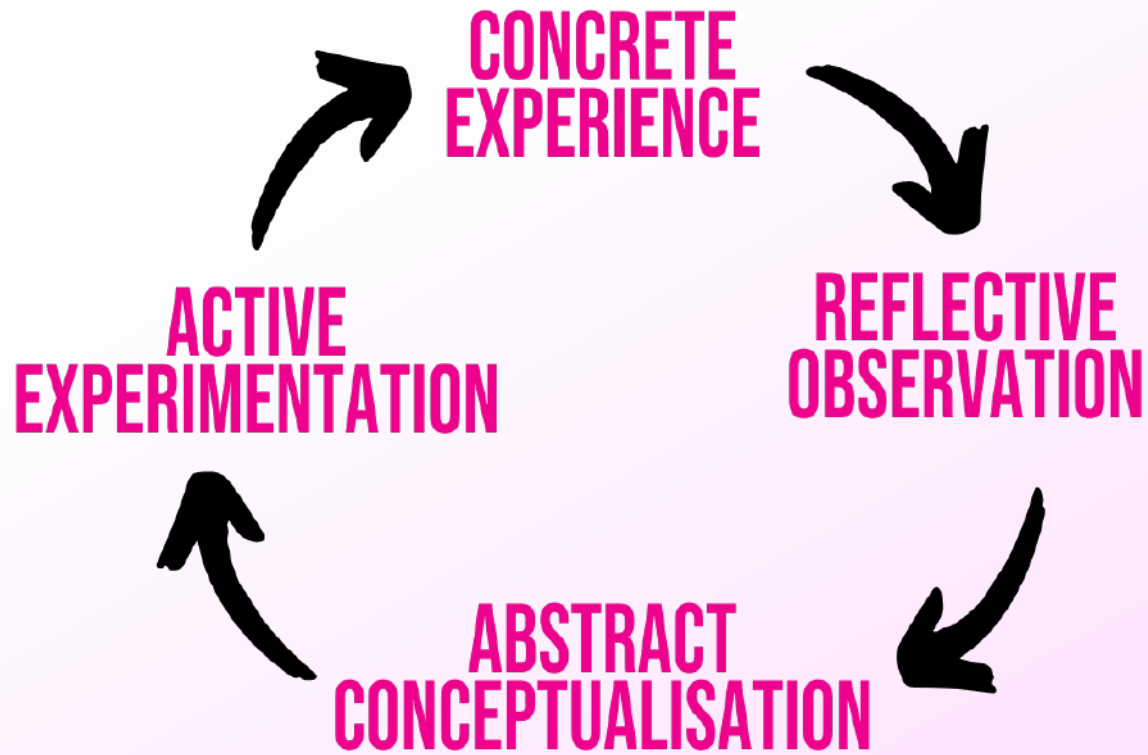


The Learning Pyramid



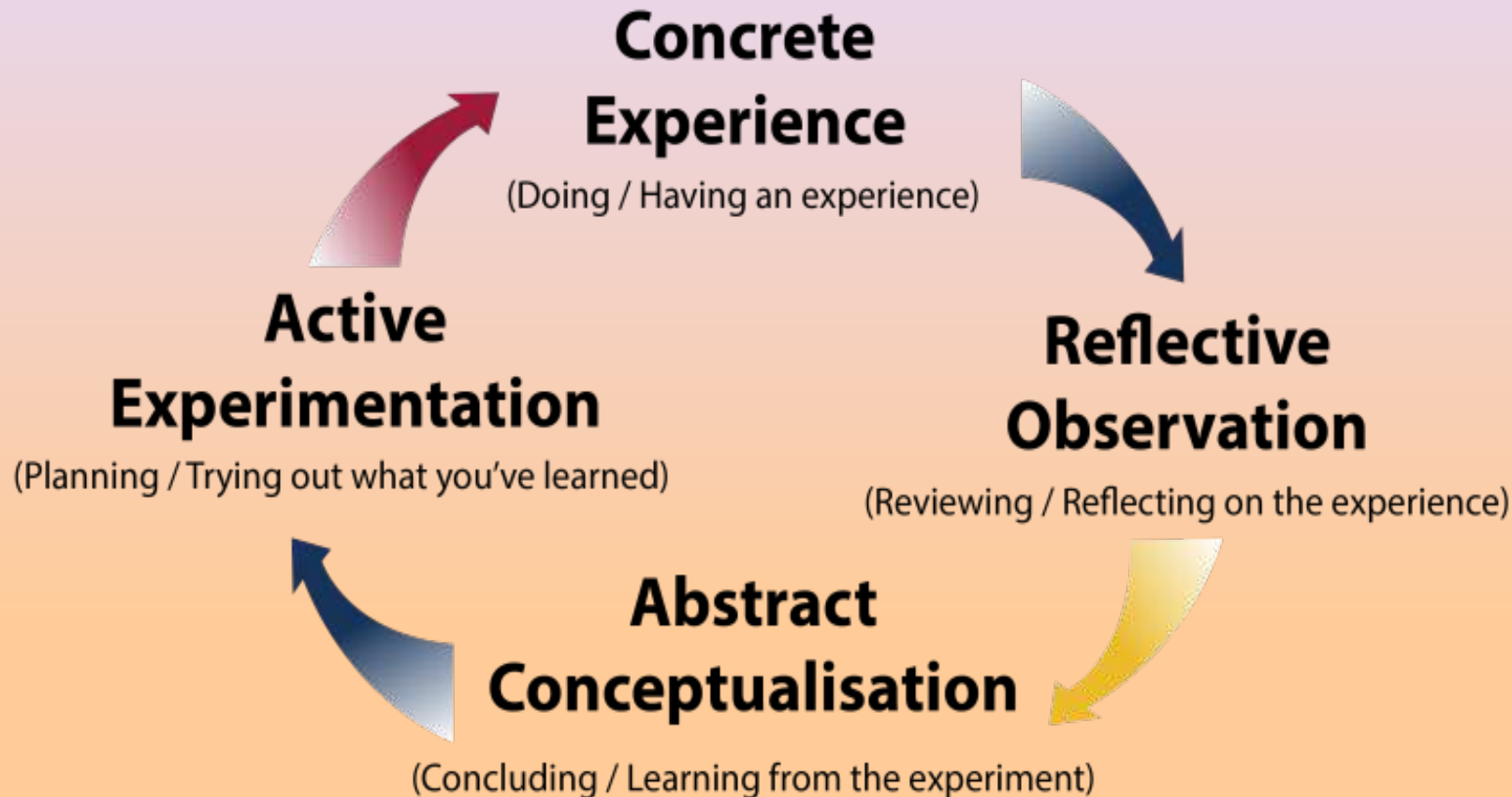
Kolb's four-stage learning theory (Kolb, 1984)

KOLB'S TRADITIONAL LEARNING CYCLE (1984)



English language classrooms - Kolb's four-stage learning cycle

The experiential approach promotes the development of the target language through active experimentation and reflective observation (Watson et al., 2018).



Research questions

- 1. What are the perceptions of language teachers on experiential learning at Azerbaijani schools?*
- 2. What benefits does experiential learning have on students' English language learning?*
- 3. Do language teachers incorporate experiential learning as an instructional strategy at both Azerbaijani schools? If yes, in what ways?*



Literature Review

- ✓ Learner-centric pedagogy that focuses on developing language abilities and experiences (Kong, 2021)
- ✓ Experiential learning can have a significantly huge impact on students' speaking skills (Mantra et al., 2018)
- ✓ Makes learning meaningful and providing students with chances to reflect on what they have learned (Anisa, 2016)



Research Design

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- ✓ ***QUALITATIVE METHOD***
- ✓ *2 schools – 1 public and 1 private*
- ✓ *Faculty members (Teachers) - 10*
- ✓ *Document analysis, interview, and observation*



Data collection process

1. DOCUMENT ANALYSIS – Course books and lesson plans

2. INTERVIEW

- ✓ To what degree do you believe that the use of experiential learning is essential in English language classes?
- ✓ Do you prioritize integrating the components of experiential learning in your English language teaching?
- ✓ If yes, in what ways do you make use of experiential learning? If not, what inhibits you from applying?
- ✓ What are the possible challenges of integrating experiential learning?
- ✓ How do students respond to this instructional teaching methodology?

3. OBSERVATION - Kolb's learning theory components



MAJOR FINDINGS

PUBLIC SCHOOL	PRIVATE SCHOOL
<i>Coursebook and lesson plans are not allied with each other</i>	<i>All used materials are integrated with Experiential Learning</i>
<i>Grammar-based teaching/learning</i>	<i>Inquiry/problem-based learning to support critical and reflective skills</i>
<i>Aim to pass State examination (at the end of 9th grade)</i>	<i>Aim to expose learners to language experiences (Socratic seminars)</i>
<i>Main source is the usage of grammar tests and vocabulary</i>	<i>Self-assessments, reflective papers, group/pair-work discussion, field trips (art museum)</i>
<i>Inconvenient access to professional development (integration of Experiential learning)</i>	<i>Easy access to resources (IB curriculum–International Baccalaureate)</i>

Recommendations

- ✓ *Revision of the English language curriculum and lesson plans;*
- ✓ *Producing more authentic – real-life-based tasks to activate active experimentation in language classes (language environment);*
- ✓ *The provision of English language teachers with professional development.*



Thank YOU...Much appreciation!