Program Entry – OLC Innovate 2020

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.

ONLINE LEARNING™ CONSORTIUM

MERLOT

OLC Innovate EDUCATION *REIMAGINED*

Using Principles of Experiential Learning to Promote Effective Learning Among English Language Learners

Dr. Harriette L. Spiegel

Dr. Terry A. Silver

ONLINE LEARNING™ CONSORTIUM

MERLOT

OLC Innovate
EDUCATION REIMAGINED

Poll Instructions

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

POLL

access poll through QR code or browser

OR

Join at
slido.com
#33088

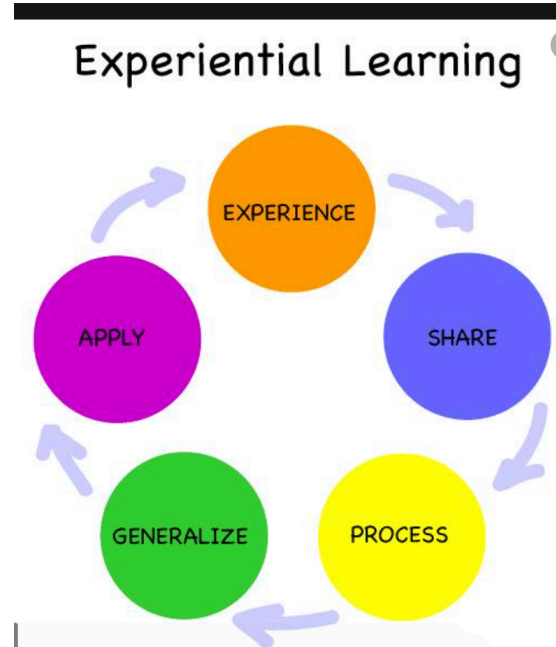# Background of Experiential Learning

60's Shift

Behaviorism

Piaget

Gagne

Bloom & Maslow

Travers' "Essentials of Learning"

Salijo's 1979 Hierarchy of Student Views

of Learning

Experiential Learning

EXPERIENCE — SHARE — PROCESS — GENERALIZE — APPLY

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.
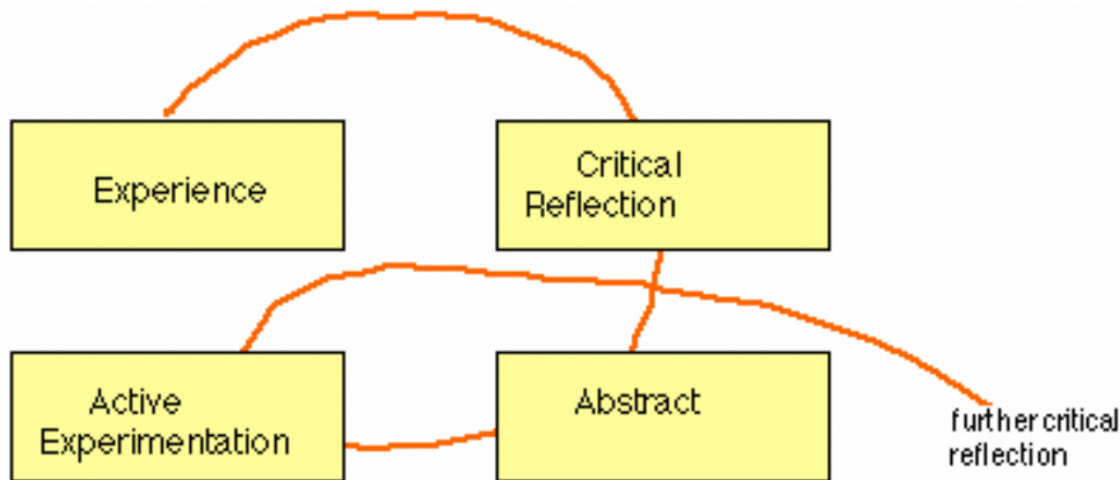
Mezirow, Freire and others
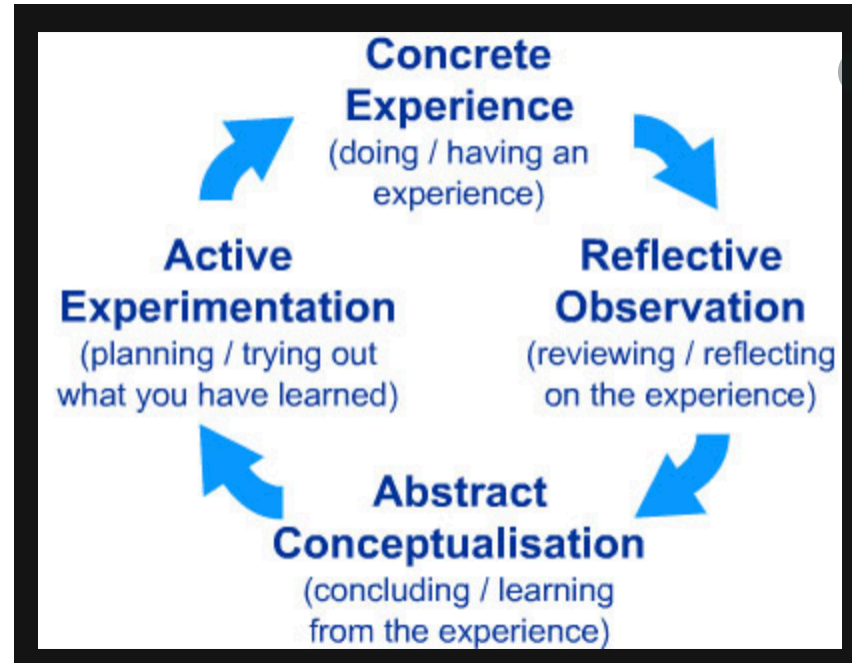
Figure 1. Experiential learning cycle

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)

STAGES

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;

- ExpL - Exposure

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

Experiental 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

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.

[Krashen, S. D., & Terrell, D. (1983). The natural approach: Language acquisition in the classroom. Hayward, CA: Alemany Pres; http://www.ascd.org/publications/books/108052/chapters/The-Stages-of-Second-Language-Acquisition.aspx\

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

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

Teacher Prompts for SLA Stages

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

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Preproduction	The student • Has minimal comprehension. • Does not verbalize. • Nods "Yes" and "No." • Draws and points.	0–6 months	• Show me … • Circle the … • Where is …? • Who has …?
Early Production	The student • Has limited comprehension. • Produces one- or two-word responses. • Uses key words and familiar phrases. • Uses present-tense verbs.	6 months–1 year	• Yes/no questions • Either/or questions • Who …? • What …? • How many …?
Speech	The student	1–3 years	• Why …?

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

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Speech Emergence	The student • Has good comprehension. • Can produce simple sentences. • Makes grammar and pronunciation errors. • Frequently misunderstands jokes.	1–3 years	• Why …? • How …? • Explain … • Questions requiring phrase or short-sentence answers
Intermediate Fluency	The student • Has excellent comprehension. • Makes few grammatical errors.	3–5 years	• What would happen if …? • Why do you think …? • Questions requiring more than a sentence response
Advanced Fluency	The student has a near-native level of speech.	5–7 years	• Decide if … • Retell …

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

R E F L E C T I O N:
Please put your responses to the following prompt into the Chat, and we'll debrief after the Reflection period.

ONLINE LEARNING™ CONSORTIUM

MERLOT

OLC Innovate
EDUCATION REIMAGINED

REFLECTION

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

REFLECTION: why might Experiential Learning be a great tool in helping English Learners in the classroom? Answer in the Chat, please!
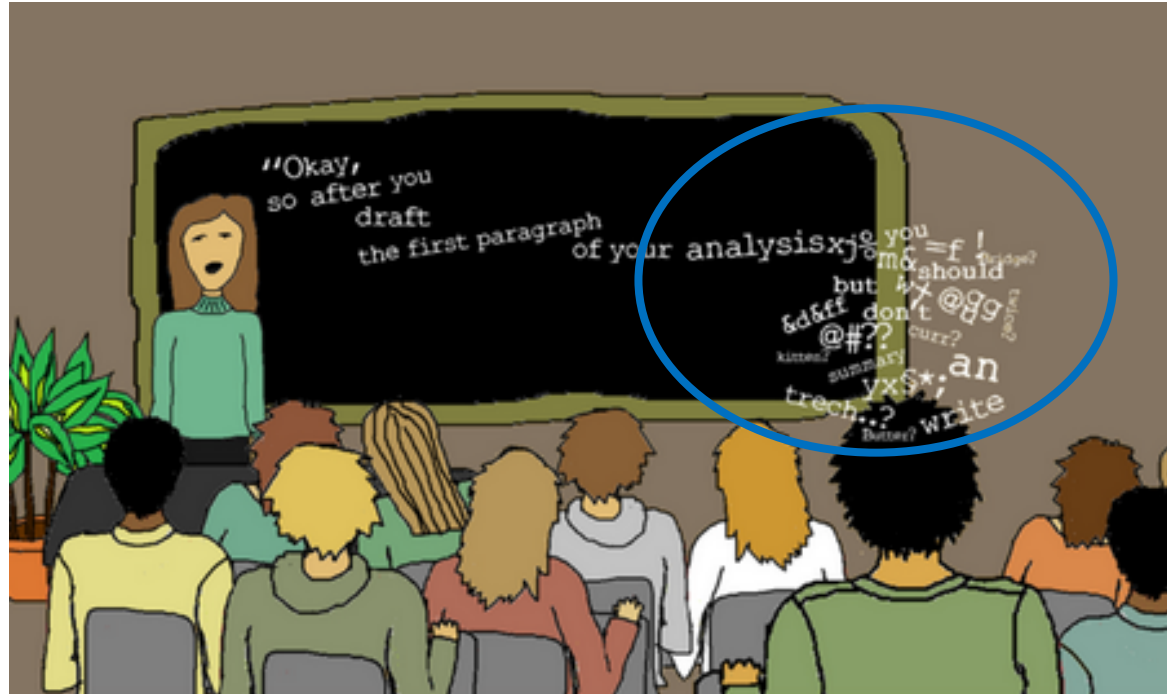
(Gonzalez, 2014)

THANK YOU!

QUESTIONS?

hspiegel@utm.edu

tsilver@utm.edu

Evaluate Sessions and Win!

- Download and open OLC Conferences mobile app

- Navigate to specific session to evaluate

- Select "Evaluate Session" on session details screen (located under session type and track)

- Complete session evaluation*

👍 Evaluate Session

*Each session evaluation completed (limited to one per session) = one contest entry
Five (5) $25 gift cards will be awarded
Must submit evals using the OLC Conferences mobile app or website