

Experiential Learning In Language Education: Learning English By Doing Activities

Prof. Vaishali Suryawanshi¹, Swamini Jagtap², Prof. Dipak Kadve³,
Prof. Deepa Shivshimpi⁴

(MCA Department, JSPM's Rajarshi Shahu College Of Engineering, India)

Abstract:

*In the modern educational landscape, English language learning must go beyond textbooks and rote memorization. This research explores **Experiential Learning** as an innovative approach that enables learners to acquire English through real-life activities, reflection, and interaction. This paper is based on information collected from fifteen previous studies and suggests a new framework for experiential learning. The framework connects emotional, physical, and environmental aspects of learning to make English education more practical and engaging. The framework aligns with the objectives of **India's National Education Policy (NEP) 2020**, which emphasizes activity-based, learner-centered, and skill-oriented education. The study highlights that experiential learning enhances learners' confidence, motivation, and communication competence by transforming classrooms into dynamic spaces of participation and creativity. The results show that when students take part in real activities, think about their experiences, and use English in meaningful situations, they understand the language better and remember it for a longer time. The research concludes that integrating experiential and holistic approaches into English language education not only improves proficiency but also fosters critical thinking, collaboration, and lifelong learning.*

Key Word: *Experiential Learning, English Language Education, Learning by Doing, NEP 2020, Activity-Based Learning, Holistic Experiential Learning Framework*

Date of Submission: 13-12-2025

Date of Acceptance: 23-12-2025

I. Introduction

In today's world, English has become more than just a school subject — it is an important skill for communication and building a successful career. [11] [12]. Traditional methods of teaching English, based on memorization and grammar drills, often fail to build real-life language proficiency [5] [13]. **Experiential Learning** offers a more engaging alternative by allowing students to learn through activities, reflection, and interaction [18]. It encourages learning by doing through role-plays, storytelling, projects, and real-world tasks [2] [8]. Based on Kolb's Experiential Learning Theory (1984), this approach turns the classroom into a place where students actively take part, share ideas, and learn creatively [11] [12] [13].

This paper explores how experiential learning enhances confidence, motivation, and fluency in English learners [1] [7] [9]. It also introduces a **Holistic Experiential Learning Framework**, aligned with **India's National Education Policy (NEP 2020)** [5], promoting learner-centered, activity-based, and meaningful education [10] [15].

II. Experiential Learning Concept

Definition: Experiential Learning means *learning through experience* not just by reading or listening, but by doing, feeling, observing, and reflecting. It is a **student-centered approach** where learners actively participate in real or simulated experiences, analyze their actions, and apply what they have learned to new situations.

According to **David A. Kolb (1984)**: "Learning is the process whereby knowledge is created through the transformation of experience." [18]

Theoretical Foundation

Experiential learning is based on **Kolb's Experiential Learning Cycle**, which has **four continuous stages**: [11]

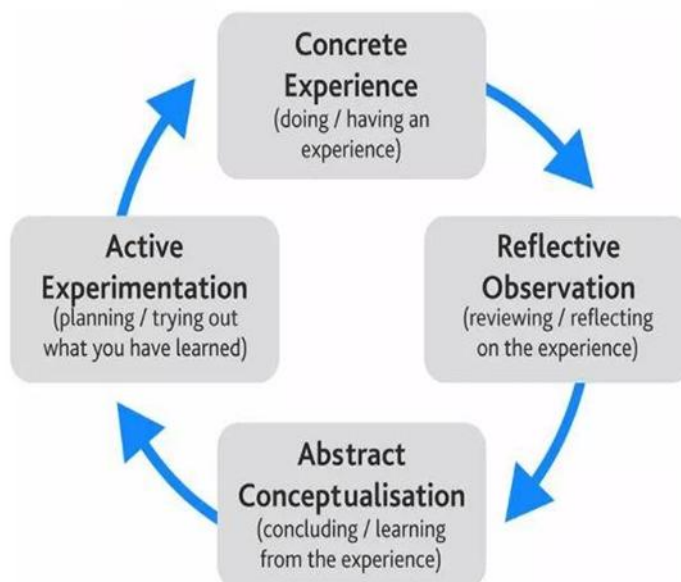


Figure 1: Kolb's Experiential Learning Theory [11]

Image Source: [KOLB's Learning Styles: 1984 Model Explained & Applied | Skillshub](#)

The theoretical foundation of this research is rooted in **David A. Kolb's Experiential Learning Theory (1984)**, which explains learning as a cyclical process through which knowledge is created from experience. Kolb proposed that effective learning occurs when a learner progresses through four interconnected stages **Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation**. According to Kolb, true learning is not a one-time event but a continuous process that involves transforming experience into understanding and then applying that understanding to new experiences. This model emphasizes that learning engages the whole person including their thinking, feelings, perceptions, and actions.

1. Concrete Experience (CE): This is the **first stage**, where learners actively experience an event or activity. It focuses on *doing and feeling*. In this stage, learners engage directly with tasks, rather than passively receiving information.

Example in English education: Students participate in storytelling, group discussions, role-plays, or situational dialogues where they *use* English naturally [12] [13].

Learners begin by immersing themselves in an experience that stimulates curiosity and emotion.

2. Reflective Observation (RO): After the experience, learners move to **reflection**, thinking about what they have done and how they felt. It focuses on *observing and understanding*. Learners identify challenges, successes, and emotional responses, comparing them to previous experiences.

Example in English education: Students discuss how they felt during a role-play, what expressions were difficult, and how they could communicate more effectively next time.

Reflection helps learners connect feelings and actions, forming meaningful insights [11] [17].

3. Abstract Conceptualization (AC): In this stage, learners form **theories, principles, or rules** from their reflections. It focuses on *thinking and conceptualizing*. Learners analyze patterns, relate them to existing knowledge, and develop a clearer understanding of concepts.

Example in English education: After reflecting, students learn grammar or vocabulary rules related to the activity (e.g., how to use polite requests or tenses correctly).

Learners transform experience into structured knowledge that can be reused [18].

4. Active Experimentation (AE): In the final stage, learners apply what they have learned to new situations. It focuses on *testing and applying*. Learners plan and try new strategies based on previous insights, creating another “concrete experience.”

Example in English education: Students practice new phrases in a different conversation, create their own dialogue, or participate in a new activity using the same skill.

This stage completes the cycle and restarts it, allowing continuous improvement [13] [2].

Characteristics of Experiential Learning

- **Active participation:** Learners engage directly with tasks instead of passively listening [12].
- **Reflection:** Students analyze their experiences to understand what they’ve learned [11].
- **Personal connection:** Emotions, values, and motivation are part of learning [1].
- **Application:** Learners test and apply new knowledge in real contexts [9].
- **Feedback:** Continuous evaluation helps improve understanding and performance [15].

Types of Experiential Learning Activities in English Education

Experiential learning in English education involves a variety of interactive, student-centered activities designed to help learners acquire language through real-life use, reflection, and creative engagement. Each type of activity allows students to learn English by doing, feeling, and applying, rather than by memorizing. These activities make the classroom more dynamic, participatory, and reflective aligning with Kolb’s Learning Cycle [18] and NEP 2020’s vision of activity-based education. [5]

Below are the main types of experiential learning activities commonly used in language teaching, explained in detail:

1. Project-Based Learning (PBL)

Theoretical Idea: PBL is rooted in John Dewey’s philosophy of learning through meaningful hands-on experiences [17]. It also reflects Kolb’s full experiential cycle experience, reflection, conceptualization, and application [18].

In English Education: Students use English to complete tasks such as creating a magazine, conducting interviews, making a vlog, or organizing a cultural event. They learn vocabulary, grammar, teamwork, and presentation skills naturally during the project.

Benefits:

- This method helps students express their ideas creatively, communicate more confidently, and improve both their writing and speaking skills. It also encourages them to take the lead and work effectively with others

2. Role-Play and Drama

Theoretical Idea: Based on **embodied learning theory** and **constructivism**, role-play and drama allow students to *embody* language to experience it through action, expression, and emotion. The learner becomes an active participant, not a passive listener, thus connecting physical movement with cognitive understanding [12] [13].

In English Education: Students act out dialogues, job interviews, social situations, or even dramatize stories. They practice pronunciation, tone, and non-verbal communication, which builds fluency and confidence.

Benefits:

- This activity helps students feel more relaxed and confident while speaking English. It also makes them more understanding and emotionally aware of others’ feelings. At the same time, regular practice improves their pronunciation, rhythm, and tone while communicating [1] [8] [13].

3. Field Learning

Theoretical Idea: Field learning comes from the principle of **situated learning** (Lave & Wenger, 1991), which states that learning occurs best in the context where it is applied. It allows students to move beyond classroom walls and interact with their environment, linking **language with real-life situations**.

In English Education: Students might visit local markets, heritage sites, or community centers where they communicate in English conducting surveys, interviews, or creating travel guides. This transforms passive learners into active communicators who use English to explore the world.

Benefits:

- Field learning helps students understand lessons in real situations, not just through theory. It increases their confidence to use English in everyday conversations, helps them learn new words naturally, and makes them more aware of different cultures. This way, what they learn in class becomes more connected to real life [14][9].

4. Simulation and Games

Theoretical Idea: This method is supported by **constructivist** and **gamification theories** (Gee, 2003), which highlight that learning becomes more effective when it is playful and immersive.

Simulations recreate real-life environments or problems in a controlled way, allowing students to experiment, make decisions, and learn from outcomes.

In English Education: Examples include grammar games [2], online simulations, debates, quizzes, or virtual role-plays (e.g., “booking a ticket,” “restaurant conversations”). These tasks create excitement while reinforcing grammar, vocabulary, and comprehension skills.

Benefits:

- Games and simulations make learning more interesting and enjoyable, which keeps students motivated and involved. They get quick feedback from teachers and classmates, learn grammar and new words through fun repetition, and also build problem-solving and decision-making skills while playing or participating [3] [10].

5. Reflective Learning

Theoretical Idea: Reflective learning is based on **Dewey’s reflective thought (1933)** [17] and **Kolb’s Reflective Observation stage (1984)** [18]. It emphasizes the importance of **thinking about one’s learning experiences** to derive meaning and self-awareness. Reflection helps learners internalize lessons and plan for improvement.

In English Education: After completing tasks, students may write journals, maintain diaries, or present reflections on what they learned, how they felt, and how they can apply it. This process strengthens emotional connection and long-term retention

Benefits:

- Reflective learning helps students think deeply about their own learning process and understand how they can improve. It also strengthens their writing and critical thinking skills. By reflecting on their experiences, students feel more emotionally connected to what they learn and become motivated to keep improving themselves [11] [15].

Significance for Modern Education: In the 21st century, communication and adaptability are more valuable than rote knowledge. Experiential learning transforms language classrooms into mini-worlds of exploration and creativity, where learners use English to think, feel, and act. It builds lifelong learners who can use English confidently in academic, professional, and social contexts [1][7] [12] [13].

III. Holistic Experiential Learning Framework

The proposed **Holistic Experiential Learning Framework** integrates emotional, physical, and environmental dimensions of learning to create a complete, experience-based approach to English language education [4] [10]. Unlike traditional teaching methods that focus only on grammar and written exercises, this model encourages students to *live the language* through interactive, reflective, and real-world activities.

Concept of the Framework: The framework is inspired by **Kolb’s Experiential Learning Theory (1984)** [18] and **John Dewey’s concept of “learning through experience.”** [17] It views language learning as a continuous process that connects experience, reflection, conceptualization, and application.

The holistic model expands this idea by including three interconnected domains:

- **Emotional Experience** – learning through feelings, motivation, and self-expression [1][7].
- **Physical Experience** – learning through movement, performance, and sensory involvement [4][8].
- **Environmental Experience** – learning through real-world contexts and cultural surroundings [14][9]

How it Works

The framework operates in three interconnected phases:

1. **Experience Phase:** Learners participate in real or simulated activities (e.g., storytelling, group projects, community interviews) where English is used naturally.
2. **Reflection Phase:** Students analyse and discuss their experiences in English identifying what they learned, how they felt, and what challenges they faced.
3. **Application Phase:** Learners apply insights from reflection to new tasks, gradually developing fluency, confidence, and cultural understanding.

This cyclical process allows learners to continuously **experience** → **reflect** → **apply**, strengthening both linguistic and cognitive development [12] [18].

Why It Is Important

- **Promotes Deep Learning:** Instead of memorizing, students internalize concepts through experience.
- **Integrates All Language Skills:** Encourages the balanced growth of listening, speaking, reading, and writing.
- **Encourages Real-World Communication:** Learners use English for authentic purposes beyond the classroom.
- **Aligns with NEP 2020:** Supports India's National Education Policy's vision for learner-centered, activity-based, and holistic education.

Framework Visualization: The model can be visualized as three overlapping circles *Emotional*, *Physical*, and *Environmental Experiences* connected by the core idea of **Experiential Learning**. At their intersection lies **Holistic English Development**, where learners achieve complete linguistic and personal growth.

IV. National Education Policy (NEP) 2020

Introduction: The National Education Policy (NEP) 2020 is a major reform in India's education system — introduced by the Ministry of Education (Government of India) on 29 July 2020. It replaced the old National Policy on Education (1986) and aimed to make education more holistic, flexible, multidisciplinary, and aligned with the needs of the 21st century [5] [16]. NEP 2020 focuses on developing creativity, critical thinking, communication, and experiential learning, rather than rote memorization.

Vision of NEP 2020: “To develop an education system that contributes directly to transforming India sustainably into an equitable and vibrant knowledge society by providing high-quality education to all.”

The main goal is to help students become creative and critical thinkers who act responsibly and can confidently take part in a global society.

Key Structural Change – The 5+3+3+4 Model: NEP 2020 replaced the old **10+2 system** with a **5+3+3+4 structure**, focusing on different learning stages

(“edskExpress: <https://education.indianexpress.com/edskexpress/article-nep-2020-102-replaced-with-new-5334-structure>”):

The National Education Policy (NEP) 2020 introduced a major transformation in India's education system by replacing the traditional 10+2 structure with a new 5+3+3+4 model. This new design aligns schooling with cognitive development stages of children as identified by neuroscience and educational psychology. It ensures that learning is more age-appropriate, activity-based, and experiential, allowing students to build a strong foundation for higher-order skills. The new model divides school education into four developmental stages: Foundational, Preparatory, Middle, and Secondary, each focusing on specific learning outcomes and approaches.

1. Foundational Stage (Age 3–8 years | Preschool to Grade 2): This stage includes **five years** of early childhood education — three years of preschool (Anganwadi/Balvatika) and Grades 1–2. It emphasizes **play-based, activity-driven learning** that nurtures curiosity, imagination, and basic literacy and numeracy skills. Children learn through songs, stories, art, toys, and simple conversations, promoting sensory and motor development.

Learning Approach:

- Play-based and discovery learning
- Multisensory and experiential methods
- Focus on emotional, physical, and social growth

Relevance to Language Education:

At this stage, children develop listening and speaking skills naturally through stories, rhymes, and interactive play in English and their mother tongue.

2. Preparatory Stage (Age 8–11 years | Grades 3–5): This stage builds upon the foundational years and focuses on **developing literacy, numeracy, and language proficiency**. The curriculum becomes more structured but continues to use **activity-based and experiential learning** approaches. Students are introduced to reading comprehension, vocabulary, and writing through creative tasks such as storytelling, role-plays, and project work.

Learning Approach:

- Experiential and interactive learning
- Focus on developing linguistic, cognitive, and social skills
- Integration of arts, games, and local culture

Relevance to Language Education: English learning at this stage becomes more formal through reading simple texts, engaging in dialogues, and writing short paragraphs but remains **fun and experience-based**.

3. Middle Stage (Age 11–14 years | Grades 6–8): This is a **transitional stage** where learners shift from foundational literacy to **conceptual understanding** across subjects. The emphasis is on **project-based and hands-on learning** that encourages exploration, problem-solving, and collaboration. Teachers act as facilitators, guiding students to connect classroom learning with real-world contexts.

Learning Approach:

- Project-based, experimental, and discussion-oriented
- Exposure to subjects like science, arts, and languages in depth
- Encouragement of creativity and reasoning

Relevance to Language Education: Students engage in debates, presentations, interviews, and creative writing projects to use English for expressing ideas and solving problems promoting **communicative competence**.

4. Secondary Stage (Age 14–18 years | Grades 9–12): The final stage focuses on **critical thinking, flexibility, and interdisciplinary learning**. It allows students to choose subjects based on their interests, encouraging deeper engagement and research-oriented study. The curriculum becomes multidisciplinary, integrating arts, sciences, vocational training, and experiential learning opportunities like **internships and research projects**.

Learning Approach:

- Inquiry-based and research-driven
- Flexibility in subject combinations
- Use of technology and real-world applications

Relevance to Language Education: Students use English for academic writing, research, presentations, and internships. They develop **advanced communication and analytical skills**, preparing for higher education and global employment opportunities.

Core Principles of NEP 2020

The **National Education Policy (NEP) 2020** is built upon a set of **core principles** that aim to transform the Indian education system into one that is **flexible, holistic, and learner-centered**. These principles ensure that students not only gain knowledge but also develop essential life skills, creativity, and a sense of curiosity. Each principle aligns strongly with the concept of **Experiential Learning**, which focuses on *learning by doing, reflecting, and applying*.

Below is a detailed explanation of the key principles and their connection to experiential learning [5] [10] [16]:

1. Activity-Based Learning

- **Description:** This principle emphasizes that students learn best when they actively participate in meaningful tasks rather than passively receiving information. It encourages the use of projects, hands-on experiments, and interactive activities that engage all senses and promote understanding through experience.
- **Relevance to Experiential Learning:** Activity-based learning directly reflects **Kolb’s Experiential Learning Cycle**, where learning begins with **Concrete Experience**. In English education, this could include storytelling, role-play, or group projects where learners use language to complete real tasks turning theory into action.

2. Holistic and Multidisciplinary Education

- **Description:** NEP 2020 promotes **holistic development**, blending arts, science, language, and moral values into a unified learning experience. It focuses on emotional, intellectual, physical, and ethical growth ensuring that students become well-rounded individuals.
- **Relevance to Experiential Learning:** This principle connects directly with the **Holistic Experiential Learning Framework**, which integrates emotional, physical, and environmental learning. For example, an English activity like a “culture fair project” combines art (poster design), language (presentation), and social learning (teamwork).

3. Flexibility and Choice

- **Description:** NEP 2020 allows learners to **choose subjects** and learning paths based on their interests and talents. This flexibility breaks the rigid boundaries between arts, science, and vocational education.
- **Relevance to Experiential Learning:** Flexibility encourages **self-directed and personalized learning**, where students take ownership of their learning experiences.
In language education, it allows learners to pick creative activities like podcasting, public speaking, or blogging that match their learning style.

4. Skill Development

- **Description:** A major focus of NEP 2020 is on **developing life skills** such as communication, collaboration, creativity, and problem-solving, in addition to academic excellence. The aim is to prepare learners for real-life challenges and employability in the 21st century.
- **Relevance to Experiential Learning:** Experiential learning naturally builds these skills, as students apply knowledge in real-world contexts. For English learning, this means developing communication and interpersonal skills through presentations, interviews, and discussions rather than rote grammar exercises.

5. Technology Integration

- **Description:** The policy promotes **digital literacy** and the use of technology in education through online platforms, digital resources, and virtual simulations.
Technology becomes a bridge that expands access to experiential learning opportunities.
- **Relevance to Experiential Learning:** Virtual tools such as **language learning apps, virtual reality experiences, and online collaborative projects** allow students to explore and practice English in global contexts. Technology turns experiential learning into a borderless experience connecting classrooms with the real world.

6. Continuous Assessment

- **Description:** Instead of depending solely on high-stakes exams, NEP 2020 encourages **formative and continuous evaluation**, focusing on progress and understanding.
Assessment becomes a tool for reflection and improvement, not punishment.
- **Relevance to Experiential Learning:** In experiential classrooms, assessment is based on **projects, reflections, peer feedback, and portfolios**. Students are evaluated on their ability to apply knowledge and express ideas aligning perfectly with the reflective and applied stages of Kolb's cycle.

NEP 2020 and Experiential Learning: Experiential learning is one of the **main pillars** of NEP 2020. The policy recommends:

- Project-based, inquiry-based, and art-integrated learning.
- Field visits, community engagement, and creative expression.
- Learning environments where students experience, reflect, and apply.

It connects directly to your **Holistic Experiential Framework**, emphasizing emotional, physical, and environmental engagement.

V. Literature Review

Across the reviewed studies, five papers Pushpalatha (2022) [11], Philominraj et al. (2020) [12], Gianchandani & Arora (2022) [2], Le Thi Ha (2020) [13], and Zhang (2023) [7] clearly apply Kolb's Experiential Learning Theory [18] as the conceptual base for English language education.

Each study employs Kolb's four-stage cycle Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation to structure classroom learning.

Pushpalatha (2022) [11] emphasizes reflective practices ("reflection-in-action" and "reflection-on-action") to connect grammar learning with real use. Philominraj et al. (2020) [12] design learner-centered English tasks that move students through experience, reflection, and application, reporting higher motivation and retention. Gianchandani & Arora (2022) [2] adapt the cycle to game-based grammar learning, showing improved participation and contextual understanding. Le Thi Ha (2020) [13] applies the model to speaking lessons, where students practice, reflect, and re-apply their learning to achieve fluency. Zhang (2023) [7] uses Kolb's framework to explain how experiential, reflective, and applied learning sustain interest and engagement in college English. Collectively, these studies affirm that Kolb's theory [18] provides a strong pedagogical foundation for learning English by doing, integrating experience, emotion, and reflection to make language acquisition active, meaningful, and long-lasting.

Apart from the five studies grounded in Kolb's Experiential Learning Theory [18], the remaining ten papers approach experiential learning through diverse pedagogical frameworks, classroom innovations, and

contextual adaptations. Amal Tom and Nagendra Kumar (2024) [5] connect experiential English teaching directly with India's NEP 2020, emphasizing skill-based, activity-centered learning and highlighting the need for teacher training and policy support. Ainun Amanah et al. (2025) [1] and Siti Aminah et al. (2023) [8] explore experiential strategies for young learners through play-based, creative, and reflective activities that enhance vocabulary, confidence, and self-expression aligning with early childhood experiential principles. Nurul Fadhliah Gazali (2022) [14] and Hamid Ismail & Saiful (2022) [9] focus on reading comprehension, using real-life tasks and dramatized reading to improve understanding and motivation. Marpaung & Nggala (2022) [4] apply sensory-based experiential learning using the five senses to enhance descriptive writing, showing that physical experience enriches linguistic creativity. Heri Mudra & Indrayadi (2017) [15] emphasize the role of teacher competence in experiential instruction, arguing that teachers are key facilitators of active learning.

Meanwhile, Yifan Li et al. (2022) [3] and Susanti Malasari & Kurniawati (2020) [10] integrate technology-enhanced experiential learning with digital tools and virtual reality, linking experiential education to Education 4.0. Together, these studies expand the scope of experiential learning beyond Kolb's model [18] incorporating policy reform (NEP 2020 [5]), child-centered pedagogy, digital innovation, sensory learning, and teacher empowerment. Collectively, they demonstrate that experiential learning is not limited to Kolb's cycle but is an evolving, flexible approach that adapts to modern educational contexts and learner needs.

VI. Data Analysis And Discussion

The analysis revealed that experiential learning improves English communication, motivation, and retention across multiple contexts. Studies (Gianchandani, 2022; Amanah, 2025) showed that games, role-plays, and storytelling effectively enhance learners' fluency and engagement. Others (Tom & Kumar, 2024; Marpaung & Nggala, 2022) demonstrated improvement in writing and vocabulary through project-based activities.

However, no study integrated emotional, physical, and cognitive elements together. The reviewed literature emphasized the need for a holistic experiential model connecting classroom and real-world experiences. This study's synthesis addresses that gap by suggesting a model where learners actively use English in real-life situations transforming every task into a reflective, language-rich experience.

VII. Findings

- Experiential learning fosters higher engagement, confidence, and retention among English learners [1][7] [11].
- Emotional and physical involvement enhances communicative competence [4][8].
- Most studies focused on individual skills; few adopted a holistic, all-skill approach [10].
- There is potential to align experiential English learning with NEP 2020 goals for learner-centered education [5] [16].

VIII. Conclusion

Experiential learning transforms English education from memorization to real-life application by allowing students to learn through doing, feeling, and reflecting. The Holistic Experiential Learning Framework strengthens this idea by combining emotional, physical, and environmental experiences, helping learners gain confidence, fluency, and cultural awareness [4] [10].

Aligned with NEP 2020, this approach promotes activity-based, learner-centered, and skill-oriented education that develops creativity, communication, and critical thinking [5]. When these approaches are used together, they make learning English more meaningful and enjoyable. Students not only study the language in class but also start using it naturally in their daily lives [1][7].

References

- [1]. A. Amanah, R. S. Dewi, And Fahriany, "Enhancing Students' Speaking Skills Through Experiential Learning Activities In Efl Context," *Ideas: Journal On English Language Teaching And Learning*, Vol. 13, No. 1, 2025.
- [2]. G. Gianchandani And S. Arora, "Experiential Learning For Esl Teaching: Using Games For Teaching Grammar In The Classroom," *Journal Of English Language Teaching*, Vol. 64, No. 1, Pp. 3–10, 2022.
- [3]. Y. Li, S. Ying, Q. Chen, And J. Guan, "An Experiential Learning-Based Virtual Reality Approach To Foster Students' Vocabulary Acquisition And Learning Engagement In English For Geography," *International Journal Of Educational Technology In Higher Education*, 2022.
- [4]. T. Marpaung And E. S. Nggala, "Collaborative Experiential Learning: Five Senses Exploration To Higher Descriptive Writing Quality," *International Journal Of Linguistics, Literature, And Culture*, Vol. 4, No. 5, 2022.
- [5]. A. Tom And N. Kumar, "Using Experiential English Language Teaching Strategies For Young Learners: Perspectives Of Indian Teachers Concerning Nep 2020," *Journal Of English Language Teaching*, Vol. 66, No. 5, Pp. 8–18, 2024.
- [6]. X. Li, "The Application Of Experiential Teaching In College English Education," *Journal Of Education, Humanities And Social Sciences*, Vol. 22, Pp. 467–474, 2023.
- [7]. M. Zhang, "Development Of Students' Language Learning Interest In Experience-Based College English Teaching," *Journal Of Education And Development*, Vol. 10, No. 3, Pp. 12–20, 2023.
- [8]. S. Aminah, Et Al., "Enhancing Students' English Learning Through Experiential Learning Activities," *Journal Of English Language Pedagogy*, Vol. 9, No. 2, Pp. 55–65, 2023.

- [9]. H. Ismail And Saiful, "Implementing Experiential Learning On Students' Reading Comprehension," *English Education Journal*, Vol. 13, No. 4, Pp. 125–134, 2022.
- [10]. S. Malasari And L. A. Kurniawati, "Experiential Learning: Exploring Human Literacy Of English Language Teaching In Education 4.0," *Journal Of English Education And Technology*, Vol. 6, No. 2, Pp. 45–54, 2020.
- [11]. G. Pushpalatha, "Experiential Learning In English Language Teaching: A Study," *Journal Of Positive School Psychology*, Vol. 6, No. 8, Pp. 2482–2493, 2022.
- [12]. A. Philominraj, D. Jeyabalan, And M. Vidal, "Experiential Learning In English Language Teaching: An Innovative Approach," *Journal Of Language And Linguistic Studies*, Vol. 16, No. 2, Pp. 619–632, 2020.
- [13]. T. H. Le, "Applying Experiential Learning To Develop English Speaking Skills," *Journal Of Education And Practice*, Vol. 11, No. 14, Pp. 105–111, 2020.
- [14]. N. F. Gazali, "Experiential Reading: Using Real-Life Contexts To Improve Comprehension Skills," *Journal Of English And Education*, Vol. 9, No. 4, Pp. 45–54, 2022.
- [15]. H. Mudra And Indrayadi, "Teacher Competence In Applying Experiential Learning Approach," *Indonesian Journal Of Educational Research*, Vol. 5, No. 1, Pp. 21–30, 2017.
- [16]. V. Suryawanshi And D. Suryawanshi, "Fundamentals Of E-Learning Models: A Review," *Iosr Journal Of Computer Engineering*, Vol. 23, No. 2, Pp. 107–120, 2021.
- [17]. J. Dewey, *Experience And Education*, New York: Macmillan, 1938.
- [18]. D. A. Kolb, *Experiential Learning: Experience As The Source Of Learning And Development*, Englewood Cliffs, Nj: Prentice-Hall, 1984.