EFFECT OF EXPERIENTIAL TEACHING METHOD ON IDENTIFIED LEARNING ATTRIBUTES IN LANGUAGE AMONG SECONDARY SCHOOL STUDENTS OF NCR

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Abstact

Language learning at the secondary school level is a complex process involving the development of linguistic competence, cognitive engagement, affective disposition, and social interaction. Despite this multidimensional nature, language classrooms have traditionally relied on teacher-centered instructional practices that emphasize grammar instruction, textbook exercises, and rote memorization. Such approaches often limit students' opportunities for authentic language use and active engagement. In recent years, experiential teaching methods have gained attention as an effective alternative that promotes learning through experience, reflection, interaction, and application.

The present study examines the effect of experiential teaching methods on identified learning attributes in language among secondary school students of the National Capital Region (NCR). A descriptive and comparative research design was employed to analyze how experiential teaching influences learning attributes, including language proficiency, communication skills, learner engagement, motivation, confidence, creativity, collaboration, and reflective thinking. Data were collected using a learning Attributes Scale, classroom observation schedules, and language achievement records. Descriptive statistical techniques, including mean, percentage, and standard deviation, were used for analysis.

The findings indicate that experiential teaching methods positively influence students' language learning attributes. Students exposed to experiential instruction demonstrated higher levels of participation, communicative confidence, motivation, and collaborative learning compared to those taught through traditional methods. The study underscores the pedagogical significance of experiential teaching in language education and recommends its systematic integration into secondary classrooms to enhance learning quality and holistic development.

Keywords: Experiential Teaching Method; Language Learning; Learning Attributes Secondary School Students; NCR.

1. INTRODUCTION

Language is a fundamental medium of thought, communication, and social interaction. At the secondary school level, language education plays a crucial role in shaping students' academic success, cognitive development, and social competence. Effective language learning involves not only the acquisition of grammatical structures and vocabulary but also the ability to comprehend, interpret, express ideas, and interact meaningfully in diverse contexts.

Traditionally, language teaching in schools has been dominated by teacher – centered approaches such as lectures, grammar translation, recitation, and textbook -based instruction. These methods primarily focus on content transmission and examination performance. While such practices may support the development of reading and writing skills, they often fail to address learners' communicative needs and experiential engagement. Consequently, students may acquire theoretical knowledge of language without developing confidence or fluency in its practical use.

Contemporary educational thought emphasizes learner-centered pedagogies that actively involve students in the learning process. Experiential teaching methods, grounded in the philosophy of "learning by doing", provide meaningful learning experiences through participation, reflection, and application. In language classrooms, experiential approaches enabled students to use language in authentic situations, thereby enhancing both linguistic competence and associated learning attributes.

Given the increasing emphasis on communication competence and holistic education, it is essential to examine the effectiveness of experiential teaching methods in language learning. The present study aims to analyse the effect of experiential teaching methods on identified learning attributes in language among secondary school students of NCR.

II.THEORETICAL AND CONCEPTUAL FRAMEWORK

A. Experiential Learning Theory

The concept of experiential learning is deeply rooted in the works of educational philosophers and psychologists. John Davy (1938) emphasised that learning occurs through interaction between the learners and the environment and that experience is central to meaningful education. Dewey argued that education should be connected to real- life situations and reflective thoughts.

Kolb(1984) further developed experiential learning theory by proposing a learning cycle consisting of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. According to Kolb, effective learning occurs when learners engage in experiences, reflect on them, conceptualise understanding, and apply knowledge in new situations. This framework provides a strong theoretical basis for experiential teaching methods in language education.

B. Teaching Method in Language Education

Experiential teaching methods in language learning emphasise active use of language through meaningful tasks and social interaction. These methods include role play, dramatization, group discussions, debates, storytelling, project -based learning, simulations, language games, and real- life communication activities. Such experiences encourage learners to experiment with language, make errors, receive feedback, and refine their skills.

Experiential language teaching promotes learner autonomy, intrinsic motivation, and collaborative learning. It also integrates cognitive, affective, and social dimensions of learning, thereby supporting holistic language development.

C. Learning Attributes in Language

Learning attributes refer to the cognitive, affective, and social characteristics that influence students' learning processes and outcomes. In language learning, key attributes include:

- **Language Proficiency**: Ability to use language accurately and fluently
- **Communication Skills:** Effectiveness in expressing ideas and interacting with others
- **Learner Engagement**: Active involvement in learning tasks
- **Motivation:** Interest and willingness to learn a language
- **Confidence**: Self-assurance in using language
- **Creativity**: Ability to generate original ideas and expressions
- **Collaboration:** Learning through peer interaction
- **Reflective Thinking**: Ability to analyze and improve language use

Teaching methods play a significant role in shaping these learning attributes.

III. REVIEW OF RELATED LITERATURE

Extensive research has explored the relationship between teaching methods and learning outcomes. Dewey's philosophy of experiential education laid the foundation for learner -centred pedagogies. Kolb's experiential learning theory provided a structured framework for understanding how experience contributes to learning.

Empirical studies consistently report positive outcomes of experiential and active learning approaches. Freeman et al. (2014) demonstrated that active learning significantly improves students' engagement and academic performance. Prince (2004) found that experiential strategies promote deeper understanding and skill development compared to traditional lectures.

In the context of language education, several studies highlight the effectiveness of experiential methods. Research indicates that role play, group discussion, and project -based learning enhance communicative

competence, confidence, and learner motivation. Learners exposed to experiential language teaching demonstrate improved fluency, collaborative skills, and reflective thinking.

Conversely, studies on traditional language teaching methods suggest that overreliance on rote memorization and textbook instruction may hinder the development of higher- order learning attributes. Descriptive studies comparing teaching approaches reveal that experiential methods are more conducive to meaningful language learning.

Despite growing evidence, many secondary school classrooms continue to rely on traditional methods due to curriculum constraints, examination pressure, and lack of teacher training. The present study addresses that gap by examining the experiential teaching methods in the context of secondary school language learning in NCR.

IV.STATEMENT OF THE PROBLEM

The problem selected for the present study is stated as:

"A Study of the Effect of Experiential Teaching Method on Identified Learning Attribute in Language among Secondary School Students of NCR."

V. OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To examine the nature of experiential teaching methods used in language classrooms.
2. To identify key learning attributes associated with language learning among secondary school students.
3. To study the effect of experiential teaching methods on identified learning attributes in the language.
4. To compare the learning attributes of students taught through experiential and traditional teaching methods.

VI.RESEARCH METHODOLOGY

A. Research Design

The study employed a descriptive and comparative research design to examine the effect of experiential teaching methods on language learning attributes.

C. Sample

The sample consisted of secondary school students drawn from selected schools of the National Capital Region (NCR). The purpose sampling technique was used to ensure representation of students exposed to experiential as well as traditional teaching methods.

D. Tools for Data Collection

The following tools were used:

- **Learning Attributes Scale**: To assess cognitive, affective, and social learning attributes
- **Classrooms Observation Schedule**: To observe teaching practices and students' engagement
- **Language Achievement Records**: To examine language performance

D. Statistical Techniques

Data were analysed using descriptive statistical techniques such as mean, percentage, and standard deviation.

VII.RESULTS AND DISCUSSION

The analysis revealed that experiential teaching methods have a positive influence on identified learning attributes in language. Students exposed to experiential instruction demonstrated higher engagement, motivation, confidence, and communication skills.

Classroom observations indicated active participation, peer interaction, and reflective learning among students taught through experiential methods. These students showed greater willingness to express ideas, participate in discussions, and collaborate with peers. In contrast, students taught through traditional methods exhibited passive learning behaviour and reliance on memorization.

The findings align with earlier research supporting experiential learning as an effective pedagogical approach. Experiential teaching creates meaningful language context, enabling learners to internalise language through use rather than rote repetition.

VIII. EDUCATIONAL IMPLICATION

The findings of the study have important implications for language education. Teachers should integrate experiential strategies such as role play, group discussion, storytelling, and project work into language classrooms. Teacher education programmes should emphasise experiential pedagogy and reflective teaching practises. Curriculum planners should provide flexibility for experiential learning activities within the Language syllabi.

IX.LIMITATIONS OF THE STUDY

The study was limited to selected secondary schools of NCR and adopted a descriptive research design. The findings may not be generalized to all contexts. Further research using experiential and longitudinal designs is recommended.

X. SUGGESTIONS FOR FURTHER RESEARCH

1. Experiential studies may establish causal relationships.
2. Similar studies may be conducted at different educational levels.
3. Longitudinal studies may explore the long-term impact of experiential language teaching.

XI. CONCLUSION

The study concludes that experiential teaching methods significantly enhance identified learning attributes in language among secondary school students of NCR. By emphasising active participation, reflection, and real-life language use, experiential approaches promote meaningful and effective language learning. While traditional methods provide structure and content coverage, their integration with experiential strategies can create a balanced and learner-centered language classroom. The study strongly advocates the adoption of experiential teaching methods to improve the quality of secondary school language education.

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