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Experimental learning and its possibilities to enhance the teaching and learning of English focused on Cultural Identity development.

Research work for obtaining the bachelor's degree as:
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It is everything to report in honor of the truth. In Riobamba, February 26th, 2025



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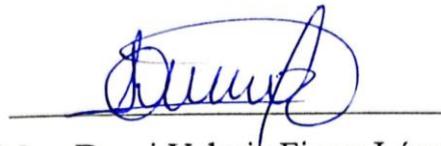
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Msc. Daysi Valeria Fierro López

DEDICATORY

I dedicate my thesis to God for giving me patient, intelligence and resilient to achieve my dream of becoming an English teacher. To my most loving and hard-working parents, Ángel and Nancy, who have supported me every single day to never give up. I am who I am because of your sacrifices. To my little sister, Doménica, who has always encouraged me to do my best, and stay motivated. To the brightest star in the sky, my dear grandfather José, and my grandmother Aurora for being my inspiration. To my doggy, Borys for accompanied to me when my heart was broken, even he is no longer with me. Thank you, to the loveliest boyfriend in the whole world, Anderson, for being there always for me. I love you more than words can express.

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Kely Acán

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RESUMEN

El presente trabajo de investigación titulado “Aprendizaje experimental y sus posibilidades para fomentar la enseñanza y aprendizaje del inglés enfocado en el desarrollo de la identidad cultural” tuvo como objetivo general analizar epistemológicamente la efectividad que posee el aprendizaje experimental en relación a promover la identidad cultural usando la enseñanza y aprendizaje del inglés como medio. La metodología del presente estudio se alineó con el enfoque de la investigación cualitativa, con una modalidad de investigación bibliográfica, de tipo descriptiva explicativa.

En relación a las técnicas de recolección de datos, en primer lugar, se llevó a cabo una revisión de literatura con una matriz bibliográfica que tenía por objetivo describir la naturaleza y el enfoque del aprendizaje experimental. Además, a través de una revisión bibliográfica se identificó los criterios para el desarrollo de una lista de control, mismo que fue útil para identificar las actividades experimentales que promuevan la identidad cultural de los estudiantes usando el inglés como medio. Finalmente, se diseñó una guía didáctica, en la que se incluyó actividades experimentales basadas en los principios del método y a su vez incorporando la cultura local de los estudiantes para hacer el contenido más relevante y contextualizado a su entorno.

Los resultados muestran que el aprendizaje experimental puede ser usado para fomentar la identidad cultural de los estudiantes. El método brinda a los docentes la flexibilidad de integrar contenidos relacionados con la cultura local en cada fase del ciclo adaptado por Koenderman. Las actividades identificadas para los propósitos del estudio incluyen; juego de roles, juegos tradicionales, actividades artísticas, excursiones, actividades medioambientales y el aprendizaje basado en proyectos. Es pertinente mencionar que cada actividad contiene sus propios recursos y limitaciones, por ende, el rol del docente es crucial. Asimismo, la guía pedagógica-didáctica es un recurso que guía a los docentes en el proceso de aplicación del método en la enseñanza del inglés con fines culturales. Se recomienda que los docentes sigan los principios de la metodología, escojan las actividades basadas en las necesidades de los estudiantes y se recomienda adaptar la guía en función del contexto cultural y el nivel de inglés de los estudiantes.

Palabras clave: Aprendizaje Experimental, Métodos de enseñanza, Instrucción de Idiomas, Identidad Cultural, Educación Intercultural.

ABSTRACT

The present research, titled “Experimental learning and its possibilities to enhance the teaching and learning of English focused on Cultural Identity development” was based on the general objective of epistemologically analyzing the potential of Experimental learning in enriching the development of cultural identity through the teaching and learning of English. Regarding the methodology, it aligns with qualitative research approach, bibliographic research modality, and descriptive and explanatory research types.

To gather the information, three data collections techniques were employed. First, a literature review was conducted with the aim of describing the nature and approach of Experimental learning. Additionally, through a literature review it was possible to identify the criteria for designing a checklist to identify the Experimental learning activities that promote students’ cultural identity using English as a medium. Lastly, a pedagogical-didactic guided was designed to incorporate the activities based on the principles of the approach, and incorporating local culture of students, making the content more relevant and contextualize to their setting.

The results revealed that Experimental learning approach can be used to enhance the cultural identity of students. Due to its flexibility, educators are able to introduce local content at each of the phases of the cycle adapted by Koenderman. The activities identified for the purposes of the study include: role-plays, traditional games, art-based activities, field-trips, environmental activities, and project-based learning. It is pertinent to mention that each activity has their own sources and limitations, that is why the teachers plays a crucial role. In the same vein, the pedagogical-didactic guide is a significative resource to guide teachers in the process of application of the method to teach English with cultural purposes. It is recommended that teachers follow the principles of the approach, choose the activities based on the needs of students, and adapt the pedagogical-didactic guide based on cultural context of students, and language proficiency of pupils.

Keywords: Experimental Learning, Teaching Methods, Language Instruction, Cultural Identity, Intercultural Education.

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CHAPTER I

REFERENTIAL FRAMEWORK

1.1 Introduction

Nowadays, globalization has made the English language to be taught around the world. One of the fundamental challenges in teaching is to prepare students for the global world while preserving their connection to their cultural heritage and identity (Hairiyanto et al., 2024, as cited in Sartika and Semiaji, 2024). The instructional practices for English language teaching most of the time gives a strong emphasis on teaching learners the culture of the target language. In such a way, due to globalization and resources centered only on foreign culture, the learning process lets aside the students' cultural backgrounds, which can result in a weaker sense of identity. As input provided by teachers is not connected to students lived experiences, pupils find it difficult to apply what they have learnt in the classroom in their own real-world contexts.

For effective language instruction, active methodologies play an essential role in involving students in the learning process as a whole. In this context, one prominent approach that has gained significant attention is Experimental learning. This approach relies on the fact that, learning occurs not only by being involved in hands-on activities but also reflecting on those experiences, so that they can be prepared for future real-world applications. By doing so, learners can apply the gathered knowledge in contexts connected to their own culture. Meanwhile, educators can take advantage of the values, traditions or costumes of students to design their lessons, and engage them in English learning by providing relevant and contextualized learning in today's globalized world.

In light of this, the present research aims to epistemologically analyze the potential of Experimental learning in enriching the development of cultural identity through the teaching and learning of English. Teachers who are interested in providing an innovative approach to foster students' cultural identity, as well as students, curriculum designers, educational researchers, teacher trainers, and academic institutions who want to promote a shift in educational practices, will be the main beneficiaries.

To organize the research effectively, this study is divided into five chapters.

Chapter I Referential Framework. - It contains the problem statement, justification, and the objectives of the research.

Chapter II Theoretical Framework. - This section establishes the research background and the theoretical framework.

Chapter III Methodology Framework. - This section explains the research approach, modality, type of research, study population, data collection techniques, and data analysis and interpretation techniques.

Chapter IV Results and discussion. - It comprises the results and discussion of the research

Chapter V Conclusions and Recommendations. - This section summarizes the main findings and recommendations regarding the research work.

Chapter VI: Proposal. - This contains the didactic-pedagogical guide to foster students' cultural identity.

1.2 Problem Statement

Experimental learning is an active methodology that emphasizes learning by doing. Yue (2024) claims that active methodologies share key characteristics such as, they give students an active role in the learning process, they motivated pupils to learn by exploration, it fosters collaborative work, allow students to reflect, solve real-life problems, promote creativity and critical thinking. This approach helps to develop self-directed learning, cooperation, interactivity, good communication, autonomy, observation, exploration, discovery, reflection and creativity (Boumová, 2008; Knutson, 2003). It gives an emphasis on using prior knowledge to makes sense of new information (Dewey, 1933). As Experimental learning has many activities, educators can incorporate students' cultural knowledge to design relevant activities in today's globalized world. Boggu and Sundarsingh (2016) highlight the teacher's role in integrating cultural experiences, which support cultural identity and help preserve heritage.

Despite the advantages of Experimental learning as an active methodology, Işıklı (2021) declares traditional methodologies still persist in EFL education. They only focus on transferring knowledge from teachers to students (Yue, 2024). Hence, pupils have limited opportunities to apply what they have learned to real-life problems, overlooking cooperation and teamwork skills, also they pay limited focus on students' prior knowledge. When new information is not connected to what students already know, there is a risk to struggle to understand and retain the material (Krashen, 2002, as cited in Teba-Fernández and El Shennawy, 2021).

English is globally dominant in politics, economics, and science, making it one of the most spoken and taught languages. Due to this globalization, English teaching focuses on providing activities to learn about the target culture, leading aside our own culture and attempting to homogenize people and overlook the unique traits of local culture (Cordero, 2020). One challenge is to prepare students for the global world while also keeping them connected to their own cultural heritage and identity (Hairiyanto et al., 2024, as cited in Sartika and Semiaji, 2024). O' Connor (2024) states that globalization threatens cultural heritage, as young people struggle to balance their traditions with modern values and lifestyles, leading to the dilution or loss of cultural identity.

In the light of this grim reality, the present research aims to epistemologically analyze the potential of Experimental learning in enriching the development of cultural identity through the teaching and learning of English. Due to the nature of the study, it follows the principles of qualitative approach. Furthermore, this study owns the features of bibliographic research as it gathers and compiles information data from reliable published sources. In the same line, it had a descriptive level, as the goal is to describe characteristics of the phenomenon. Nonetheless, to give a more profound answer about why Experimental learning can be a method to enhance student's cultural identity, the explanatory research was used.

The techniques and instruments used to develop the research include a literature review supported by a bibliographic matrix to describe the nature and approach of

Experimental learning within the realm of foreign language teaching and learning. For the second objective a literature review was carried out to identify the criteria to design the checklist. It was useful for identifying the most appropriate Experimental learning activities and resources that fosters cultural identity using English as a medium. Based on these techniques and instruments, the final outcome was a pedagogical-didactic guide to design Experimental Learning activities aligned with its principles while incorporating students' cultural elements.

1.3 Formulation of the problem

How Experimental learning can be used to enhance the development of cultural identity through the teaching and learning of English?

1.4 Justification

The present research focuses on analyzing how Experimental learning can contribute to enrich the development of cultural identity using English as a medium. This goal is pretended to be achieved, through the implementation of an active approach that incorporates hands-on activities. The relevance of the study resides in the fact that, through the methodology, students' activities can be adapted considering their values, traditions, and costumes, giving them a strong sense of belonging. In such a way, pupils will be more engaged in learning English within their cultural setting and teachers will provide a meaningful way of teaching. These factors justify the importance and relevance of this study.

Experimental learning is one of the most powerful methodologies, as it immerses students in real- life experiences and later reflection. Despite this, some teachers still rely on traditional methods to teach English and due to the globalized world, they give a strong emphasis on teaching culture of the target language. In this respect, the pertinence of this research relies on bridging the gap between globalized world and cultural identity, assisting teachers with an innovative methodology, ensuring that students enhance their language skills, keeping their connection to their heritage, as one challenge is preparing students for the global world without losing their cultural identity (Hairiyanto et al., 2024, as cited in Sartika and Semiaji, 2024).

In addition, this project is feasible in terms of available resources, including bibliography, technology, and human. Regarding the beneficiaries of this research. It not only includes the author but also teachers who seeks to improve language skills or those interested in fostering their students' cultural identity using English as a medium, students, curriculum designers, educational researchers, teacher trainers, and academic institutions who wants to promote a shift in educational practices. The investigation can serve as the foundation for other studies as it provides theoretical basis on how the activities and the approach itself can support the integration of cultural identity withing language learning.

1.5 Objectives

1.5.1 General Objective

To epistemologically analyze the potential of Experimental learning in enriching the development of cultural identity through the teaching and learning of English.

1.5.2 Specific Objectives

- To describe the nature and approach of Experimental learning within the realm of foreign language teaching and learning.
- To identify activities and resources required for the implementation of Experimental learning in correspondence with the study target.
- To construct a pedagogical-didactic guide illustrating the academic benefits of Experimental learning in the construction of cultural identity.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 RESEARCH BACKGROUND

The history of English language teaching can be divided into four stages from a British perspective. It includes the classical period, the reform period, the scientific period, and the communicative period. The classical period goes from 1750 to 1880, the teaching methods associated with this were the Grammar-Translation and Classical method, the main aim of these methods were to imitate the teaching of ancient languages. These methods paid careful attention to grammar rules and translation exercises, specifically sentences, instead of fostering communication skills. Also, they were mainly designed for helping only younger learners (Howatt and Smith, 2014).

Subsequently, as reported by Howatt & Smith (2014) during the reform period, (1880-1920) the key instructional methods during this comprised the Natural method, Berlitz method, and Direct method. During this historical context, the main objective was to emphasize the teaching of spoken language as they recognize that speaking forms the basis of all language activities. This period marked the beginning of an important connection between language teaching and linguistics. In line with the author's perspective the Reform Period was one of the most important eras of change in the field of language instruction because translation into the learner's target language was disapproved.

During the Scientific period, (1920-1970) the core concern of this stage was to develop scientific basics for teaching and there was a significant emphasis on selecting vocabulary and later on, grammatical structures. By the end of the period, effective teaching practices included drills and exercises to help learners develop correct habits in using grammatical structures. Based on the author's argument, at this period the principal methods of instruction associated with this period were the Oral method, the Multiple line of approach, the Situational approach, the Oral approach, and the Audiolingual method.

Finally, from 1970 to beyond English language teaching saw a transformative shift beyond the Communicative period. Instead of mere rote memorization of language rules, educators began prioritizing communication skills. At this stage, the key issue was to achieve real-life communication. The teaching methodologies in this stage were Communicative Language Teaching (CLT) and Task-based Language Teaching (TBL) (Howatt & Smith, 2014). During this period, in the 1960s and starting 1970s, there was an effort for schools to connect what students learn in the classroom with the outside world, without any success. It was not until 1984 that David Kolb in his book, introduced the theory of Experimental learning as it focuses on connecting theory with real-world application (Lewis and Willians, 1994).

The study carried out by Martínez (2021) titled "Experimental Learning, Cultural Identity, Second and Foreign Language Learning at Ancestral Nasa Community," was develop based on ethnographic research in San Andres de Pisimbala, a community in Colombia. This research was done by students of the fourth semester from a teachers' school in Girardot. The data collection techniques included, direct observation, semi-structure interviews for teachers and community leaders, field notes, oral surveys, school note books, and field-trips to cultural sites such as ancient tombs and museums. The main aim_of this

study was to focus on the role of Experimental learning in the process of learning the mother tongue (Nasa-Yuwe) while fostering the culture of the community to maintain and enhance the cultural identity, while learning Spanish as a second language and English as a foreign language.

The main finding of this study reveals that in indigenous schools, students do not learn in a traditional way; rather, they acquire knowledge through Experimental learning, specifically by working on hands-on, meaningful tasks. For instance, to learn natural science, students cultivate local plants. In math, pupils apply numeral operations to calculate the knots for knitting a *faja*. Meanwhile, in literature, they learn using local legends or myths. Beyond this, the real-world activities used to learn include fishing, cultivating, making handcrafts, among others while simultaneously incorporating local plants that heal pain, as well as art that reflect their culture, economy, and other aspects. All in all, despite living in a globalized world, this approach demonstrated its contribution to strength the cultural identity of children of the Nasa community, which enables them to maintain their cultural identity, values, and traditions by providing them with hands-on experiences and immersion in their local knowledge. Precisely, in all these activities the knowledge is put into practice in everyday life (Martínez, 2021).

In addition, the study titled “Improving global competence in classroom-based Experimental learning activities” conducted by Lee et al., (2023) obtained similar results to the aforementioned study. The main goal of the research was to both develop Experimental learning activities and determine the effect of these activities on college students’ global competence, focusing on Japanese culture. This was done in the field of clothing and textiles with students from a university in the USA. They took part in activities such as informal writing assignments, where they looked for information about the Japanese culture, a kimono workshop, which basically consisted of a Japanese coordinator helping students to learn how to wear a kimono, while also teaching traditions and costumes of Japan. Later, they design and present a lesson plan for local students of a high school about the way of dressing, and the traditional and contemporary culture of Japan. Lastly, students were asked to write a reflective essay to show what they learned. It was based under the principles of qualitative research and the data was gathered through reflective essays, written by twenty-two participants, all female.

The results show that at the end of the course, through these Experimental learning activities, learners not only learned a little bit more about the culture of Japan, but also understood it thought, affective, cognitive, and behavioral dimension. They were more motivated, curious, and open-minded to learn about other cultures and recognized the value of their own culture. One of the most important results to highlight in this research is that, by using reflective essays, students developed their cultural self-awareness. This allowed them to understand and appreciate their own culture, while also identifying similarities and differences between Japanese and their own culture.

Furthermore, a study by Binbin et al., (2024) named “The Development of Intangible Cultural Heritage Curriculum Based on Experimental Learning Theory to Improve Undergraduate Students Understanding in Intangible Cultural Heritage,” had the purpose of designing a curriculum teach intangible cultural heritage using Experimental learning for students of Guangxi, an autonomous region located in the south of China. For the first

objective, questionnaires, interviews, tests and, observations were applied with the aim of identifying students' problems in understanding intangible cultural heritage. For the second objective, the design of the curriculum included the Kolb's' cycle. Finally, for implementing and evaluating the curriculum, tests, interviews and observations were used. The population taken into consideration were 50 students, and the intervention took about 4 weeks with a total amount of 20 class hours. The activities included an overview of what intangible cultural heritage is, specific heritage of the region, tie-dye techniques and dye preparation, so that later they could use this knowledge to create a scarf, lastly, they learnt embroidery techniques to create a Hydrangea ball. The main findings states that Experimental learning showcase its effectiveness in helping students understand intangible cultural heritage of the region by hands-on tasks specific to their culture instead of just relying on textbooks. So that, this kind of activities help them to have a better engagement of their cultural heritage, while also preserving it. Indeed, hands-on learning is an effective way to teach intangible cultural heritage.

2.2 Theoretical foundation

2.2.1 Active Approaches in EFL

Active methodologies involve a range of approaches, strategies, and techniques that instructors apply to enhance meaningful learning and encourage student's active engagement (Labrador & Andreau, 2008, as cited in Bravo-Cobeña & Viguera-Moreno, 2021). These approaches are grounded in the theories of Piaget, Vygotsky, and Ausubel, who stress the importance of students being actively engaged, self-directed, and fully committed to the learning process (Hidalgo et al., 2024, as cited in Pinto, 2015).

2.2.2 Characteristics of Active Approaches

Active methodologies focus on students' interests, build on what they already know, and connect their learning to real-life situations. In this way learners have a more active role rather than passive recipients. These methodologies not only help keep students motivated but also supports the development of essential skills as educators are encouraged to assign tasks that promote collaboration still allowing for individual work. The tasks also foster innovation, creativity, and meaningful learning experiences, preparing students to face real-world challenges. Furthermore, they help to develop social, communication, and empathy skills, enabling teachers to adapt their methods to fit their unique teaching environment and offer students a methodology based on their reality (Mirete, 2020).

2.2.3 Theory of Constructivism

Constructivism, as a way of teaching and learning is used by many educators since it is based on the idea that learners construct their own knowledge rather than passively receiving information from teachers, which makes students actively involved in their learning and take responsibility for their own education. Following the idea of the author, learners are seen as the creators of knowledge (Srour et al., 2021). It is a learning theory that highlight two main ideas: students shape their own learning by using their prior knowledge in new situations, and it also helps them develop essential social skills (Zahawii & Al Bajalani, 2019).

2.2.4 Situated Learning Theory

This theory is grounded in the belief that learning is a dynamic process that works best when people actively immerse themselves in authentic practices shaped by social interactions and cultural contexts (Lave and Wenger, 1991, as cited in Yan et al., 2024). Anderson et al., (1996) argued that this theory highlights the connection between classroom knowledge and real-world applications, suggesting that if students learn within the context, they are expected to apply the knowledge. When designing situated-learning tasks, it is crucial to consider the sociocultural setting, the learner's activity within it, and the learner themselves (Chou, 2014).

2.2.5 Theory of Discovery learning by Jerome Bruner

Discovery learning is based on a constructivism approach and allows learners to actively create their own understanding by exploring and questioning the world around them (Lestari and Rahmi, 2024). In the words of Yaiche (2021) this theory develops structures that enhance intellectual innovation, determination and motivation. Following the same idea of the author, it does not mean that pupils do whatever they want; instead, they must follow guidelines from the teachers, the ones who develops experiences that encourage searching, exploring, and investigation. In this theory, educators encourage students to have hands-on experiences and helps them learn through experience and personal discovery (Damayanti et al., 2023).

2.2.6 Theory of social development and interaction by Vygotsky

This theory emphasizes that children's mental development is deeply influenced by their environment and interactions with knowledge individual, such as parents, teachers, or friend. Vygotsky introduced a concept known as the Zone of Proximal Development (ZPD), which highlight the distance between what a student can achieve on their own and what they can accomplish with help. As learners improve and handle tasks independently, the teacher start reducing their support, this process is known as scaffolding and involves teachers increasing students' interest, making tasks easier to achieve, and motivating them to reach their goals (Vygotsky, 1978, as cited in Syomwene, 2016).

2.2.7 Piaget's theory of cognitive development

This theory Cognitive development focuses on explaining how children are able to think in a logical and scientific way. It states that the internal process of cognitive development in individuals occurs through a series of four stages including, sensorimotor stage (birth to 2 years), preoperational stage (2 to 7 years), concrete operational stage (7 to 11 years) and finally formal operational stage (11 years and beyond). Piaget gives strong emphasis in assimilation and accommodation. The main focus of this theory is that children learn through experiences, without the help of any people and engaging by nature, which makes them feel more motivated to keep learning (Rabindran and Madanagopal, 2020).

2.2.8 Theory of experience by John Dewey

Dewey states that education is deeply lined with personal experiences and the main focus is to understand the relationship between how knowledge of past events can turn into

a useful tool to address future issues (Park & Schied, 2007). Dewey gave a strong emphasis on the importance on reflecting right after the actual experiences, and effectively claimed that having experiences is not enough for learning to occur but it is through reflecting on those experiences that we truly learn (Dewey, 1933).

2.2.9 Theory of Kurt Lewin

Lewin's work develops the concept of learning spaces. These are not limited to a physical place but it comprises certain dimensions, namely, physical, cultural, institutional, social, and psychological aspects. This concept states that in order to ensure the learning process, educators do not have to provide activities subjectivity, but they must consider students' learning styles, attitudes, beliefs, and life experiences (Kolb and Kolb, 2017).

2.2.10 Experimental learning theory by Kolb

This theory draws its foundations from the theories of Dewey, Lewin, and Piaget. It is a holistic approach, combining experience, perception, thinking, and behavior, which involves the whole person. Experimental learning emphasizes that learning is a process where knowledge is created through grasping and transforming experiences. This process follows four stages: concrete experience, reflective observation, abstract conceptualization and active experimentation (Kolb, 2014).

2.2.11 Multiple Intelligence Theory

The theory of multiple intelligences emphasizes the uniqueness of each individual, suggesting that everyone possesses different skills, strengths, and talents that make them distinct from one another (Abushihab, 2024). It suggests that all individuals hold at least one of the eight types of intelligence. These include: logical-mathematical, linguistic, musical, spatial, bodily-kinesthetic, intrapersonal, interpersonal, and naturalist (Gardner, 1999, as cited in Davis et al., 2011).

2.2.12 Learning styles Theory

Learning styles are different ways in which someone learn, it is based on the fact that each student has their own unique way to learn, process, and retain the information (Reid, 1995, as cited in Manipuspika, 2020). Based on Manipuspika (2020) some students are visual learners, leading them to use chart or images. While, others are auditory, meaning that they learn from listening, lastly, kinesthetic learners, who prefer doing hands-on activities. Students can have one or all learning styles. That is why, teachers have to design activities that cover all the learning styles to make pupils engaged in the learning process.

2.2.13 Krashen's Theory of Affective Filter

This theory consists of five main hypotheses, namely, the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis (Krashen, 1982, as cited in Reyes and Vega, 2023). The affective filter states that when a students feel anxious, unmotivated, unable to communicate their ideas in the second language, or lack confidence is difficult to succeed in language learning (Lessard-Clouston, 2018, as cited in Reyes and Vega, 2023). Integrating content based on local culture into EFL teaching can help students feel more confident when

discussing familiar topics from their own culture, rather than dealing with topics that may seem too foreign. In such a way it is possible to lower students' affective filters, making it easier for them to engage in the learning process (Alakrash et al., 2021, as cited in Reyes and Vega, 2023).

2.2.14 Cultural identity theory by Hall

Cultural identity theory suggests that individuals go through a process of rediscovering their own identity. It argues that cultural identity is shaped by a combination of values, customs, art, linguistic practices, religion, and other cultural elements, all of which reflect where you come from and how cultural aspects influence who you are. According to this theory, cultural identity is a feeling of being part of a group. For Hall, cultural identity is a process of creation, not a finished discovery. This theory highlights that cultural identity is not fixed but rather evolves over time since it is rooted in both past and the future (Yang et al., 2021).

2.2.15 Theory of Linguistic Relativity

The Sapir-Whorf Hypothesis, also called linguistic determinism, suggests that the language a person speaks shapes how they think (Mukhtar et al., 2024). The author advocated that language shapes cultural norms and values by influencing how people perceive the world, which implies that language not only conveys culture but also actively contributes to the formation, reinforcement, and regulation of cultural habits and values (Whorf, 1956, as cited in Mukhtar et al., 2024). As stressed by McAfee (2004) this theory underlines that language, thought, and culture are closely intertwined.

2.2.16 Local culture-based learning

Local culture-based education is a powerful approach to keep local knowledge alive and help it grow by integrating it into the school system (Fitriani et al., 2024, as cited in Sartika and Semiaji, 2024). This approach becomes even more important in today's globalized world as it not only helps to preserve local culture but also to provide students with a more relevant and contextualized material. Following the author's ideas, by focusing on local culture in education, it is possible to help students understand and appreciate the values, traditions, and history of their own community (Sugiyono and Purwastuti, 2017, as cited in Sartika and Semiaji, 2024).

By using real-life examples taken from the local community of learners, they can better understand and use the ideas they learn in class to the things they see or experience in their daily lives (Pornpimon et al., 2017, as cited in Sartika and Semiaji, 2024). When creating educational materials, specifically texts, it is possible to include a variety of elements from local resources such as typical dishes, traditional dances they perform, specific customs or rituals that are practiced, and even popular legends, folktales, or stories from the area. In such a way, students can be more motivated and have a better understanding of the content. Moreover, by providing students with material based on local culture in the EFL classroom, they will be able to use English to show their own culture to the whole world (Aminullah et al., 2019).

2.2.17 Needs of the Ecuadorian Curriculum

There is a need to incorporate learning experiences into the curriculum as it is essential for the effectiveness of student's learning processes (Tyler, 2013, as cited in Soto, 2015). To achieve this, those who design the curriculum should pay careful attention to what students need and what interests them (Seaman and Nelsen, 2011, as cited in Soto, 2015). It is the duty of teachers to create positive learning experiences for students so that they can explore their passion and motivation to keep exploring and learning (Soto, 2015).

2.2.18 Types of Experimental learning

Experimental learning can be categorized into two primary types: field-based learning, which takes place outside the classroom, and classroom-based learning, which occurs during regular class sessions (Chan, 2023).

2.2.19 Benefits of Experimental approach in foreign language settings

Experimental learning allows students to actively participate in the learning process. Primarily, they can apply what they learnt immediately to solve real-life problems. As students are involved in real-life experiences and not just acquiring knowledge in books, these can be a good way to make pupils reflect on their own learning so that they will be able to identify their learning styles. Likewise, Experimental approach promotes a collaborative environment so that it is possible not only to get instant feedback from both educators and peers but also to foster communication and teamwork skills. Additionally, these experiences create a collaborative environment, leading them to develop their communication and teamwork skills. Additionally, the useful language provided in each lesson can make students be more involved in communicating situations, encouraging them to look for opportunities to practice what they learn outside the classroom. Lastly, through the implementation of Experimental activities students beyond enhancing their speaking skills, they develop their interpersonal skills (Le-Thi, 2020).

2.2.20 Principles of Experimental learning

Experimental learning relies on six principles: (a) Effective learning values more the process rather than the result or final outcome; (b) learning is a process that never ends as it evolves through experiences (c) students are not limited to only theoretical part, but they put into practice what they learnt by solving real-life problems; (d) learning is a process of adaptation, in which students based on their experiences shape and reshape their knowledge; (e) learning is effective when there is a connection between the learner and the environment; (f) Pupils create knowledge based in the their surrounding (society) and in its own experiences (Kolb, 1984, as cited in Minh and Kin, 2021).

2.2.21 Kolb's Experimental Learning Cycle

According to Cloke (2024) Experimental learning cycle is a model with four stages. In order to have effective learning it is essential to follow the entire cycle. However it is possible to enter at any stage, this is due to the learning style preference (McCarthy, 2010). In the findings of (Kolb, 1984, as cited in Minh and Kin, 2021) he proposes four stages of Experimental learning.

2.2.21.1 Concrete experience (CE)

This is the first stage in the cycle. The experiences introduced could be a new or an incomplete one. It involves doing a specific activity or experience since it is not enough to read or watch about something but it is necessary to do it for yourself for learning to occur. It emphasizes direct engagement with the world through real life experiences (Travil, 2010, as cited in, Minh and Kin, 2021).

2.2.21.2 Reflective observation (RO)

After experiencing something, the next step involves reflective observation. At this part, learners reflect on what happened during the experience, what went well and what did not go so well, along with their classmates. One of the vital aspects to achieve reflective observation is communication and the ability to ask meaningful questions (Kolb, 1984, as cited in Minh and Kin, 2021).

2.2.21.3 Abstract conceptualization (AC)

Pupils develop new ideas or modify their existing understanding based on the reflections from the previous stage. Pupils make sense of what they have experience by forming abstract generalizations or conclusions on the experiences they had. Therefore, abstract conceptualization provides learners with the opportunities to consider how their new ideas can be put into practice in real-life situations of (Kolb, 1984, as cited in Minh and Kin, 2021).

2.2.21.4 Active experimentation (AE)

In the final phase of the cycle, learners get involved in new tasks where they can use what they learnt in new experiences, and do it better with the conclusions they did in the abstract conceptualization. Here, learners apply newly acquired knowledge to real-world situations. Through hands-on experimentation, it is feasible to retain better the information (Kolb, 1984, as cited in Minh and Kin, 2021).

2.2.22 Assessment of Experimental learning in ESL

In the book of Chan (2023) there are some common approaches when assessing Experimental learning. The author highlights that these recourses can be used to assess the content of the class and also holistic competencies. These approaches include:

2.2.22.1 Presentations

They involve the explanation of a topic. It can be used to assess individually or group activities. These presentations include visual aids to support the information. Students are evaluated based on their content, relevance, comprehension, presentation, style, enthusiasm, and ability to engage with the audience. The teachers' role is to establish clear assessment criteria so that students will know what to do (Chan, 2023).

2.2.22.2 Blogs

Blogs are an online platform where individuals or groups of writers can share their opinions or upload some resources about a certain topic, so that they can discuss and share

their opinions with a broader audience. Blogs make assessments more interactive by promoting participation (Chan, 2023).

2.2.22.3 Reflective Journals

Reflective journals are personal records in which students write about their thoughts, experiences, feelings, insights, and reflections about their learning experiences in a period of time. These journals enhance learners to think deeply and take time to pause and reflect on their past ideas taking into account the new information acquired and bearing in mind how they can apply this knowledge in the future. At the end of a period, students can see an improvement on their personal growth and a shift in their perspectives (Chan, 2023).

2.2.22.4 Self-assessment

Self-assessment is a method that relies on students evaluating their own work and performance, in such a way they become independent. As they are in charge of assessing themselves, it encourages them to promote autonomy in learning. This method is helpful because it makes learners think critically, reflect on their own progress, and make decisions about how to improve, they realized the things they did good or not. However, the main pitfall of this resource is that students may grade themselves subjectively. Nevertheless, when it comes to Experimental learning students can identify their own gaps and strengths (Chan, 2023).

2.2.22.5 Peer Assessment

Peer assessment is a collaborative way to evaluate each other's assignments or performances. This enables learners to reflect on the academic knowledge of others and also in competencies as a whole. This practice allows students to learn from each other, specifically by listening, analyzing, and solving problems (Chan, 2023).

2.2.22.6 Rubrics

Rubrics are valuable resources that can be used to guide students to let them know the aspects about how they will be evaluated. It provides a set of criteria that makes students work on both academic and professional standards. These resources help to measure the effectiveness of learning. Nevertheless, the process of creating a rubric can take so much time, be hardworking, and require continuous improvement. That is why, it requires a collaboration to make sure they will be effective in assessing learning (Olson and Krysiak, 2021).

2.2.22.7 Portfolio

The portfolio is a compilation of a student's work that shows how well they have met the learning goals. It usually includes pieces of work chosen by the learner, along with explanations for their choices and reflections on their learning journey. A portfolio shows the student's progress over time, so both the student and the teacher assess not just the final work, but also the whole process they develop during a period of time. In brief, this resource assesses how students are evolving and improving in the learning (Chan, 2023).

2.2.22.8 Posters

Poster assessment is a method that allows learners to share information or conclusions of a specific topic with an audience, usually in a simple format that includes visuals such as pictures and graphs. They are mostly used in groups works and. The grading can involve different types of assessments, including those from peers, self-assessment, and the teacher (Chan, 2023).

2.2.22.9 Short Answer Questions

Short-answer questions asked students to answer by using open questions. Mostly, they are used in tests or quizzes to check how well students understand the basics of a topic. They are provided before moving on to more complex questions. This type of assessment is seen during field trips as students answer simple questions about what they are learning (Chan, 2023).

2.2.23 Reflection as assessment in Experimental learning

In the words of Rodgers (2002) reflection is a common method of assessment in Experimental learning, but it is a difficult task for both teachers and pupils. The author revisited Dewey's ideas about reflection and expanded on them by identifying four key points. She believes that reflection is a process where a learner moves from one experience to the next, and gains a deeper understanding of how it connects with other ideas and experiences. Reflection is also a thoughtful and structured way of thinking. Furthermore, it should happen within a community, through interaction with others. Finally, reflection requires an attitude that values both personal growth and the intellectual growth of others.

2.2.24 Model for reflection

One effective model for fostering reflection is the Objective, Reflective, Interpretive, and Decisional (ORID) model, which guides teachers to ask questions in a structured, step-by-step questioning process. It was developed by the Institute of Cultural Affairs International (Stanfield, 2000, as cited in Kayan and Qadhi, 2024). The first stage is about getting the facts, the things students did, observed, read, and heard in the experience. The second stage is about asking for their personal reactions and emotions, including how they felt about the experience, and what they liked or disliked. Moving on, the third stage involves analyzing the experience to discover its meaning, relevance, challenges, and key issues. Finally, the last stage is about future resolutions based on decisions and conclusions (Spee, 2005; Asghar and Rowe, 2017, as cited in Kayan and Qadhi, 2024).

2.2.25 Feedback in Experimental learning

The best way to ensure strong learning results in Experimental programs is by including feedback and reflection (Eyler, 2009, as cited in Chan, 2023). In Experimental learning, effective feedback relies on several crucial elements that it is essential to consider. Primarily, feedback needs to be individualized (Perera et al., 2008, as cited in Chan, 2023). As Experimental learning is a holistic theory, feedback should address the whole learner: cognitively, emotionally, and socially. Lastly, feedback should be specific (Pelgrim et al., 2012, as cited in Chan, 2023). This means that it is not enough to provide comments like

“very good”, but it is essential to highlight what exactly was done well, what needs to be improved, and the actions needed to improve.

2.2.26 Culture

Culture encompasses beliefs, costumes, and behaviors that are own of individuals or a group of people. It is manifested in both implicit and explicit behaviors that are passed down through generations. The author conclude that the main focus of culture is in their traditions and values shared (Moreta, 2017, as cited in Fiallos, 2022).

Culture is not something we are born with; it is learned through social interactions. The author further explained that culture is transmissive since it is passed down from parents to children over generations. It is important to take into account that culture is spread through language, not through genes. Moreover, culture is continuous and cumulative as it is a constantly evolving process that builds on past successes and current developments. Lastly, culture is consistent and integrated, and it is always changing and adjusting, even if it feels stable (Louise, 2021).

2.2.27 Cultural identity

Identity is deeply connected to history and cultural heritage, it would not be possible to talk about cultural identity or even build a future without the memory of the past, symbols and unique references that belong to us. People have a responsibility to value, restore and protect cultural heritage as it is a clear manifestation of the process of recovery, reinvention and appropriation of a cultural identity (Molano, 2007).

2.2.28 Intercultural awareness

Intercultural awareness means recognizing the role of your own cultural behaviors, values, and insights, while also being open to other cultures (Wu, 2017). This self-awareness helps pupils to bring their own experiences to the EFL classroom. Intercultural awareness helps students open their minds, so that they can boost their tolerance, empathy and sensitivity towards different people (Tomlinson and Masuhara, 2024, as cited in Saleh AI Asadi, 2020).

2.2.29 Language and Culture

Language is fundamental in the construction of local cultural identity as they are deeply connected and dependent on each other (Flórez, 2018). Language acts as a tool for people to share their experiences and express their understanding of the world. In such a way, it is a medium to pass the culture and identity to improve intercultural competence, leading them to recognize the value of their own culture and the rest (Ariza, 2007, as cited in, Flórez, 2018). Based on this, it can be said that by using language it is achievable to showcase our own culture, leading us to communicate unique customs, traditions, and values that define our identity.

2.2.30 Integration of L1 Culture in the EFL Classroom

Educators should recognize students as individuals with their own lives, experiences and culture (López-Gopar, 2019). Thus, it is recommended that educators incorporate aspects related to students' local culture in the EFL classrooms, in such a way they can

explore their cultural roots while recognizing connections and differences with the target language. In the words of Reyes and Vega (2023) by incorporating aspects of students' own culture into lessons can help lower students' affective filter as they are discussing topics that are familiar to them. This familiarity can reduce their anxiety and make it easier for them to participate, unlike when they are asked to talk about subjects that are decontextualized to their experiences. Susartini (2012) asserts that the main reason for including local culture is to support and strengthen national identity. In simple terms, by recognizing and valuing local traditions, it is viable to help people feel more connected to their country and foster cultural identity.

2.2.31 Process for teaching based on Experimental Learning

The process involves four phases. Initially, in the exposure phase, teachers take into account student's prior knowledge before beginning an activity, enhancing that the new experiences would be built on previous ones (Nunan, 1995). Teachers employ explicit and effective techniques to activate students' prior knowledge, also they are in charge of helping students understand activity objectives and set personal goals. By asking questions, the teacher makes learners reflect on their past experiences with the topic or activity. An essential part in this stage is the teaching of vocabulary or grammar (Knutson, 2003).

The second phase, known as the participation phase, involves students actively engaged in the actual experience or activity. Students use the knowledge gained from the exposure by engaging in hands-on tasks that reinforce their learning. This phase promotes active learning, allowing students to put into practice what they learnt in the classroom in real or simulated environments (Knutson, 2003).

The third phase is the internalization phase, where students reflect on their experiences, feelings and language learning. Here, the facilitators apply thoughtful questioning to help learners reflect on their feelings and involvement in the language-learning process. The teacher asks questions but does not provide answers, responding to all students answers without juggling them. At this stage, the main point on the reflection on the experience is to involve both their emotions and the identity aspects (Knutson, 2003).

Finally, the last phase is the dissemination phase. Its main aim is to connect what pupils learnt in class with real-life situations. This may involve a role-play of a situation or even going on field trips to practice skills they have recently learned (Knutson, 2003).

2.2.32 Roles of the teacher in Experimental learning

The role of educators in Experimental learning differs from a traditional classroom. They have the role of a leader, a guide, a supporter, a recourse, and a facilitator. Nonetheless, the main role of teachers is to be a leader as long as students face situations where they do not have the necessary skills. When students acquire them, the teachers' role shift to be supporter, a resource and facilitator (Warren, 1995). Regarding teachers' instruction in Experimental learning, they act as instructors since they have to choose the right experience that matches with the learning objectives, topic and student's interest. By doing so, students can know what they have to do at the end. It is crucial to give them the freedom to look for solutions to their own tasks (Wurdinger and Carlson, 2019).

2.2.33 Role of the Student

According to Wurdinger and Carlson (2010) students have the role of active participant in the experiences as they are going to face personal, social, and practical problems. Moving on, they have the role of self-evaluators as they are the ones in charge of their own progress. They also act as discoverers since they may explore the learning behind the actual activity they engage in. Alongside the progress, pupils may foster a strong bond between their classmates rather than their teachers. This collaboration helps strengthen their teamwork and communication skills, fostering greater responsibility for their own learning.

2.2.34 Types of Experimental learning activities

Experimental learning provides a variety of activities for teachers to incorporate into language teaching, including: roleplays, project work/group work presentation, community-based research, storytelling, answering riddles/playing games (Minh and Kim, 2021). In accordance with Efstratia (2014) Project-based learning is a method that supports Experimental learning. In the same line, Wright (2001) declares that art activities are also a way of learning by doing. In the work of Kang et al., (2022) there were found 12 Experimental learning activities including, applied research project, industry/community research project, hands-on activity, role-play, interactive workshops, guest speakers, in-house work placement, internship, flipped classroom, field project, lab, and design hackathon, and combined practice. In agreement with Fabella et al., (2023) field trips are also an activity root in Experimental learning. Koutsoukos et al., (2015) emphasize that environmental activities are a good activity to promote Experimental learning.

2.2.34.1 Roleplays

Role-plays involve learners to take different roles and act out real-life situations, pretending to be in the shoes of other people. Beyond the many advantages that it provides, the most prominent is the fact that they help to enhance the speaking skills, as students have the opportunity to be involved in different social environments and in different social roles (Aini, et al., 2020).

2.2.34.2 Traditional games

The main characteristics of this kind of games include the fact that they give a sense of competition and involves so many people. Additionally, the main focus is to make students have fun and entertain. Beyond this, these games are root in past generations. Regarding the materials to play, all of them are accessible. Also, due to its flexibility, children are in charge of deciding the time, place and how to play. Last but not least, it is not mandatory to remember the rules by heart as they are easy to remember (Ovalle, 2011, as cited in Quintero, 2023).

2.2.34.3 Field-trips

Field-trips are practical activities that engage students to be part in real-world experiences. In such a way, students are not just limited to the four walls of the classroom, but instead they are involved in experiences full of fun. The content can be put into practice in the outside world. As they are outside the classroom, they can be freer, relaxed and can

enjoy the experiences as a whole, as they do not feel judged by their teachers or classmates. Most of the time, pupils are passion about visiting new places. By being involves in these experiences, they can connect with more people and also developed their social skills (Jonathan, 2019, as cited in Nasr and Rasheed, 2022).

2.2.34.4 Art-based activities

By incorporating visual arts, it is possible to show cultural identity. The author emphasizes the value of art in interpreting visual culture, reimagining traditions, and facilitating dialogues about the arts. Also, the author states that students are the ones who select the topic, methods, and materials to work on these kinds of activities. In order to select the aforementioned aspects, there are three essential aspects to considers. Firstly, they have to take into account their personal experiences. Secondly, they have to bear in mind the visual arts that matches with their environment. Last but not least, when selecting the content, there is mix of times, cultures and environments that need to be considered. Regarding the assessment of visual art, teacher pay careful attention to how students create, understand, and interpret art, their ability to communicate, how much they value the work of others and how they track their progress (FNCC, 2016, as cited in Tolvanen, 2018).

2.2.34.5 Environmental activities

As per by Turner-Hill et al., (2021) the most well-known environmental activities are gardening. By providing these kinds of activities, the teachers have to remember their role to spark curiosity of students. In such a wat, they will want to learn more related to the nature or environment that surround them, also they have to give students opportunities to use the language while being in the garden.

2.2.34.6 Project-based learning

Project-based learning is a group work used in the teaching and learning process. Here, students encounter problems of real life, in which students have to come up with possible solutions. It comprises not only one single task, but pupils have to develop several tasks, making them feel really busy. In order to accomplish the goal of the project, students have to solve problems, make decisions and also be open-ended. Projects are made based on what students see as important issues and based on their needs (Chiu, 2020, as cited in, Issa and Khataibeh, 2021).

2.2.35 Pedagogical Guide

The didactic guide is an educational resource that goes beyond being simply a support. It becomes an essential tool to both motivate and support their learning (Aguilar, 2004). By using a didactic guide, it is possible to organize the contents for a class which later can be transferred to students (Benavides, 2009). They are sort of detailed maps that help educators plan what they are going to do in the class. Instead of thinking on the spot, these guides provide them with a kind of step-by-step plan (Calvo, 2015)

2.2.36 Benefits of a teacher's guide

In the study of Ranjha et al., (2019) findings based on teachers' perspectives stated that pedagogical guides have so many benefits. Firstly, they are good tool to guide the

teaching process, assess students' progress, and assign homework. By using this source, educators can incorporate the activities proposed in the guide, and later make some adjustments or changes based on their need. Furthermore, the activities provided in the guide make students have a more active role. Attached to this, the guide offers a clear way of how to teach, what content to teach and sequence of teaching. Lastly, it makes educators not spend so much time preparing the lesson.

2.2.37 How to design a pedagogical guide

The design of a pedagogical guide comprises two essential components: the internal structure, which pertains to content selection, and the external structure, which encompasses the logical order of content (Calvo, 2015). On the internal side, six fundamental criteria should be considered, including: definition of goals/objectives, selection of content, organization and sequencing of content, selection and sequencing of activities, selection and sequencing of evaluation activities, and organization and management of the classroom (Sanmartí, 2000). On the other hand, the external structure of a didactic guide should include the following elements: Informative data, table of contents, introduction, general objectives, contents, bibliography, specific orientations for the development of each section, unit/number and title, specific objectives, summary (unit topics), brief introduction, learning strategies to lead to the understanding of the contents of the course, self-assessment, solutions to the self-assessment exercises, glossary and annexes (Aguilar, 2004, p.185).

CHAPTER III

3. METHODOLOGY

3.1 Approach

The research was developed under the principles of qualitative research approach. As per by Oranda and Matere (2023) qualitative research aims to offer a more profound, precise, and meticulously rich insights of the social phenomena being studied, rather than providing numerical data or hypothesis testing as seen in the quantitative approach. The present research is qualitative as the purpose is to epistemologically analyze the potential of Experimental learning in enriching the development of cultural identity through the teaching and learning of English on non-numerical data.

3.2 Modality

In accordance with Haro et al., (2024) bibliographic research consists in the analysis of books, scholarly articles, and other materials related to our topic under investigation, the primary goal is to carefully gather information and understand better the topic under investigation. The present research was aligned with this modality as the goal was to gain rich insights of the theoretical aspects of Experimental learning approach through a systematic review, identify Experimental learning activities and resources to enhance students' cultural identity, so that later it was possible to develop the final outcome which is the pedagogical-didactic guide. To do this, the information was collected from specialized databases such as Eric, Scopus, Scielo, Google Scholar, Dialnet and ResearchGate.

3.3 Type of Research

This project fitted itself with descriptive research. As Haro et al., (2024) states the main goal is to describe a population or situation, it is focus on determining a relationship between two variables. Nevertheless, as per by the author, it does not consider that one variable directly causes the other one. In these terms, the project aimed to describe the approach of Experimental learning in the context of foreign language teaching and learning, describing their effectiveness in developing students' cultural identity.

Likewise, the project fitted with the explanatory research. According to Das (2016) the main goal is to understand the reasons behind specific relationships, focusing on answering the question "why". Following the idea of the author, it tends to be beyond the exploratory or descriptive research as it looks for the true reasons about why a phenomenon occurs. In this sense, the research was oriented to this type as it sought to analyze the reasons why Experimental learning can enhance the development of cultural identity in the context of English language teaching and learning in a profound way.

3.4 Study population

As the research was developed under the principles of qualitative research approach, the study was carried out by using databases such as Eric, Scopus, Scielo, Google Scholar, Dialnet and ResearchGate. These databases were chosen based on the accessibility, as they provide a direct access to papers, thesis, books, journal articles, for free. Also, they contain resources that have high impact in the research community, are easy to use due to their

interface and have a wide range of resources with reliable information. The documents were carefully selected based on relevance, credibility, and accessibility.

3.5 Data Collection Techniques

Two types of techniques were used in the research, each supported by its instrument. Attached to this, a pedagogical-didactic guide was the final outcome of the research, which was developed based on the data collection techniques and instruments applied along the research. For the first objective, a literature review supported by a bibliographic matrix was used. According to Useche et al., (2019) a literature review is a detailed overview and analysis of documents about the topic under study. Following the idea of the author, it is used to choose and extract relevant information about the variable of the investigation and allows the researcher to have a wide understanding of the topic in terms of integration, corroboration and critique. The literature review not only was used to identify the theoretical foundations of Experimental learning in language instruction but also to identify Experimental learning activities and resources to boost the cultural identity of learners.

As for the second objective, it was carried out by using a literature review as the technique, supported by a checklist as instrument. According to Philip (2024) it is an organizational tool which comprises a set of items such as, guidelines, conducts, actions or abilities, where each one of them is ticked with “yes” or “no”. In this regard, after reviewing In this regard, after the literature review of the Experimental Learning approach and cultural identity aspects, specific criteria were determined to be included in the design of the checklist. These criteria include collaboration, social interaction, assessment, reflection, adaptation, among others. By doing so, it was possible to identify the Experimental activities that contribute to strengthening cultural identity, based on the criteria established in the literature review.

For the last objective, a pedagogical-didactic guide was designed. Calvo (2015) highlights that a didactic guide is a type of map that helps educators to know what to do in class, giving them a step-by-step plan. In this regard, this resource was the final outcome of the research. It was useful for designing Experimental learning activities that follow its principles, while incorporating content that reflects students’ culture. The pedagogical-guide allowed educators to provide a structured way of teaching yet flexible manner, ensuring that the activities foster language skills and cultural identity as well.

3.6 Data Analysis and Interpretation Techniques

3.6.1 Systematic Literature Review

As mentioned by Sgarbossa (2022) a systematic literature review is a type of summary taken from some studies of a topic. They are useful for taking decisions based on reliable information and not merely on opinions. In agreement with the author's claim, one of the advantages is that they avoid bias and increase the accuracy of the results of the investigation. It focuses on identifying, selecting, and later evaluating critically the findings of studies. This method was used to gather a more comprehensible understanding on Experimental learning. It allowed the investigator to identify key concepts, definitions, approaches, methodologies, implementation, effects on cultural identity, and foreign language development of CBL.

3.6.2 Integrative Literature Review

As Whitemore and Knafl (2005) states integrative review offers the most inclusive review method, as it incorporates both experimental and non-experimental research to provide a complete understanding of the subject being studied. This type of review combines ideas from theoretical sources and data from actual studies. It can be used to define key terms, examine existing theories and evidence, or explore research-related issues within a topic. It was useful to gather and synthesize information about the activities for the implementation of Experimental learning from reliable sources. This helped to recognize the most effective practices, activities, and key resources necessary for the successful implementation of the methodology.

CHAPTER IV

4. RESULTS AND DISCUSSION

4.1 RESULTS

This chapter shows the principal findings of the investigation. It is systematically organized into three passages, each one corresponding to a specific objective. The first passage describes Experimental learning, covering key aspects such as its definition, features, types, its cycle, the role of educators and students, among others. This provides a foundational understanding of the approach. The second passage presents only the most meaningful Experimental learning activities and the resources found to foster both cultural identity and language skills.

Finally, the third passage presents the development of a pedagogical-didactic guide, in which the six Experimental learning activities were adapted to the method. Each activity has content designed to foster cultural identity while simultaneously enhancing language acquisition. It is important to mention that, due to their feasibility, educators can be adapted to a relevant cultural context.

4.1.1 Understanding Experimental Learning: Core concepts and theoretical foundations

Experimental learning theory focuses on the idea that people learn in hands-on activities and later reflecting on them (Bhat, 2001, as cited in, Le and Tran, 2023). It is a process where students learn through active participation in guided activities, and use their prior knowledge to situations of real life (Wenger, 2009, as cited in, Le and Than, 2023). However, Kolb (1984) argues that learning does not occur solely through an experience but through further reflection on it.

The theory of Experimental Learning was proposed by David Kolb and draws upon the ideas of influential scholars who placed experience at the heart of the learning (Kolb and Kolb, 2017). The most prominent contributors include John Dewey, Kurt Lewin, and Jean Piaget, along with many other contributors (Minh and Kim, 2021). This approach is divided into two types: field-based learning, performed outside the classroom and class-based learning, carried out inside the classroom (Chan, 2023).

This method is based on six main principles: (a) learning emphasizes the process, not the outcome; (b) learning is an ongoing process that happens through experiences (c) learners are asked to solve real-life problems going beyond the theoretical aspects; (d) learning is a process where students shape and reshape their understanding based on the experiences they have; (e) learning connects students with the environment; (f) the knowledge acquire occurs though what it is acquired in the society and personal experiences (Kolb, 1984, as cited in Minh and Kin, 2021).

When Experimental learning is applied in language teaching and learning, it provides so many benefits. Firstly, students have a more active role in the learning process. They are able to apply classroom knowledge to real-life situations through the reflection process and can identify their learning styles at the same time. In the same way, it fosters collaboration by allowing pupils to receive feedback from their teachers and their classmates, while also developing teamwork skills. Moreover, this theory provides students with real-life content

that makes easier to communicate with other, encouraging to look for opportunities to use the language outside the classroom. Lastly, the language introduced in these experiences helps students develop their speaking skills and also their interpersonal skills (Le-Thi, 2020).

Despite the numerous benefits, Experimental learning also has some drawbacks. It requires both time and money. Most of the time, developing a lesson plan based on the method is often time-consuming and may risk failure if it is not properly planned. Teachers have to carefully think about the objectives of the lesson and choose the activity that best matches with their goals. Also, the implementation of the activities in the classroom take time for its development. Lastly, since this method involves hands-on activities, the money is a significant issue because these activities often require materials or resources that can be expensive (Paddleford, 2010, as cited in, Abu-Assab, 2015). Furthermore, this method does not explain how experiences that do not require learners to think much about, help them to learn and that the theory focuses only in explaining how individuals acquire learning through experiences but it does not explain how groups of people learn (Kayes, 2002, as cited in, Abu-Assab, 2015).

In line with Kolb (1984) Experimental learning offers a four-stage cycle that serves as a model for students to learn based on experience. The cycle explains how we gain knowledge through experience. The first stage (concrete experience) involves actively participating in an activity or having an experience. This is where students engage directly with the world through real-life experiences. Secondly (Reflective Observation) involves reflecting on what happened during the experience, this can be done through meaningful questions provided by the educator. Thirdly, (Abstract Conceptualization) requires students to develop new ideas or adjust their understanding just after the reflection. They form generalizations or conclusions from their experiences and consider how to apply these ideas in real-life situations. Lastly (Active Experimentation) involves learners applying what they acquired to real-world situations.

In order to apply Experimental phrases into second-language acquisition, Koenderman (2000) provides a model based on the Experimental learning cycle made by Kolb. The first stage is called the exposure phase, where teachers activate students' prior knowledge before beginning an activity (Knutson, 2003). This makes learning easier, as new experiences can be built upon what students already know. Educators can employ techniques to activate students' prior knowledge, helping learners to grasp the aim of the activity. By asking thoughtful questions, learners reflect on their past experiences. An essential part in this phase involves teaching relevant vocabulary or grammar (Nunan, 1995). The second stage is the participation phase, where students take part in the main activity or experience, encouraging them to actively learn and explore ideas in both real or simulated settings.

The third phase, called the internalization phase, is when students reflect about their experiences, emotions, and language learning. Teachers ask questions to guide students in reflecting on those aspects, without judging them. This phase focuses on connecting their emotions and personal identity to the learning process. The last phase is dissemination which aims to apply the content learnt in real-life situations (Knutson, 2003).

The implementation of Experimental learning in the classroom requires teachers to have some roles. In the words of Warren (1995) the role of the teacher in an Experimental classroom is totally different to a traditional one. The teacher is a leader, a guide, a supporter,

a resource and facilitator. Educators can only take the role of leaders only if students are faced with situations in which they lack the necessary skills. Once students get the necessary skills, the instructor steps back and changes the role for a supporter, a resource and facilitator. In the same vein, Wurdinger and Carlson (2010) emphasize the role of teachers as instructors. To clarify this role, the authors point out that educators have to identify a meaningful experience that aligns with students' interests. Furthermore, they are in charge of explaining the purpose of the experience and connecting them to the lesson's topics and objectives. In this way, students will know what is expected of them. Finally, teachers have to let them be free when finding solutions to their tasks.

Regarding the role of students, Wurdinger and Carlson (2010) stressed that pupils take the role of active participants as they are involved in hands-on activities, addressing personal, social and practical problems. They are also self-evaluators, meaning that they assess their own progress. Students also take the role of discoverers as they face challenging situations that require them to explore new concepts and learn from their authentic experiences, helping them to draw conclusions and make decisions. As students' progress, they increasingly depend on their peers rather than their teachers, strengthening their role as collaborators by working on group activities, while enhancing their teamwork and communication skills. So that, they will become more independent learners.

Experimental learning offers some activities to apply in language teaching such as roleplays, project work/group work presentation, community-based research, storytelling, answering riddles/playing games (Minh and Kim, 2021). As per by Efstratia (2014) Project-based learning is a method that supports Experimental learning. Likewise, Wright (2001) states that art activities focus on learning by doing. Similarly, in the investigation by Kang et al., (2022) there were found 12 Experimental learning activities including, applied research project, industry/community research project, hands-on activity, role-play, interactive workshops, guest speakers, in-house work placement, internship, flipped classroom, field project, lab, and design hackathon, and combined practice. Fabella et al., (2023) declares that field trips are part of Experimental learning. (Koutsoukos et al., 2015) point out that environmental activities match with the approach.

Overall, Experimental learning is an active approach that involves students in real-world activities. It is essential to mention that providing students with an experience is not enough. This is because reflection bridges the gap between experience and learning. By doing so, they are able to reflect on those experiences and connect to what they already know and apply their understanding in future situations. Despite the author of this theory created a cycle with four phases, when it comes to language instruction, Koenderman provides a modification based on Kolb cycle with the aim of enhancing its effectiveness.

4.1.2 Revealing the most engaging Experimental activities to foster cultural identity using English as a medium

Despite the different amount of Experimental learning activities that the approach provides, not all of them are educative. That is why, based on the checklist that has specific criteria, including, real world connection, active cultural engagement, cultural sensitivity, social interaction and collaboration, assessment, and, reflection and adaptation, the activities

that prevail in their applicability to enhance students' cultural identity in English language teaching were chosen.

4.1.2.1 Roleplays

Role-plays make students take on different roles and act them out. This activity provides some advantages, specifically the fact that it enhances the speaking skills. This is because students can take part in different social environments and in different social roles (Aini, et al., 2020).

Likewise, role-play activities are seen as an Experimental activity (Thatcher, 1990, as cited in Ramadhani et al., 2020). Kodotchigova (2002) highlight that role-plays are an effective tool for helping students engage with cultural principals while fostering cultural awareness. The participation in these activities enable students to emotionally connect with cross-cultural learning. By doing so, students value their own and others culture with a strong sense of empathy.

Based on a study carried out by Canul-Noh (2023) it was found that roleplays are an effective strategy to work on cultural identity since it enables interactions and opportunities for students to understand, identify, value, and appreciate the unique traits that shape our identity. Polo et al (2018) declares that roleplay allows flexibility in their execution, this is because despite students have to follow some guidelines for its effectiveness application, they can incorporate their own beliefs, values and attitudes to act out the character.

As claimed by Clapper (2010) role-plays incorporate authentic situations or real-world problems that make students develop its culture and the current world skills. While developing the activity, pupils have the opportunity to express their feelings and attitudes while considering others' feelings and beliefs, allowing them to foster empathy for the rest.

By employing role-plays, educators are able to enhance these skills and also assess the learning by checking students' performance, guiding them to achieve the learning objectives. Roleplays give students the opportunity to reflect on the experiences. That is why, it is essential for educators to make students reflect during and after the activity. This allows pupils to realize what was made and how they can improve.

In the book by Anderson (2017) he stresses the need to include props and mime as the main resource to create an effective role play in the classroom. Props such as printed menus, cardboard microphone, and business cards can make the situation being acted more realistic. In the case that materials are difficult to get, miming becomes an essential choice. Also, the author claims that it is necessary to implement background sound to set the scenario to fulfil the experience. However, these resources can vary depending on the activity to act out, available materials and the creativity of both teachers and students.

4.1.2.2 Games

In the findings of Rubio and Conesa (2023) games in language teaching foster creativity, motivation, communication in real-life situations, participation, and improve language skills, specifically speaking and listening skills. It also allows students to be involved in the socio-cultural aspects of a country. Games can be introduced as a warm up, while, post teaching, as a way to assess or a complement to reinforce the learning. Students can learn English through games as they learnt their mother tongue. They might not even

notice they are learning and enhance shy students to actively participate. Students who are shy Based on the author's view, games are use as tool rather than being the main activity, since the main is not to involve students with as many games as possible, but to implemented them with a purpose to accomplish the learning objectives.

Castrillón-Díaz (2017) affirms that games can improve intrinsic and extrinsic motivation and, it can be applied to teach both linguistic and sociocultural aspects. Regarding language teaching, Cuq and Gruca (2005, cited in Alpar, 2013) identify four types of games: linguistic, creativity, cultural, and theater-based games. Trigueros-Cervantes et al. (2015) declare that traditional games allow to keep and share the values, customs, habits, and traditions of a specific community. They are good for social and cognitive development of children and further a strong way to preserve cultural identity (Rahmawati, 2019).

They became a powerful tool for teaching instruction. That is why educators have a crucial role to choose the right game at the right time. In such a way it is possible to catch students' attention, ensuring meaningful knowledge that can go beyond the classroom to turn into real-life applications (Ramírez et al., 2022). As per by Ardila (2021) It promotes inclusivity as it connects people regardless of age, gender, or background. Novinda (2020) states that traditional games require physical movement and teamwork. In this line, students not only have fun and stay active while playing, but they also get to collaborate with their friends. Games in education scaffold higher-order thinking abilities (Carpenter, 2021).

In the work of Cordero (2021) she provides certain games with the resources required. For example, to play “palo encebado” the materials are a stick, butter or grease, a rope and prizes. To play “elástico” an elastic band of approximately 3 to 5 meters is needed. In the case of “la rayuela” the materials would be chalk and stones. Meanwhile, to play “ensacados” the most important material is a sack. At this point it is crucial to emphasize that each traditional game has their own materials and most of the time we can find them in the house.

4.1.2.3 Fiel-trips

Field-trips are hands-on activities that provide students real world experiences, leading them to have a more fun experience as it is not just in the traditional classroom. Pupils can connect the theory learnt in the classroom with real-life examples. By being part of learning in a different setting, they can feel free, relaxed and enjoy the experience without feeling judged by their classmates and teachers. Learners show enthusiasm and interest to visit new places. Additionally, while being part of the experience, students can foster their social skills as they interact with other people (Jonathan, 2019, as cited in Nasr and Rasheed, 2022).

Ergashevna (2024) states that field trips, specifically in EFL contexts, give students real-life opportunities to use the language, promote cultural understanding, and make pupils feel more motivated. Following the idea of the author, Experimental learning and situated learning theory supports field-trips can indeed foster language skills and cultural competence. At this point, the author states that technology can be a good innovative resource to provide experiences with virtual reality, connecting students with the culture of the language.

It is important to highlight the role of reflection to help students link what they learned with what they saw and experienced during their trip. Here, teachers should emphasize post-field reflection to discuss their observations and increase students' interest and learning. The author remarks the need to include the need to discuss the observations and make presentations to share their experiences (Nasr and Rasheed, 2022).

A study made by Djonko-Moore and Joseph (2016) concludes that field-trips are a practical way to integrate local history and culture, specifically in the curriculum of social studies. As revealed by Manner (1995) field trips allow students to cooperative since if a student is struggling with understanding a concept a peer can explain in an easier way. Teachers can include field trips in their lessons and adapt them based on the topics they are studying (Utami, 2014). Through field trips, learners not only develop collaboration and connect with others, but also increase their ability to analyze, and solve problems in real-life situations. (Behrendt and Franklin, 2014). Ocal (2016) declares that by being part of field trips based on our cultural setting, it is possible to develop students' sensitivity toward historical and cultural heritage. This activity makes students more responsible to preserve and gain more knowledge about historical events.

Before implementing a field trip, it is crucial to keep in mind several resources. Firstly, logistical challenges including location, transportation, timing, security guidelines, and permissions. Additionally, it is necessary to consider the budget to cover essential items such as meals, materials, entrance fees, among others. Moreover, educators must ensure that the field trip aligns with the learning objectives. Lastly, educators must prioritize safety and risk management, which includes being prepared for potential emergencies (Ergashevna, 2024).

4.1.2.4 Art-based activities

Aligned with Veliou et al., (2022) art is a key element in language teaching, leading educators to incorporate art-based materials into their lessons around the world. Art shows what humans are able to do, in order to get the final outcome, they analyze, explore, reflect, observe, imagine, experiment and communicate (De Jesus, 2016, as cited in Al-Busaidi, 2022). Visual art offers a creative way to communicate, foster engagement, and boost motivation (Al-Busaidi et al.,2022). Visual arts are the ones people can see, including drawings, paintings, sculptures, prints, crafts, and digital artworks. The author highlights that visual art makes learning more exciting, engages students, develops students' critical thinking and gives teachers the opportunity to provide meaningful teaching (Ballesteros et al, 2018, as cited in Putri and Wahyu, 2022).

As reported by Wright (2001) arts are a way of learning by doing, making students feel less stress and making the learning process easier. The author states that Arts make language learning meaningful as students follow instructions through listening and speaking. Also, students are able to connect the words learnt in the classroom with the real objects and materials that they are going to use, without translation, using previous knowledge, receiving positive feedback, fostering encouragement from teachers, and having the opportunity to express and reflect on their thoughts and emotions.

Visual arts encourage students to explore and express their cultural identity through artistic means. The author emphasizes the importance of understanding visual culture,

reshaping traditions, and fostering discussions about arts. Following the idea of the author, students' opinions are crucial in choosing topics, methods, and materials. To do so, there are three key considerations that are important. First, the student's visual culture, with a focus on their personal experiences. Second, visual cultures in their environment, referring to the visual elements students encounter in their daily surroundings. Finally, the world of visual arts means that different times, cultures, and environments should be considered when selecting the content. In relation to the assessment, teachers focus on how well students create, understand, and interpret art. It also looks at their ability to express themselves, appreciate others' views, and track their progress (FNCC, 2016, as cited in Tolvanen, 2018).

Regarding assessment in art-based activities EFL Cafe (2025) declares that these kinds of activities provide a more holistic way to evaluate the progress of students. In such a way, educators can check how students apply the vocabulary learned, sentence formation and the most important their ability to communicate in real-world settings. The author emphasizes three ways of assessing language skills through arts including, observations, peer feedback and reflection, and lastly portfolio assessment.

In relation to the resources, it varies based on the visual art activities. In drawing activities, the essential materials include both drawing tools such as pencils, pens, and chalk and drawing surfaces like paper, chalkboards, and whiteboards. For creating collages, necessary materials include a collage surface, glue, and scissors. When making sculptures, the required materials are glue, paper, pencils, and recycled paper. Finally, for mixed media, essential supplies include glue, paper, pencils, and cardboard (Office of English Language Programs, 2019)

4.1.2.5 Environmental activities

In the work of Bhusal (2021) she emphasizes that it is not enough to teach the linguistics aspects of the language, but it is crucial to integrate environmental education. In this setting, the author states that Experimental learning gives students hands-on experiences to recognize the global issues. Moreover, the author states that English teachers have to focus on helping students to identify and communicate the global problems such as climate change, the loss of biodiversity and natural resources, and the deterioration of the environment, pollution, natural disasters, all of this by using English as a medium, as it is one of the most spoken languages due to the globalization. Moreover, the author states that English teachers have to focus on helping students to identify and communicate the global problems such as climate change, the loss of biodiversity and natural resources, and the deterioration of the environment, pollution, natural disasters, all of this by using English as a medium, as it is one of the most spoken languages due to the globalization.

As stated by Turner-Hill et al., (2021) one of the most common environmental activities is gardening. In these activities, teachers have the role of activating curiosity to learn more about nature and provide opportunities to make students identify the language learning opportunities that it provides. In the multicultural school garden project made by Cutter-Mackenzie (2014) students carried out the task by taking into account their cultural background. At the same time, as student get involve in the construction of gardens, they use their cultural heritage to establish conversations. Lastly, this activity help both the teachers

and students to develop a better understanding and appreciation of their own culture and the others.

Kuo et al., (2019) states that through nature it is possible to enhance certain skills such as: concentration, reduce the stress, cooperation, nurture their discipline, motivation, joy, do exercise, wellness, reducing stress in learners, autonomy, while also offering a more relaxed and safe setting to learn. In light of this Turner-Hill et al., (2021) declares that school gardens are not directly made to teach natural science but also English. In the investigation of the author, they provide language activities aligned with Gardner's original types of intelligence that can be applied in the school garden. According to them, the process for teaching through gardening involves four steps: preparing the activity, carrying out the activity, reflecting on the experience, and finally identifying best practices for future use.

One of the most effective tools for environmental activities is the media, as it helps raise public awareness about the impact of human activities on environmental issues in a wider audience (Shutaleva et al., 2020). In order to establish a school garden, several important resources must be considered. As noted by FAO (2005) the creation of a garden involves looking for the place to set it up, which includes selecting a safe location away from predators. It is essential to ensure access to water sources, such as cisterns or water tanks, and to implement protective measures to take care of plants for the sun. When choosing the land, it is crucial to assess the soil quality and drainage to ensure a healthy environment for growth. Additionally, necessary tools and supplies such as buckets, shovels, ropes, and other gardening equipment are required for daily maintenance. To keep the plants alive, compost should also be incorporated into the soil. Lastly, it is helpful to use signs and labels to identify plants.

4.1.2.6 Project-based learning

In accordance with Efstratia (2014) Experimental learning uses some methods and Project based learning (PBL) is one of them. It is a method that focuses on solving a real problem, making students come up with innovative solutions. By doing so, pupils enhance their curiosity, which makes them investigate a topic on their own (Uribe, 2022). In the same vein, Handrianto and Rahman (2019) supports that project-based learning offers students a more active role, as they are involved in real-life problems. This allows them to foster critical thinking, be more creative, develop communication, collaboration and teamwork skills. Additionally, as the author declares, students are able to assess themselves while doing meaningful final products.

Maldonado (2019) highlight some advantages including, interaction among the stakeholders, students are involved in real- world conversations, foster students' cultural identity by enhancing their self-confidence, and combine content and some skills that boost learning. Likewise, Allisson and Do (2018) states that project-based learning enables the integration of culture when teaching English. Students are able to be involve in real-life activities that reflect the culture. PBL goes beyond traditional teaching, enhancing the creativity of students and their feeling of enthusiasm to explore different cultural perspectives. Through the inclusion of cultural aspects in EFL in PBL, the language skills and communicative abilities are enhanced.

In order to apply PBL effectively, it requires the implementation of some materials and components. As per by Salazar (2020) it is necessary to start with a question to be solved. Also, teachers have to integrate different areas of knowledge inside the project. The author suggests that the materials and resources needed to carry out the project should be available for everyone, considering that some institutions may find difficulties in finding the resources. In the same line, as PBL requires more time to develop, educators have to give deadlines. Last but not least, teachers have to find creative ways to assess the project.

All in all, the aforementioned Experimental learning activities accomplish all the criteria establish in the checklist. While challenges exist, these activities show their effectiveness in fostering students' cultural identity by using English as a medium. By applying the aforementioned activities, educators can make students love English and their own culture, as the learning of a language not only involve learning all the linguistic aspects but also strength our sense of belonging through contextualized materials based on our context.

4.1.3 From Theory to Practice: Developing a Didactic Guide to Enhance Cultural identity using English as a medium.

As mentioned by Calvo (2015) a didactic guide is a resource that provides a step-by-step plan for educators to teach. As aforementioned by the author, this resource has two components: the internal structure and the external structure. In this regard, the proposal of this research is the design of a pedagogical-didactic guide illustrating the academic benefits of Experimental learning in the construction of cultural identity. This resource contains the six Experimental learning activities explained before, which were adapted to teach English using contents of the culture of Ecuador students and following all the principles of this approach.

The pedagogical guide is structure as follows: an index, a brief introduction, an explanation of the method, and the activities (roleplays, traditional games, art-based activities, field-trips, environmental activities, and project-based learning) Each activity follows a specific structure: a brief explanation of what each activity is, followed by the actual activity using the four stages of the cycle, assessment strategies, and extra activities that can be easily adapted in the classroom following the same process.

For more detailed information about the contents of the Pedagogical-didactic guide, please refer to the annexes.

4.2 Discussion

The general objective of the investigation was to epistemologically analyze the potential of Experimental learning in enriching the development of cultural identity through the teaching and learning of English. Active methodologies pay careful attention to students' interest, student's prior knowledge and real-life applications (Mirete, 2020). This has given rise to Experimental learning, an approach which states that people learn in a better way by hands-on activities and reflecting on those (Bhat, 2001). These activities help students significantly. According to the National Training Laboratories, student who practice by doing have an average retention rate of 75%. To this is added the fact that if pupils immediate use what they learnt they have a retention of the 90%. Meanwhile, students who learn by lecture retain 5%, through reading 10%, in the case on audio-visual 20%, and in discussion

groups 50%. In a like manner, experimental learning not only makes students use their right hemisphere of the brain but also their left hemisphere (Boud et al., 1993, as cited in Minh and Kim, 2021).

The effectiveness of this approach relies on the valuable contributions of key scholars who played a crucial role in developing this theory. In Dewey's theory, the main contribution to Experimental learning is his emphasis on the importance of reflection after the concrete experience (Dewey, 1933). In the paper of Kurka (2012) after an informal content analysis of some articles and books, the findings reveal that reflection is the most important part of this approach, as it is here where learning occurs. Along this, Lewin's work develops the concept of learning spaces, emphasizing that it is not enough to offer activities subjectively, but it is essential to consider students' learning styles, attitudes, beliefs, and life experiences (Kolb and Kolb, 2017). So, it is possible to take advantage of these principles to the design the lessons considering the need of students.

Similarly, Vygotsky's theory of Social-constructivism supports Experimental learning, as it relies on the fact that past experiences help us understand new situations (Vygotsky, 1979). It states that children's mental development is deeply influence by their environment and interactions with knowledge individual (Vygotsky, 1978, as cited in Syomwene, 2016). Learners are considered independent in this theory (Wilkinson and Jones (2017). This supports Experimental learning by encouraging collaborative activities where pupils learn from each other. Based on these theories, there is a need to take the prior knowledge or cultural background of students to make them learn something new collaboratively.

Piaget's theory also aligns with Experimental learning, although learners do not have the same role as in Vygotsky's theory. Piaget suggested that children independently learn to construct knowledge from their experiences and they become more socialized as they progress through developmental stages: sensorimotor, preoperational, concrete operational formal operational stage (Rabindran and Madanagopal, 2020). Despite differences in the role of students, both theories align with the constructivist approach, where pupils shape their own learning by using their prior knowledge in new situations (Zahawi & Al Bajalani, 2019).

Experimental learning can enhance students' cultural identity by using English as a medium. It is pertinent to mention that it can be done through the English language. This is supported by the theory of Linguistics Relativity, Sapir-Whorf Hypothesis, which as claimed by McAfee (2004) emphasizes that language, thought, and culture are closely intertwined. The effectiveness of the use of Experimental learning to foster cultural identity is shown in the study of Martínez (2021) as it was concluded that, in a globalized world and with the increase of media and technology, this approach seems to help young members of the Nasa community to maintain their cultural identity, values, and traditions by providing them with hands-on experiences and immersion in their local knowledge. Also, students are able to learn more about the Pachamama, the importance of their territory, foster respect for elders, and help to preserve traditions. In the same vein, in the research of Pushpalatha (2022) the findings reveal that the benefits of Experimental learning include the enhancement of language skills, along with increased confidence, motivation, and cultural awareness.

When it comes to Experimental learning cycle, James Zull supports its effectiveness by declaring that for effective learning to occur, all the four areas of cortex must be activated, and indeed each phase of the cycle engages different parts of the brain, making learning more effective and meaningful. Attached to this, Karyn Purvis states that it takes about 400 repetitions to learn something new, but if it is done through hands-on activities, it takes about 10 and 20 repetitions (Gianchandani and Arora, 2022). From a theoretical part, when it comes to language instruction Koenderman (2000) provides a model based on Kolb's cycle, which comprises four phases; exposure, participation, internalization, and dissemination phase.

In the exposure phase, according to Knutson (2003) it is essential to activate students' prior knowledge, meanwhile Nunan (1995) emphasizes the introduction of grammar or vocabulary. The activation of prior knowledge is further supported by Piaget, who states that learners build new knowledge by connecting it to existing schemas. Along this, it was found that in order to acquire good learning, the activation of prior knowledge goes beyond linguistic information, as it is essential to bring students' experiences, and knowledge of discourse structure (Hadley, 1993, as cited in Samian and Dastjerdi, 2020). The theory of Vygotsky, socio-cultural, declares that students have to activate their prior knowledge considering language experiences and their cultural background, as these are key tools in order to help enhance their thinking abilities and cognitive development. (Vygotsky, 1986, as cited in Namaziandost et al., 2021). From where I stand, educators can take advantage of the flexibility of each phase of the cycle to introduce content that takes into account the cultural background of students. In such a way, it is possible to enhance students' cultural identity and take the local culture to make the content more relevant and contextualized for learners.

Following the cycle, in the participation phase, students take part in meaningful activities. This phase can be useful for providing students real-life experiences. Meaning that they can explore their surroundings to acquire learning. This is further supported by Situated learning theory, which highlights that learning is better when it is done in authentic settings and shaped by social interactions and cultural contexts (Lave & Wenger, 1991). Attached to this, the local culture-based teaching approach states that it is essential to provide students with relevant and contextualized material to preserve local culture. In such a way, students can have a strong sense of belonging and identity (Sugiyono and Purwastuti 2017). This can reflect the fact that cultural identity is strongly connected to cultural heritage and history, as it is impossible to talk about identity without recognizing the past that shape us. In such a way, people are in charge of valuing, restoring and protecting cultural heritage as it is a clear manifestation of the process of recovery, reinvention and appropriation of a cultural identity (Molano, 2007). Indeed, there is a need to introduce local knowledge into language instruction to make students value their own culture. By doing so, students can foster also their intercultural awareness, which implies recognizing the role of your own cultural behaviors, values, and insights, while also being open to other cultures (Wu, 2017).

To do so, it is important to use local resources such as typical dishes, traditional dances they perform, specific customs or rituals they practiced, and even popular legends, folktales, or stories from the area (Aminullah et al., 2019). In this sense, all of these sources can be used to foster cultural identity, this is supported by the theory of cultural identity by

Hall who supports that identity can be indeed emerged from a blend of customs, beliefs, artistic heritage, language use, religion, and various cultural influences, shaping both one's background and sense of self (Yang et al., 2021). Susartini (2012) asserts that the main reason for including local culture is to support and strengthen national identity. Meanwhile, in the reflection phase, students reflect on the actual activity. In the article by Ortega and Maccabelli (2024) it is mentioned that reflection is a useful tool to reconstruct the identity of learners. One effective model for fostering reflection is the Objective, Reflective, Interpretive, and Decisional (ORID) model, which guides students through a structured, step-by-step questioning process (Stanfield, 2000, as cited in Kayan and Qadhi, 2024).

The first stage is about getting the facts, about what students did, observed, read, and heard. The second stage is about asking for their personal reactions and emotions, including how they felt about the experience, and what they liked or disliked. Moving on, the third stage involves analyzing the experience to uncover its meaning, relevance, challenges, and key issues. Finally, the last stage is about future resolutions based on decisions and conclusions (Spee, 2005; Asghar and Rowe, 2017, as cited in Kayan and Qadhi, 2024). As I see it, this model allows students to foster their cultural identity by connecting the experiences provided in the classrooms to their culture, traditions and personal experiences, reflect on how they felt during the activities, their personal emotions, recognize challenges and future solutions, which also leads to a better understanding of who they are.

Finally, in the dissemination phase, students apply what they understood in real-life situations (Knutson, 2003). Real-world applications tasks can be a good way to foster cultural identity of learners. In a study made by Pinzón (2020) it highlighted the role of educators in providing meaningful lessons with authentic materials. In such a way, students can recognize their role in society, which helps shape their cultural identity. It was also found that these real-world tasks should be included from the early ages of English language students.

Based on the results, the Experimental activities identified included: roleplays, traditional games, field-trips, art-based activities, environmental activities and project-based learning. From a theoretical part, role-play activities let students take different roles and act out scenarios. This allows them to practice language structures in a meaningful way for real-life conversations (Robinson, 1981). A study made by Ly (2014) declares that it is an Experimental activity that provides different advantages, such as enhancing speaking skills, encouraging active learning, collaboration, problem-solving, critical thinking skills, improving retention and making students feel more motivated. However, due to the purposes of the research, this is limited to the fact that it boosts cultural understanding and allows learners to reflect their own culture. To illustrate this, the author stated an example: while making a role-play pretending to be a seller and a buyer, students can use their local money instead of other foreign currency, apply their own way to negotiate prices including bargaining, which is a traditional way to convince people to reduce the prices, and use their own polite words and phrases to buy. Similar findings can be found in several studies including Canul-Noh (2023).

Nevertheless, the integration of role plays in the classroom may have some difficulties. In this regard Ly (2024) declares that it is essential for teachers to maintain the classroom organized, give pupils enough time for practicing the role-play, and, after the

activity, they have to help students to make a connection between what they learnt in the role play to the main lesson. I would argue that, due to the flexibility of roleplays, teachers can integrate relevant scenarios that incorporate the culture of students, and not only help them to foster language skills but also foster a deeper appreciation for their own heritage.

Along with role-plays, traditional games can also be a way to enhance the identity of pupils. This can be corroborated in the research of Taro and Soriano (2024) that revealed that through the use of this type of games, students not only have fun but also learn more about their values, costumes and beliefs of their own culture. Social learning theory supports this, as the environment where these games occur helps students to enhance their cultural identity, the games allow a great interaction with the people of their own community and engage in cultural practices that are effective ways to make them internalize their customs (Bandura, 1987, as cited in Panata et al., 2020). Following the same idea of the author, students develop a strong sense of belonging and cultural identity, making the learning process stronger, and with the knowledge of the most common traditional games, it is possible to design educational strategies that help students preserve, ensuring they become part of the future generations.

Further to this, field trips, based on theoretical foundations are hands-on activities that provide students real world experiences, leading them to have a more fun experience as it is not just in the traditional classroom (Jonathan, 2019, as cited in Nasr and Rasheed, 2022). The effectiveness of using field-trips to enhance cultural identity of pupils can be corroborated by Experimental learning theory, which according to Tate and Keeton (1978) asserts that Experimental learning is when the learner participates in hands-on activities, instead of just reading, hearing, talking, or writing about it. To me, this enables students to be involved in real settings to reinforce what was learnt in the classroom.

Also, the theory of situated learning supports their effectiveness, as based on Lave and Wenger (1991) the learning has to be done in authentic practices shaped by social interactions and cultural contexts. Personally speaking, field trips can take part in local environments and offer students opportunities for engaging with their own cultural and natural surroundings. Despite all the advantages Ergashevna (2024) states that there are some pitfalls including logistical challenges; location, transportation, timing, security guidelines, and permissions, the budget to cover essential items such as meals, materials, entrance fees, among others, the fact that the educators have to ensure that the field trip aligns with the learning objectives and they have must prioritize safety and risk management, which includes being prepared for potential emergencies. In this respect, the author provides some solutions that include, giving enough funding to cover field trips, training educators and developing alliances with local organizations and cultural institutions.

Aside from this, art-based activities can also accomplish the purpose of the research. This is the case of UAProyectKid, which was designed to enhance English learning and foster intercultural revitalization through art-based activities. Pupils create resources that are deeply connected to foster culture, including audiobooks, flashcards, illustrated stories, and animated short films, all of them taking into account the culture of Ecuador (Intriago-Cañizares, 2023). This is where Byram's intercultural communicative competence comes in as it highlights that language learning should extend beyond linguistic skills to include the

ability to interact with people from diverse cultures. In my view, as learning is inherently social, and art-activities foster this by promoting interaction within cultural contexts, which is supported by Vygotsky's sociocultural theory.

Regarding environmental activities, specifically school gardens, they are a good way to foster cultural identity. This can be corroborated by Discovery learning which is based on a constructivism approach and allows learners to actively create their own understanding by exploring and questioning the world around them (Lestari & Rahmi, 2024). From my point of view, this approach allows them to actively engage with their environment, making connections between the garden and cultural practices such as indigenous farming techniques or traditional crops. In the study of Turner-Hill et al., (2021) shows that school gardens are effective to cover all the intelligences included in Gardner's theory of multiple intelligences and not only naturalistic intelligence. In this regard, Experimental learning is also supported by Gardner's Theory of Multiple Intelligences which emphasizes that everyone possesses different skills, strengths, and talents that make them distinct from one another (Abushihab, 2014) In this regard, as Experimental learning provides so many activities, educators can choose educative ones, to enhance the multiple intelligences of learning, making them feel that education is more personalized adjusted to their needs.

Last but not least, in accordance with Efstratia (2014) Experimental learning uses some methods and Project based learning (PBL) is one of them. In the study conducted by Cuenca et al., (2025) the "Soy Kawymeno" interdisciplinary project was developed to enhance the cultural identity of students of general basic education from an indigenous community. Although students at the beginning could not recognize their history and traditions, after the implementation of PBL by using relevant, meaningful and contextualized content, they developed a strong sense of belonging and proudness, and collaborated actively with the members of their own community, which made them reflect on their own culture.

Building upon these studies, all these activities make students feel motivated. This can be corroborated by Krashen's Theory of Affective Filter, which states that when the filters are high, learners feel anxious, unmotivated, or lack confidence, making it difficult to succeed in language learning. On the other hand, when the filter is lower, language acquisition will be successful (Krashen, 1985). To further enhance motivation, the Experimental learning activities aforementioned can be implemented. These hands-on activities can be combined with local input enabling students to feel more connected to the learning process. As they are familiar with the content, learners will be more active to participate in the activities, reducing their fear of being judged. By incorporating authentic resources, such as legends, traditions, and personal experiences, during the lesson can indeed further lower the affective filter.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- Experimental learning is an active approach in which students engage in hands-on activities, making reflection and essence aspect to bridge the gap between experience and learning. These activities not only foster language skills but also enable students to retain the information better, enhance motivation, develop multiple intelligences, and activate both hemispheres of the brain. The cycle provided by Kolb engages the four areas of cortex, making learning effective and meaningful. When it comes to language instruction Koenderman provide the following phases: exposure, participation, internalization and dissemination, which due to its flexibility it is possible to include local content.
- The Experimental activities identified to foster cultural identity using English as a medium include roleplays, traditional games, art-based activities, field-trips, environmental activities and project-based learning, each one with its required resources. Despite its challenges and particularities, all these activities show their effectiveness in fostering students' cultural identity by using English as a medium.
- The design of a pedagogical-didactic guide that incorporates Experimental learning principles in the development of activities, will be considered a significant contribution to integrate local culture into the EFL classrooms, leading pupils to enhance their cultural identity by using English as a medium.

5.2 Recommendations

- It is recommended that teachers understand carefully the principles and follow all the key phases of Experimental learning in order to provide student-centered learning. By doing so, students can engage in the learning process and have a more active role in the classroom.
- It is also advisable to carefully select Experimental activities based on the needs of students, and learning objectives of the lesson. As most of the activities require specific resources, it is important to ensure that the resources are accessible to students. In such a way, it is possible to provide opportunities for everyone to engage in meaningful experiences, fostering both cultural identity and English language skills.
- Furthermore, it is recommended that educators adapt the pedagogical-didactic guide based on specific needs, cultural context of students, and language proficiency. By immersing in their own local cultural activities, students will have more opportunities to connect with and appreciate their own culture.

6. CHAPTER VI

6.1 Proposal

Pedagogical-didactic guide.

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8. ANNEXES

Instruments

- **Instrument 1:** Bibliographic Matrix
- **Instrument 2:** Checklist

Annex 1: Bibliographic Matrix

<u>BIBLIOGRAPHIC MATRIX</u>							
N°	Name of document	Author and year/ Editorial	Type of document	URL / DOI	Purpose	Methodology	Findings and Experimental learning activities



Annex 2: Checklist to identify Experimental activities that foster students' cultural identity

CHECKLIST				
AREA:		LEVEL:		
DATE:		NAME:		
TOPIC:				
OBJECTIVE:				
<ul style="list-style-type: none"> To identify activities and resources required for the implementation of Experimental Learning in correspondence with the study target. 				
CATEGORY	ASPECTS	OUTCOMES		
Real World connection	Authenticity: Are the contexts used in the learning activities authentic and reflective of real-world scenarios?	Yes	No	Observations
	Cultural Relevance: Do the contexts reflect the cultural backgrounds and experiences of the students?			
	Student Interest: Are the contexts engaging and interesting to the students?			
Active cultural engagement	Learning Objectives: Are the learning objectives clearly defined and aligned with fostering cultural identity?			
	Integration of Cultural Content: Is cultural content seamlessly integrated into the learning activities?			
	Active Learning: Do the activities promote active learning and student participation?			
Cultural Sensitivity	Respect for Diversity: Are the activities designed with respect for cultural diversity and avoiding stereotypes?			
	Inclusivity: Do the activities accommodate students from diverse cultural backgrounds?			
	Representation: Are various cultural perspectives and voices represented in the materials and activities?			
Social Interaction and Collaboration	Participation: Does the activity allow for Communities of Practice where both beginners and advanced students can get involved in the task?			

	Engagement: Are the students engaged and showing interest in the cultural contexts presented?			
	Collaboration: Do the activities encourage collaboration among students from different cultural backgrounds?			
	Community Connections: Do the activities connect students with the local community and cultural resources?			
	Scaffolding: Does the activity support beginners and give more independence to advanced students?			
Assessment	Self and peer assessment: Are students encouraged to assess their and others' performance during the activities?			
	Evaluation: Can the activity be evaluated based on performance/portfolios/reflective journals?			
Reflection and Adaptation	Reflection Opportunities: Are there opportunities for students to reflect on their learning and cultural identity?			
	Adaptability: Are the activities adaptable to different cultural contexts and student needs?			

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