Exploring the realm of Experiential Language Learning for the Construction of Meaningful learning opportunities in ELT

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Abstract

English learning in basic education has been commonly focused on developing communicative skills from an instrumental perspective. However, this approach limits the potential to foster meaningful and transformative learning experiences. This action research project, carried out with fourth-grade students in a public school in Bogotá, aimed to create meaningful English learning opportunities through the implementation of experiential learning tasks. The study was grounded in experiential learning, meaningful learning, and critical pedagogy as key theoretical frameworks. A qualitative approach was used through an action research design, collecting data via field notes, interviews, and students' artifacts. Findings show that when students are engaged in contextualized activities connected to their surroundings and lived experiences, they enhance cultural connection, build communicative competence, and develop a greater appreciation for English language learning as a tool for participation in real-life contexts.

Key words: experiential learning, meaningful learning, English language teaching, action research.

Resumen

El aprendizaje del inglés en la educación básica ha estado comúnmente orientado hacia el desarrollo de habilidades comunicativas desde una perspectiva instrumental. Sin embargo, esta visión limita las posibilidades de generar experiencias de aprendizaje significativas y transformadoras. En este sentido, la presente investigación, desarrollada con estudiantes de cuarto grado en una institución pública de Bogotá, buscó crear oportunidades de aprendizaje significativo del inglés mediante la implementación de tareas experienciales. Esta propuesta se fundamenta en el aprendizaje experiencial, el aprendizaje significativo y la pedagogía crítica como marcos teóricos principales. La investigación se llevó a cabo bajo un enfoque cualitativo con diseño de investigación-acción, y se recogieron datos a través de diarios de campo, entrevistas y artefactos producidos por los estudiantes. Los resultados evidencian que, al involucrar a los estudiantes en actividades contextualizadas, relacionadas con su entorno y sus vivencias, se favorece la conexión cultural, la construcción de la competencia comunicativa y una mayor valoración del aprendizaje del inglés como herramienta de participación en contextos reales.

Palabras clave: aprendizaje experiencial, aprendizaje significativo, enseñanza del inglés, investigación-acción.

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CHAPTER I: Contextualization

This chapter presents the context in which the research is situated. It begins by addressing the problem that motivated the study, explaining the reasons for selecting experiential learning tasks as a strategy to promote meaningful English language learning among elementary school students. This decision is based on the need to provide learning experiences that are relevant to learners' lives and realities. The chapter also includes a justification that highlights the importance of incorporating experiential and critical elements in the English classroom to strengthen students' communicative abilities, cultural understanding, and engagement in language learning. To conclude, the research question will be outlined, along with the general and specific objectives that guided this study.

Statement of the problem

The current practices of English language teaching (ELT) in many Colombian public schools, particularly at the elementary level, are often rooted in rigid, decontextualized, and grammar-focused methodologies. These traditional approaches tend to emphasize memorization over communication, failing to establish meaningful connections between language learning and students' real-life experiences. As a result, English is frequently perceived by students as a school subject devoid of relevance to their personal lives, which undermines both motivation and learning outcomes.

This disconnection becomes particularly problematic in early education, where students are at a critical stage in their cognitive, emotional, and social development. At this age, learners are naturally curious and highly receptive to engaging and contextually relevant stimuli. However, classroom practices that impose static structures and isolated content often suppress this innate curiosity. Consequently, language instruction fails to promote active participation, limits the development of communicative competence, and compromises the potential for meaningful learning.

Recognizing that education is inherently social and shaped by the surrounding context, it is crucial to rethink language instruction from a broader pedagogical perspective. As Roberts (2003) affirms, “Living and interacting within a social environment has fostered the development of mankind into the complex entity that it is today” (p. 3). In this sense, experiential language learning (ELL) emerges as a compelling alternative that prioritizes active participation, personal relevance, and reflection. Grounded in the educational theories of Dewey and Kolb, ELL encourages learning through real-life situations, enabling students to construct knowledge collaboratively and meaningfully.

English Language Learning emphasizes learning by doing and situates grammar instruction within practical, authentic contexts, reinforcing the idea that language is best understood through use. While resistance to this approach persists due to long-standing educational paradigms that favor theoretical instruction, the growing body of research suggests that ELL enhances student engagement, fosters motivation, and improves language

acquisition. Studies such as that of Gleason Rodríguez and Rubio (2020) support the growing integration of experiential learning in higher education, highlighting its effectiveness in both skill development and pedagogical innovation.

Considering these considerations, this research seeks to explore how the integration of experiential language learning strategies can enhance meaningful learning in English classes for fourth-grade students in a public school in Bogotá. It aims to propose an instructional alternative that bridges the gap between language learning and students' lived experiences, ultimately fostering communicative competence, motivation, and a deeper engagement with English as a tool for real-world interaction.

Justification

This project as aligns with an innovative approach to enrich the teaching and learning process of English in primary education by designing and implementing tasks grounded in experiential learning. The proposal seeks to create pedagogical spaces that not only promote the development of communicative competence, but also connect language learning with students' interests, emotions, and real-life contexts. The innovative nature of this research lies in its aim to transform English into a living and meaningful experience, linked to children's everyday realities, which would favor a deeper understanding of language as a tool for participation in the world.

Moreover, this study aligns with the principles of teacher education promoted by the Universidad Pedagógica Nacional, which encourage critical thinking, educational research,

and pedagogical reflection from a perspective committed to the social and cultural context. The intention is for this proposal to contribute to the strengthening of the teacher's role as an agent of educational transformation by offering strategies that integrate experience, reflection, and action in English language teaching. Through this pedagogical approach, the study aims to open pathways toward more dynamic, sensitive, and meaningful practices, centered on the student as an active participant in the construction of learning.

From this perspective, experiential tasks are expected to promote students' active participation, increase their motivation to learn, and enable them to use English in real-life situations that reflect their personal interests and lived experiences. Furthermore, it is expected that this approach will foster cultural awareness, strengthen connections with the surrounding environment, and support the development of communicative skills from a more human and contextualized dimension. Therefore, this research seeks to contribute to the field of English language teaching in primary education by offering new pedagogical perspectives that enrich both students' learning and the professional practice of future teachers.

Research question

How could the learning of English be made meaningful for elementary students at a public school in Bogotá when being engaged in experiential language learning tasks?

General objective

Analyze the impact of implementing experiential language learning activities on the development of student engagement and communicative skills in English learning among elementary school children at a public school in Bogotá.

Specific objectives

1. To explore students' attitudes and perceptions towards incorporating experiential language learning into the English language curriculum.

2. To identify potential opportunities associated with the implementation of experiential language learning in a Colombian elementary school setting, with a focus on promoting meaningful language learning.

3. To recognize potential challenges linked to introducing experiential language learning in the context of a Colombian elementary school, emphasizing the enhancement of meaningful language learning.

CHAPTER II: Theoretical considerations

This chapter presents the theoretical foundations that support the development of this research project. It explores three central constructs that guide the pedagogical and methodological approach of the study: experiential learning, meaningful learning, and critical pedagogy. These perspectives offer a comprehensive understanding of how English language teaching can be transformed into a process that is both relevant and connected to students' contexts, experiences, and social realities. In addition to these conceptual categories, this chapter includes a review of theoretical and research-based antecedents that provide support and justification for the implementation of experiential language learning in the Colombian primary school context.

Literature review

Experiential language learning is a powerful pedagogical approach that has gained increasing relevance in response to current educational and social demands. As highlighted by Gleason Rodríguez and Rubio (2020), universities are revisiting their educational strategies, integrating experiential learning as a way to promote innovation and improve everyday competencies an idea that this research seeks to extend to the primary school context through English language teaching.

Understanding education as a social phenomenon is central to this study. Ben-Peretz and Shachar (2012) demonstrate that experiential learning has been successfully applied in diverse contexts, such as history education, due to its effectiveness in making complex knowledge accessible and engaging. This reinforces the potential of this approach to

transform English Language Teaching (ELT) into a meaningful experience, especially for elementary students. Through contextualized and hands-on activities, students can engage with the language in a way that fosters deeper understanding and retention.

Spencer (2006) adds a reflective dimension by analyzing the tensions and isolation often experienced by EFL teachers who attempt to implement experience-based methodologies. From this, it is emphasized that teaching practices are most valuable when they emerge from reflective experience rather than strict adherence to imposed standards. This aligns with the perspective of this research, which values the use of personal and contextual experiences in shaping meaningful language learning environments.

Returning to the theoretical foundations of experiential learning, Roberts (2003), based on Dewey, emphasizes that all human experience is social and communicative, highlighting the importance of interaction with one's environment to construct knowledge. This conception supports the need to design authentic learning experiences that actively involve children in the learning process, nurturing both their motivation and holistic development.

Zambrano (2019) connects experiential learning with innovation, noting that it moves away from unidirectional content delivery by promoting inference-based learning and curriculum flexibility. However, he warns that experience alone does not guarantee learning—it must be accompanied by structured reflection. This idea is also echoed by Menéndez and Tarabella (2016), who assert that integrating experiential learning into the

curriculum allows teachers and students to live learning “in situation,” turning the classroom into a space for social intervention and problem-solving.

Granados and Zuluaga (2016) show that fourth-grade students naturally gravitate toward experiential learning styles. Their study confirms that implementing Kolb’s model in the classroom can lead to more meaningful educational processes. Similarly, Varela, Arias, and Vega (2019) argue that critical educational experiences promote well-being and environmental awareness and encourage teachers to offer learning opportunities that empower learners to become agents of change.

In line with this, Barreto and Buitrago (2018) highlight the value of experiential learning in rural areas, where it fosters leadership and equitable social transformation, particularly among youth. These findings reinforce the idea that experiential language learning can include diverse voices and promote participation among marginalized communities.

Roberts (2003), citing Dewey, reinforces the social and experiential nature of learning, stating that "living and interacting within a social environment has fostered the development of humanity into the complex entity it is today.” This theoretical foundation is essential in language education, where interaction and context are key to acquisition and use.

Lastly, Vigueras and Espinar (2020) emphasize the importance of considering students' prior experiences and using flexible methodologies that align with their cognitive development and learning needs. Their findings confirm that incorporating multiple learning styles enhances both student engagement and teacher effectiveness in ELT.

Taken together, these studies support the idea that experiential learning fosters critical, social, and cultural skills, while also helping build confident students and reflective teachers. The present research aims to contribute to this growing field by introducing experiential tasks into the English classroom for fourth-grade students. By doing so, it seeks to enhance language learning in a meaningful way and respond to a gap in the literature regarding the application of this approach in primary ELT contexts. Ultimately, this study aims to open new pathways for innovation in foreign language education through practices that are adaptable, contextual, and rooted in students' realities.

Theoretical framework

The teaching of the English language has evolved significantly over the years, with pedagogical approaches continuously striving to discover more effective methods for facilitating meaningful learning. This is particularly relevant in specific educational contexts, such as Colombia. Within this framework, the experiential approach has emerged as a promising pedagogical strategy that could greatly enhance the development of English language skills among elementary school students.

The experiential approach emphasizes learning through direct experience, which can be particularly engaging for young learners. This educational approach encourages active participation, critical thinking, and reflection, making the learning process more dynamic and impactful. For example, instead of traditional rote memorization, students might engage in role-playing activities, interactive simulations, or real-life problem-solving scenarios that require the use of English.

To better understand the potential impact of the application of the experiential approach in English language teaching, it is essential to delve into several relevant theoretical aspects. Among these are the principles of experiential learning, articulated by educational theorists such as David Kolb, who stresses the importance of a cyclical process involving concrete experience, reflective observation, abstract conceptualization, and active experimentation.

Moreover, it is critical to consider how the experiential approach can be adapted to meet the specific needs of fourth-grade students in diverse educational settings. This involves understanding the local cultural context, the specific challenges faced by students in Colombia, and the resources available to educators. By integrating this theoretical knowledge with practical strategies, we, educators, can create a more engaging English learning environment that not only improves language proficiency but also fosters a lifelong love of learning.

Experiential learning theory

Experiential learning (EL) is a holistic philosophy of education based on the notion that an individual's life experiences, education, and work play a central role in their learning and understanding of new knowledge (Fry, Kitteridge & Marshall, 2009; Kolb, 2009, cited by Bartle, E. p. 2). In contrast to widespread misunderstandings, experiential learning is not just

a set of tools aimed at offering varied experiences to students. Instead, it perceives learning as a continuous journey in which students incorporate their current knowledge, ideas, beliefs, and practices to make sense of new information. This transformative journey leads to alterations in their comprehension of theory, beliefs, values, and practices.

Building on this idea, experiential learning transcends the conventional notion of education as a static process by recognizing that knowledge acquisition is constantly evolving, shaped by active participation and real-world experiences. This dynamic approach to learning is reflected in its application across various educational contexts, as evidenced by research stating that:

> "EL is used in all levels of education and training, with the purpose of engaging learners through experience, such as internships, study abroad, and community projects. Research has shown students learn best when actively involved with their education (Caulfield & Woods, 2013; Fenwick, 2000; Kolb, 2014, Cited by Gavilllet. R, 2019. (P.141) ".

When students actively engage in hands-on experiences, they get better at understanding things they have learned in theory. They also rethink what they believe and connect their values with how things work in the real world as stated by Gavillet, R. (2018) "In the increasingly more connected global community, higher education leaders have supported experiential education in varying degrees as a means to improve civic and global engagement " (p. 141). Consequently, the transformative nature of experiential learning goes beyond imparting information; it cultivates a holistic understanding that integrates intellectual growth with personal and practical dimensions. This holistic perspective on learning is

pivotal for nurturing individuals who are not only well-informed but also adept at navigating the complexities of an ever-changing world.

This theoretical foundation aligns with my own teaching practice. I have noticed that students who engage in hands-on experiences develop a more holistic understanding that integrates intellectual growth with personal and practical dimensions. This holistic perspective on learning is crucial to developing individuals who are not only knowledgeable, but also competent to navigate the complexities of an ever-changing world.

Therefore, as a future educator, I see experiential learning as a powerful tool for cultivating a meaningful and transformative education that prepares students to face and adapt to real-life challenges, promoting their holistic development and their ability to contribute positively to society. This approach not only enriches their academic journey but also equips them with the essential skills and perspectives necessary for success in an ever-evolving world.

While experiential learning offers a foundation rooted in direct engagement, it is equally important to explore complementary educational perspectives. One of these is critical pedagogy, which adds a socio-political and transformative dimension to the learning process.

Critical pedagogy

In this exploration of various teaching and learning methodologies, experiential learning emerges as a perspective that can be effectively combined with the principles of critical pedagogy. As we delved deeper into experiential language learning, which emphasizes active

engagement with language through practice and application, we began to recognize its potential to enhance both engagement and practicality in language acquisition. Now, as this research progresses, we are encountering another paradigm of education known as critical pedagogy.

In the field of educational research, critical pedagogy offers a transformative lens that goes beyond traditional paradigms. This theory challenges conventional teaching methodologies. Rejecting the notion of education as mere transmission of information, critical pedagogy asserts its role as a catalyst for social change. As Freire (1989) states, “La pedagogía crítica toma el conocimiento como fuente de liberación. Desarrolla la construcción del conocimiento en función de la construcción de los significados que subyacen a las teorías y discursos tradicionales.” Cited by Ramirez (2008). This perspective urges us to question and redefine the fundamental nature of teaching and learning. In this research paper, we aim to explore how critical pedagogy influences classroom dynamics and learning environments, and how it can be integrated with experiential learning to foster deeper engagement and social awareness among learners.

In this context, the importance of critical pedagogy in relation to experiential learning lies in its ability to foster a transformative education that goes beyond the mere transmission of knowledge. According to Giroux and McLaren (1987), “critical educators have been unable to develop a critical discourse that provides the theoretical basis for alternative approaches to school organization, curricula, classroom pedagogy, and social relations (p.33). This approach invites both teachers and students to actively participate in the process of teaching and learning a second language by connecting their personal and practical experiences with a critical analysis of reality. I see the potential relationship between experiential language

learning and critical pedagogy as having a significant impact on the field of education. Together, these practices not only contribute to the acquisition of language skills but also foster the development of critical thinking, cultural awareness, and the ability to live in an ever-changing world. Reflecting on critical pedagogy, it is possible to see how this approach challenges traditional educational models by emphasizing the importance of empowering students to question and transform their environment.

Critical pedagogy teaches us that learning goes beyond traditional methods; it involves students and teachers understanding, connecting, and applying what they learn to everyday life. This theory is a vehicle for meaningful learning, which is achieved when students relate what they study to their environment, culture, and identity. In this sense, as mentioned by Echeverri (2020), “language education is the perfect context to foster critical consciousness around current topics that ideally leads to praxis.” (p.22). In this way, learning becomes a powerful and meaningful tool for social and personal change, reflecting the interconnection between knowledge and praxis.

Building on this idea, as will be further explored, the concept of meaningful learning goes beyond its transformative potential in education. It emphasizes the need for students to find personal relevance in their studies, ensuring that what they learn resonates with their lived experiences and aligns with their future aspirations.

Together with experiential learning and critical pedagogy, the theory of meaningful learning completes the triad of pedagogical perspectives that ground this research. The following section examines how meaningful learning contributes to second language acquisition by fostering relevance and deep personal connection to the learning process.

Meaningful learning theory

In education, the combination of meaningful learning and critical pedagogy can be seen as a force that challenges traditional ways of teaching and learning. Education must go beyond the apprehension of knowledge, engaging students in experiences that are truly meaningful to them. Critical pedagogy, with its focus on making learning relevant and connected to real life, reflects this idea of education that transforms and has a real impact.

In constructing a comprehensive theoretical framework, I highlight the convergence of three fundamental pedagogical perspectives: experiential learning, critical pedagogy, and meaningful learning. Experiential learning, as proposed by David Kolb, emphasizes the importance of direct experience as the basis for the acquisition of knowledge and skills, allowing students to learn through practice and reflection on their actions. Critical pedagogy, influenced by thinkers such as Giroux and McLaren, focuses on developing a critical consciousness that allows students to question and transform their social reality, promoting an education that is emancipatory and oriented toward social justice. Finally, meaningful learning, conceptualized by David Ausubel, stresses the importance of integrating new knowledge in a coherent way with what students already know, facilitating a deep and lasting understanding.

Meaningful learning is crucial to achieving a deep understanding and a linguistic educational process with relevant results. According to Ausubel, “meaningful learning is a crucial type of learning for classroom instruction. So, meaningful learning involves new knowledge that is related to what the learner already knows, and it can be easily retained and applied”. (Cited by Cuzco, A. Zhagüi, L, 2010, p. 16). This does not only imply superficial

connection, but a deep integration where the new concepts that students learn are assimilated and reorganize the existing knowledge structure. This type of learning benefits the comprehension and practical application of knowledge, to the same extent, it is essential for the learning of a second language, since it promotes a deep integration of context, experiences and knowledge in situations applied to real life.

Meaningful learning in second language acquisition can be fostered through several pedagogical strategies. For instance, it is crucial to contextualize the language in real and relevant situations for learners. For example, when learning English, students can benefit from practices that simulate everyday conversations, such as ordering food in a restaurant or describing their hobbies and daily activities. This approach not only makes learning more interesting and motivating but also helps students see the practical usefulness of the language in their daily lives. As Cuzco and Zhagüi (2010) state, “The information which was learned meaningfully can be applied in a wide variety of ways to solve new problems or contexts; students can interchange knowledge in a transferable way” (p.20).

Integrating these perspectives in educational design not only enriches the teaching-learning process, but also facilitates the formation of critical, committed individuals capable of using their knowledge in a meaningful and constructive way in society. For learning to be truly meaningful today, it must be more than just relevant. It must also be critical and reflective, considering cultural and social aspects. As Moreira (2017) states, “[d]esde una mirada actual es importante que el aprendizaje significativo sea también crítico, subversivo y antropológico” (p. 11). In this way, the convergence of experiential learning, critical pedagogy and meaningful learning provides an integral and holistic approach that responds

to contemporary educational needs and prepares students to face the challenges of today's world.

This intersection between experiential learning, meaningful learning and critical pedagogy provides a solid theoretical framework that seeks not only to impart knowledge, but also to encourage reflection, personal connection to the content and critical analysis of reality. In my view, this approach offers a more engaging learning experience that goes beyond the traditional. It invites students to be autonomous and empowered in their learning, to connect with the material and to apply their knowledge to real-world situations. By fostering a learning environment that values personal relevance and what an individual can offer to society, along with critical thinking, we can help students develop a deeper understanding of the world and their place in it.

Taken together, these three perspectives form a cohesive and complementary framework that grounds this study in both theory and practice, the combination of experiential learning, critical pedagogy, and meaningful learning in this theoretical framework gives us a solid foundation for rethinking English language instruction in elementary education. Each of these perspectives brings something unique to the design of pedagogical strategies that adapt to students' realities, promote deeper engagement with language, and foster both cognitive and social-emotional development. Experiential learning allows students to interact with English in a contextual and dynamic way, encouraging active participation and reflection through real-life situations. Critical pedagogy, meanwhile, challenges educators to transform the classroom into a space for dialogue, empowerment and social awareness, where language becomes a tool for critical thinking and cultural understanding. Meanwhile, meaningful

learning ensures that students integrate new knowledge into their existing cognitive structures, making the learning process more coherent, lasting, and applicable.

Table 1. Theoretical Perspectives and Their Application in Classroom Strategies

THEORETICAL PERSPECTIVE	CORE PRINCIPLES	CONCRETE APPLICATION IN THE CLASSROOM
Experiential learning (kolb)	• Learning cycle: concrete experience, reflection, conceptualization, application. • Learning by doing	• Activity with the puppet "Lucas the duck" to teach prepositions of place; students drew their rooms and located objects using English. • Role playing daily routines using flashcards and interactive games.
Critical pedagogy (Freire, Giroux)	• Education as a tool for social transformation, active participation, and dialogue. • Critical reflection on reality	• Creation of a menu inspired by Canadian food culture based on a student's personal background, encouraging intercultural dialogue. • Group discussions on food habits and their relationship with social context.
Meaningful learning (Ausubel)	• Connection to prior knowledge • Deep integration of new concepts • Cultural and personal relevance	• Describing familiar animals using comparative adjectives with real-life visuals. • Drawing and describing classmates' physical appearance to reinforce vocabulary in a meaningful and relatable context.

CHAPTER III: Research design

In the dynamic landscape of English language teaching, the need to explore pedagogical approaches beyond traditional conventions for the purpose of cultivating meaningful educational experiences has become imperative. The purpose of this research is to explore in depth the transformative potential of Experiential Language Learning to enhance English Language Teaching (ELT). Beyond focusing solely on language acquisition, it seeks the construction of educational experiences that have deep meaning and resonate meaningfully with learners.

This chapter outlines the chosen methodology and research approach, providing a clear framework for the inquiry. Next, information about the participants and the setting in which the research will take place is provided, offering valuable contextual information crucial to understanding the scope and implications of the study. In addition, meticulous attention is given to the selection and deployment of research instruments for data collection, the estimated timeline for conducting the teaching cycles. Finally, an overview of the ethical considerations guiding the research process is provided.

Through this multifaceted exploration, the research aims to contribute to the ongoing evolution of English language teaching practices by offering new insights into the transformative potential of experiential learning paradigms and their integration into the classroom.

Type of Study

This research proposal aims to conduct a qualitative study focused on understanding and enhancing the English learning experience for elementary school students at a public school in Bogotá. The focus of the research is specifically directed to the implementation of experience-based learning tasks, and it is considered that approaching it from a qualitative perspective will provide results consistent with this purpose.

In the field of qualitative research, the importance of sociocultural quality as a fundamental object is emphasized. According to Taylor & Bogdan (1984, cited by Fernández Riquelme 2017), "The fundamental object of qualitative research is the socio-cultural quality, from the methodology that allows understanding, in an integral or complete way, the complex world of the lived experience from the point of view of the people who live it" (p.10).

Qualitative research starts from the recognition of a subjective and dynamic reality, characterized by the presence of multiple contexts. This approach is distinguished by its emphasis on a meaningful and reflexive analysis of the subjective and intersubjective meanings that constitute the various realities under study. In this context, the application of qualitative research will contribute to a richer and more complete understanding of the English learning experience of elementary school students, thus strengthening the research findings.

Therefore, through methods such as journal fields, interviews, and artifacts, we will seek to capture the experiences and perspectives of the participants and the practicing teacher, focusing on the perception and application of experiential language learning tasks. This qualitative approach will provide a deeper and more contextualized understanding of how

participants interpret these activities, how they incorporate them into their daily practices, and how they influence students' motivation and engagement with English language learning.

In this sense, the interviews with the students will be a window to explore how they perceive the impact of experiential activities in the classroom. The field diaries will provide a detailed overview of the students' experiences and perceptions, captured by the teacher throughout the implementation process, revealing the challenges faced, the strategies adopted, and the lessons learned from their perspective. In addition, the artifacts produced by the students during the activities will allow the identification of common trends, discrepancies and possible areas for improvement in the implementation of experiential strategies in the context of the English classroom.

Ultimately, a qualitative study in this specific context can shed light on key aspects, such as the cultural relevance of the proposed tasks, students' emotional connection to the content, and the interpersonal dynamics that influence the effectiveness of English language instruction. This type of research will be valuable in informing more meaningful pedagogical practices so that they can be tailored to the specific needs and experiences of students at Instituto Pedagogico Nacional.

Approach

In this research, my aim is to explore how English language learning can acquire relevance and meaning for elementary school students in a public school in Bogotá through their participation in experiential language learning tasks. To guide this process, I adopted the action research approach a qualitative research methodology that focuses on transforming

educational practice through the systematic reflection of the teacher on their own pedagogical reality.

Action research is characterized by its participatory, cyclical, and flexible nature. It involves identifying specific issues within an educational context, designing, and implementing actions to address them, and critically reflecting on the outcomes in order to improve practice. According to Kemmis (1986), its purpose is not only to understand a given educational situation, but to intervene in it and generate meaningful changes for both the participants and the environment. This approach positions the teacher as an agent of change and the classroom as a legitimate space to produce knowledge, bridging the gap between theory and practice.

Action research is ideal for this study because it allows for the active participation of both researchers and participants in the teaching-learning process. This approach makes it easier to understand how students interact with experiential learning tasks and how these experiences influence their perception of learning English. When students and teachers work together, they have a better understanding of how education works.

The use of action research in educational contexts is particularly valuable because it enables practitioners to critically reflect on their practices and make informed changes based on real-life observations. This method fosters a deeper understanding of the complexities within the classroom, especially in diverse and dynamic environments such as public schools in Bogotá. McNiff and Whitehead (2002) emphasize that "action research does not refer to a methodology that leads to harmonious thought and action but to a problematic practice of coming to know through struggle" (p.16), highlighting the reflective and evolving nature of

this approach. In such contexts, where social, cultural, and economic factors strongly influence learning, action research becomes a powerful tool to identify students' needs and respond to them effectively. As McNiff and Whitehead (2002) also point out, it involves "the nature of action research as a problematic process of coming to know rather than as a pathway to right knowledge" (p.14). This perspective encourages teachers to view knowledge as something constructed through experience and inquiry, rather than as a fixed outcome, allowing them to reshape their teaching strategies in ways that make learning more meaningful and relevant for their students.

Participants and setting

Instituto Pedagogico Nacional school

The Instituto Pedagógico Nacional is a public school located in the north of Bogotá, Colombia. It is an administrative and urban area within the city. In terms of population, Usaquén is diverse and hosts a mix of residents, merchants, professionals, and visitors. The demographic composition can include families, students, workers, and people of various ages and backgrounds. Its population spans both residential and commercial areas, which contributes to the heterogeneity of the community in terms of occupations, lifestyles and socioeconomic profiles.

The IPN stands out as an educational institution dedicated to the training of education professionals. Its infrastructure typically includes academic buildings with classrooms, lecture halls and specialized laboratories, as well as a library for access to educational resources. In addition, it has sports facilities, recreational areas, administrative offices for

academic management, and classrooms equipped with technology to facilitate teaching and learning.

In relation to English teaching, an institutional project for the Strengthening of the Foreign Language is underway at the National Pedagogical Institute (IPN). The general objective of this project is to raise the level of English in the IPN educational community and to promote awareness of the use of French and German, especially among selected students. The specific objectives include the integration of the members of the educational community in school environments that promote and reinforce the use of foreign languages, the strengthening of communication skills in English through activities that integrate knowledge from different areas and the familiarization with French and German. The project also seeks participation in external events that favor the use of foreign languages in different communicative contexts.

In short, Instituto Pedagogico Nacional in Bogotá, with its commitment to quality, equity, and inclusion, provided an ideal environment to explore innovative pedagogical approaches such as meaningful and experiential learning. My research, focused on how to make learning English meaningful through experiential tasks, thus, it is aligned with the Institute's mission to offer comprehensive training. By using the action-research methodology, I seek not only to observe, but also to intervene in and improve pedagogical practices, ensuring that they are tailored to the specific needs of students and reinforce the ethical and citizenship values promoted by the institution.

In addition, the Institute’s innovative approach characterized by its after-school programs, attention to diversity, and strong ties with Universidad Pedagógica Nacional complements

and strengthens the goals of this research. These institutional dynamics create favorable conditions for the development of experiential language learning tasks, aligned with the objective of promoting meaningful English learning among fourth-grade students. The collaborative and context-aware environment offered by the school enhances the possibilities for implementing pedagogical strategies that respond to students' realities, interests, and needs. In this way, the Institute not only maintains its position as a reference in Bogotá's public education landscape, but also supports research initiatives aimed at transforming language education and contributing to the development of a more inclusive and holistic society.

Participants

In this research, the sample includes 28 students, all of them enrolled in Fourth grade (402) of elementary school in the public school previously described. The age of the participants varies between 9 and 10 years old.

The distribution of participants includes 18 boys and 10 girls, coming from similar economic strata, mainly between 3 and 5. It should be noted that the influence of parents is significant in the choice of these children to study at the National Pedagogical Institute (IPN), as they aspire for their children to receive a comprehensive training from an early age.

Fourth year IPN students who have participated in student-centered foreign language learning experiences show great curiosity and willingness to experience new things. They are very engaged in the different activities they do and build them from their environment and socio-cultural context. They like to explore and ask questions about what interests them

and what they do not see in the subjects, therefore they have facility in autonomous or group work.

Data collection procedures and Instruments

Within the action research approach, data collection instruments are selected to foster a reflective and participatory intervention in the educational process. Interviews allow students to express their perceptions and experiences, providing valuable information that can guide immediate adjustments in teaching strategies. Journal fields, which document the teacher's observations and reflections on an ongoing basis, are essential for self-evaluation and the dynamic adaptation of pedagogical practices, aligned with the repetitive cycle of action-reflection typical of action-research. The artifacts generated by the students during the activities serve as tangible evidence of learning, allowing the impact of interventions to be evaluated and future actions to be adjusted based on the results obtained.

To summarize, the current combination of tools not only reflects the variety of the educational context, but also promotes constant improvement through feedback and direct action, two essential elements of action research. As a result, the approach in question becomes a dynamic procedure that not only collects information about the educational experience, but also supports a sustained and careful evolution of teaching and learning strategies.

Interviews

Interviews with students are extremely valuable for this research, as they provide a detailed insight into students' experiences in relation to experiential learning activities. Through individual conversations, students have the opportunity to openly express their

thoughts, feelings and perceptions in a detailed way, which allows the researcher to access a closer and more reliable understanding of how they interpret and value educational experiences, as Kemmis and McTaggart (2014) consider 'We might collect evidence, in which practices are understood as the intentional actions of participants (the individual-subjective standpoint), by such means as unstructured interviews with students to discover the ways they interpret things" (p.83).

This is particularly relevant in the context of action research, where feedback from those involved is essential for adjusting and improving pedagogical practices. In addition, interviews allow us to explore aspects that may not be evident through observation or artifacts, such as motivations, obstacles, or personal connections that students make to the learning issue. In this study, a midterm interview was conducted with the specific objective of exploring students' initial perceptions and emotions regarding the experiential tasks implemented, particularly focusing on how these activities influenced their motivation and relationship with English learning. Questions such as *"¿Puedes compartir una actividad en particular que recuerdes y cómo te hizo sentir?"* and *"¿Cómo crees que estas actividades prácticas te han ayudado a aprender inglés de una forma diferente a las clases tradicionales?"* aimed to surface these early reflections. Later, a final interview sought to deepen the understanding of how these experiential tasks impacted students' attitudes, confidence, and their imagined use of English in real-life contexts. Questions like *"¿Te imaginas usando el inglés que aprendiste en algún lugar o situación fuera de la escuela?"* and *"¿Después de desarrollar las actividades conmigo, te sientes más seguro hablando o escribiendo en inglés?"* were included to examine this evolution. By capturing these perspectives, patterns, trends, and areas of opportunity can be identified, contributing to a

cycle of reflection and action, which is essential for more meaningful learning tailored to the individual needs of learners. (See Appendix a, b)

Field Diaries

Field diaries were an indispensable tool in my research, especially considering that I am working with fourth-grade students. Through field diaries, I was able to capture in detail how children of this age interact with experiential activities in the classroom. As McNiff and Whitehead (2002) mention, Diaries are particularly valuable sources of data because they show not only a development in action but also a development in thinking (p. 94). By observing and documenting in each observation and implementation their behaviors, emotions, and how they relate to each other and to the content, I can gain a deeper understanding of how they perceive and assimilate learning.

Since fourth grade students are at a key stage in their cognitive and social development, the use of field journals allows me to reflect on the ways in which my pedagogical strategies intervene in their learning process. For example, I could note how they respond to different types of experiential tasks, what challenges they face and how they solve problems in a collaborative environment. This is a continuous and reflective record, which is essential for adjusting teaching approaches in real time, ensuring that activities are appropriate to their developmental level. (See Appendix c)

Artifacts:

Artifacts are tangible products created by students during the learning process, such as writings, drawings, posters, or projects. These materials serve as physical evidence of their

understanding, creativity, and engagement, offering valuable insights into how learners process and connect with the content in meaningful ways.

The work produced by students is a unique instrument that allows us to approach their learning, offering a perspective beyond what can be observed at the specific moment. Through these products such as writings, visual projects, or any other material created during classroom activities it is possible to access a physical representation of how students assimilate and apply knowledge. In the framework of my research, which seeks to make English language learning more meaningful for fourth grade students through experiential tasks, the assignments become the most valued resource. Not only do they allow me to assess students' level of comprehension and creativity, but I am also able to note the personal and contextual connections that children make to the content. These final products reveal each student's learning journey, showing both their progress and challenges, which provides me with critical information to adapt and improve pedagogical interventions. As Saldaña, Huberman and Miles (2014) affirm, in qualitative inquiry we must “treasure the products and artifacts [participants] create and respect the complexity of social action as it happens all around us” (p. 17). In this sense, the students' artifacts are not just assessment tools, but meaningful evidence of their engagement with the learning process. Moreover, collecting and analyzing these artifacts aligns with Saldaña et al view that “we are cerebral detectives, ferreting out answers to our research questions. We observe, talk to people, and pick up artifacts and documents” (p. 48), reinforcing the idea that these creations are essential data points in action research.

Approach to data analysis

The grounded theory approach developed by Glaser and Strauss (1967) served as the basis for data analysis in this study; however, the specific theoretical framework was that proposed by Merriam and Tisdell (2016). Grounded theory is a qualitative approach aimed at generating a theory based on collected data, rather than deriving it from preexisting concepts. The analysis is conducted inductively, allowing the theory to emerge directly from the findings obtained during the research process. As data is collected, it is simultaneously analyzed, with the researcher constantly comparing information to identify emerging patterns and categories. As Merriam and Tisdell (2016) explain, “It is only when the constant comparative method is used to build a substantive theory that the study is considered a grounded theory study” (p. 202). Thus, it is a flexible and dynamic process in which the theory is progressively constructed, with the researcher playing an active role in interpreting the data.

To examine the data in this study on experiential learning of English, a grounded theory approach was adopted. The procedure began with the arrangement of the data in a log, directed by the research question. Subsequently, open coding was carried out, closely examining the transcripts and participants' responses in order to recognize and assign names to meaningful fragments. These first codes were structured into tables and then joined through axial coding, contrasting similarities and establishing links between them to create general themes. Based on these groupings, clear categories, related to the objective of the study, were established and illustrated in tables. For each category, key quotes were chosen to represent the findings. Finally, in the results chapter, a thorough discussion of each category was conducted, supported by empirical evidence and linked to the theoretical

framework, highlighting how these experiences led to relevant English language learning in the students.

To complement this inductive analysis and strengthen the validity of the findings, a methodological triangulation strategy was incorporated. This consisted of the comparison and cross-integration of the various sources of information used: student interviews, artifacts produced during the experiential tasks, and observations recorded in the field journals. The convergence of these records allowed for a comparison of students' perceptions, practices, and expressions from different angles, which enriched the understanding of the phenomenon under investigation.

Triangulation was carried out through a rigorous coding process that allowed for the identification of key categories such as: experiential tasks, relevance in real-life contexts, emotional connection, equitable participation, and autonomous use of language, among others. Recognizing these categories in the different inputs allowed for the identification of common patterns as well as some significant variations, thus strengthening the analytical consistency of the study.

Timeline of activities

The following chart presents a detailed timeline of the research process, outlining the estimated months for each phase in alignment with the proposed objectives. This timeline covers from the initial design of the pedagogical proposal in the second semester of 2023 through the implementation, data collection, analysis, and final report writing, concluding in April 2025. All pedagogical interventions were grounded in the official curriculum and

adapted to the core purpose of this research: fostering meaningful English language learning through experiential tasks. Each phase was strategically planned to ensure a coherent and reflective progression throughout the study.

TIMELINE OF ACTIVITIES					
2023-1					
Activities	**Dates**				
Final and concrete decision on the research proposal	End of semester 2023-2				
2024					**2025**
ACTIVITIES	February-March	April-June	July-September	October-November	
• Design and validation of research instruments					
• Implementation of experiential tasks and data collection					
INSTRUMENTS IMPLEMENTATION (Interviews, Field diaries and artifacts)					
• Midterm interview design					
• Midterm interview application					

• Transcription of Midterm interviews					
• Elaboration of field diaries					
• Collection of artifacts					
• Final interview design					
• Final interview application					
• Transcription of final interviews					
Data analysis based on collected artifacts, field notes, and interviews					
Final report writing and thesis completion					

Ethical issues

In the context of this research on the English learning experience of elementary school students in a public school in Bogotá, was crucial to consider several ethical issues. Informed consent of participants, especially children, must be used with special attention, ensuring that they and their parents clearly understand the research objectives and procedures. Confidentiality of personal information must be rigorously safeguarded, ensuring that the data collected are handled in such a way that participants cannot be identified. In addition, it

is essential to ensure that participants feel comfortable sharing their experiences and are not pressured to participate. Transparent disclosure of findings is also key, avoiding distortion or manipulation of results. In the analysis and presentation of data, careful consideration should be given to equitable and fair representation of participants' voices, avoiding cultural or gender bias.

CHAPTER IV: Instructional design

Learning English can be exciting for elementary students, especially when they participate in activities that seem real and relevant to their lives. At the IPN School, I explored how we can make learning English more meaningful for these young learners. In this research project, I focused on finding ways to integrate these experiential tasks into the English curriculum for elementary students.

This chapter explores the foundations of various views on language, learning, and teaching, with a particular emphasis on their practical application in the educational context. It addresses how these perspectives influence the formulation of effective pedagogical strategies to foster students' linguistic and cognitive development. Additionally, it presents the pedagogical intervention designed for a one-semester period, detailing its structure, methodology, and objectives, to ensure a comprehensive and impactful approach to enhancing English learning**.**

Vision of Language

The view of language in the context of experiential English language learning focuses on understanding its function and use in real communication situations. It is argued that the functional approach to language is fundamental, as it views language as a social tool, where its practical application in social and functional contexts constitutes the essential starting point for second language learning-teaching. In this sense, it is considered that experiential English learning benefits from focusing on contextualized and meaningful language practice, enabling learners to develop authentic and relevant communicative skills for their daily lives.

This vision is based on the ideas of Ian Tudor, who identifies four main views for conceiving language within classroom dynamics. In this project, it is argued that the best way to understand the view of language is through its functional perspective. According to Tudor (2001), " language came to be seen as a social action and the social or functional uses that learners were to make of it became the starting point for the development of learning programs "p. 57. From this functional perspective of language, the importance of experiential second language learning is recognized. Experiential learning allows learners to interact with language in real and meaningful contexts, which facilitates a deeper understanding and more effective internalization of linguistic structures and communicative functions. By participating in practical activities that reflect authentic language use situations, learners can develop practical and applicable real-life communicative skills.

Vision of learning

The vision of learning English goes beyond simply considering it as a subject; the aim is for children to see it as a useful tool that gives them access to new experiences. The goal is to build students' confidence and enthusiasm for the language. Ultimately, the aim is to reinforce the skills and knowledge necessary for them to participate in today's world, where communication in English opens numerous opportunities.

This perspective is supported by Kolb's experiential learning model (Kolb, 1984 as cited by Vigueras and Espinar,2020):

El proceso cíclico propuesto por David Kolb en épocas pasadas está vigente, pues

> involucra el saber hacer y el saber pensar desde una orientación centrada en el educando. Permite una enseñanza unipersonal y considera la multiplicidad de estilos y talentos que se robustecen a través de la interacción entre maestro y alumno en escenarios reales." P.9

By adapting teaching to the individual needs of students, we promote meaningful learning, allowing each student to progress at his or her own pace and maximizing his or her linguistic potential.

By considering this perspective, the study sought not only to teach English as an academic subject, but also as a practical and useful tool for everyday life and personal and professional development. This approach helps students develop confidence in their language skills and cultivate a sense of enthusiasm for the language by seeing how they can apply it in real-life situations and access new opportunities in today's globalized world.

In conclusion, experiential learning theory stands as an ideal pedagogical framework for learning English by focusing on individual learner needs and promoting the acquisition of practical skills through active interaction in real-life contexts.

Vision of teaching

The view of teaching within my research project is based on the principles of the post-method framework, which heralds an abandonment of traditional approaches to teaching in

favor of a dynamic and adaptive pedagogical paradigm. Starting from the premise that language acquisition is inherently situated and experiential, this view advocates a holistic and contextually sensitive approach to language teaching. Drawing on Kumaravadivelu's seminal work on the post-method condition, this research project aims to redefine language teaching as a multiple endeavor that transcends rigid methodologies in favor of flexible, learner-centered practices.

The post method framework often seeks flexible and pragmatic approaches based on both empirical evidence and educational perspectives, reshaping the structure of classroom research and generating micro-strategies tailored to specific situations. This methodological concept seeks to explore alternative means of evaluating the effectiveness of instructional practices in teaching English as a second language. According to Kumaravadivelu (2006), “the post method refers to a specific group of teachers educating a specific group of students while adhering to a certain set of goals inside a specific institutional environment immersed in a specific socio-cultural milieu. It is thought that a technique should be adaptable to varied teaching settings and learner demands”.

Overall, by embracing the post method ethos, educators can enhance the quality and relevance of language education, preparing students for success in an increasingly interconnected world. For my study, this approach means to adopt a more flexible, context-sensitive strategy. In practical terms, this involves tailoring the English curriculum at IPN School to include experiential tasks that are directly relevant to students’ lives and interests. It implies that rather than strictly following a pre-determined methodology, I will adapt and

refine teaching practices based on continuous feedback and the specific needs of the students. This post method perspective will guide the integration of meaningful and interactive learning experiences, ensuring that the educational interventions are responsive to the evolving context of language learning.

In this study, the post-method framework shapes the view of teaching as a flexible and responsive practice. Rather than applying fixed techniques, teaching becomes a process of constant adaptation, based on the realities of the classroom and the specific needs of learners. This is reflected in the design of experiential tasks that connect with learners' lives and contexts, allowing the teacher to act as a facilitator who promotes meaningful and situated language use. From this point of view, pedagogy is not imposed, but co-constructed, in line with the post-method emphasis on teacher autonomy, contextual relevance and learner-centeredness.

Pedagogical intervention

Considering the experiential and reflective approach guiding this research, the pedagogical intervention was designed based on the principles of experiential learning. According to this perspective, learning should be learner-centered, rooted in real experiences and oriented to reflection to foster deeper understanding. In this context, learning is a process in which students actively construct meaning from the tasks they perform that are relevant to their lives and interests.

Grounded in these principles, this intervention was planned and implemented at the IPN, aligned with the English curriculum and the core learning standards established for

fourth grade. The central objective was to promote meaningful learning opportunities through experiential tasks that allowed students to connect personal experiences with the English language in an authentic way.

The intervention was developed throughout 2024 and was structured consecutively and coherently to the cross-cutting themes for the subject, constituting a total of 6 sessions. Each session ran over an estimated weekly period and included a sequence of learner-centered tasks designed to engage students in practical, creative and reflective experiences. These included group workshops, drawing and writing activities, role-playing, and the use of simple, contextualized English to describe personal realities.

DEVELOPMENT SCHEDULE OF EXPERIENTIAL LEARNING SESSIONS				
PRINCIPLES OF EXPERIENTIAL LEARNING ACTIVITIES				1. Learning should be student-centered, allowing students to be active in the construction of their knowledge through direct experience. 2. Activities should be relevant and connect with students' interests and previous experiences to maximize impact and motivation. 3. Learning should be reflective, providing time and space for students to analyze and understand their experiences
Session	**General objective**	**Linguistic content**	**Skills**	**Activities**

1st	To teach and reinforce English vocabulary related to describing physical appearance as students participate in interactive activities and hands-on experiences.	Vocabulary on physical description	practicing spoken and written vocabulary of physical description	**Exploring Physical Appearance Through Fun Experiences!"** Vocabulary Presentation: Display picture cards illustrating various physical characteristics. Experiential Activities: Form small groups of students for describe their own physical traits in English.
2nd	Motivate students to learn and use new vocabulary in context, related to free time activities and the use of verbs to demonstrate liking or interest.	Verbs to express interest or liking	Write and speak correctly following the structure to express liking or interest	**My Favorite Classmate's free time activities** Introduction to free time activities and their importance using flashcards Students ask classmates about their likes and dislikes, marking responses with check, X, or heart. Group Discussion: Students share interesting discoveries about classmates' activities.
3rd	To help kids learn where things are in English by doing fun activities together, so they learn how to use those words.	Prepositions of place	Language &Communication	**Exploring My Favorite Place with a puppet** Introduce the class pet, Lucas the duck, who will help teach prepositions of place. Explain that the lesson will focus on prepositions of place in English (e.g., "on," "in," "under," "behind," "next to," and "between") Association Game using the puppet. Creative Activity Children had to draw their room and highlight their favorite object, using the words and structures.

4th	Students will use comparative adjectives in English to describe and differentiate wild animals through hands-on, experiential activities.	Comparative adjectives	Write and speak correctly using the most accurate adjective.	**Wild Comparisons** Conversation about favorite animals. Introduction of comparative adjectives with examples and visuals. Experiential Activity: Students compare two animals using adjectives (size, speed, strength). Write sentences on a worksheet with pictures. Reflection: Some students share their sentences. Teacher provides feedback. Closing: Short "true or false" activity with comparisons. Homework: describe and compare two familiar animals.
5th	To talk students about their eating habits by exploring related food and drink vocabulary, along with frequency adverbs, through personal experiences and reflection.	frequency adverbs	Communicate assertively through speaking and writing to convey the required information.	**My Food, My Habits, My Style** Students talk about their favorite foods and how often they eat them. Vocabulary Intro: Food & drinks + adverbs of frequency (always, usually, sometimes, never), using pictures to connect with real-life routines. Hands-on Activity: Students form sentences by matching food and frequency cards, then arrange and correct them as a group. Experiential Task: Create a personal menu using favorite foods and frequency adverbs. Students draw, write sentences, and share with the class, linking language to their own habits. Reflection: Group discussion on food choices and personal routines to reinforce learning through real experiences.

6th	Students will explore the story of a magical pumpkin. Through storytelling and drawing activities, they will share their ideas and experiences, reinforcing vocabulary in a collaborative and creative way.	Experientia l theme connected to the Halloween celebration and vocabulary.	Guided and mindful reading.	**The Magic Pumpkin's Halloween Adventure** Interactive storytelling: Students engage with a magical Halloween story through reading and discussion. Collaborative learning: Shared reading and question answering foster teamwork and participation. Emotional vocabulary: Halloween adjectives help students' express feelings and describe creatively. Personal reflection: Learners connect story content to their own experiences.

This chapter demonstrated how experiential learning succeeds in transforming English language instruction into a more meaningful, learner-centered process. By integrating real-life topics and tasks into the lesson plan, students were able to connect language learning to their interests, emotions, and everyday experiences. Moreover, the intervention emphasized participation, reflection and adaptability. Through creative sessions that included storytelling, collaborative tasks and hands-on activities, the project fostered students' language development, engagement, autonomy and confidence. Ultimately, this design reaffirmed that when children learn by doing and reflecting, language becomes a living tool for expression, connection and growth.

CHAPTER V: Findings

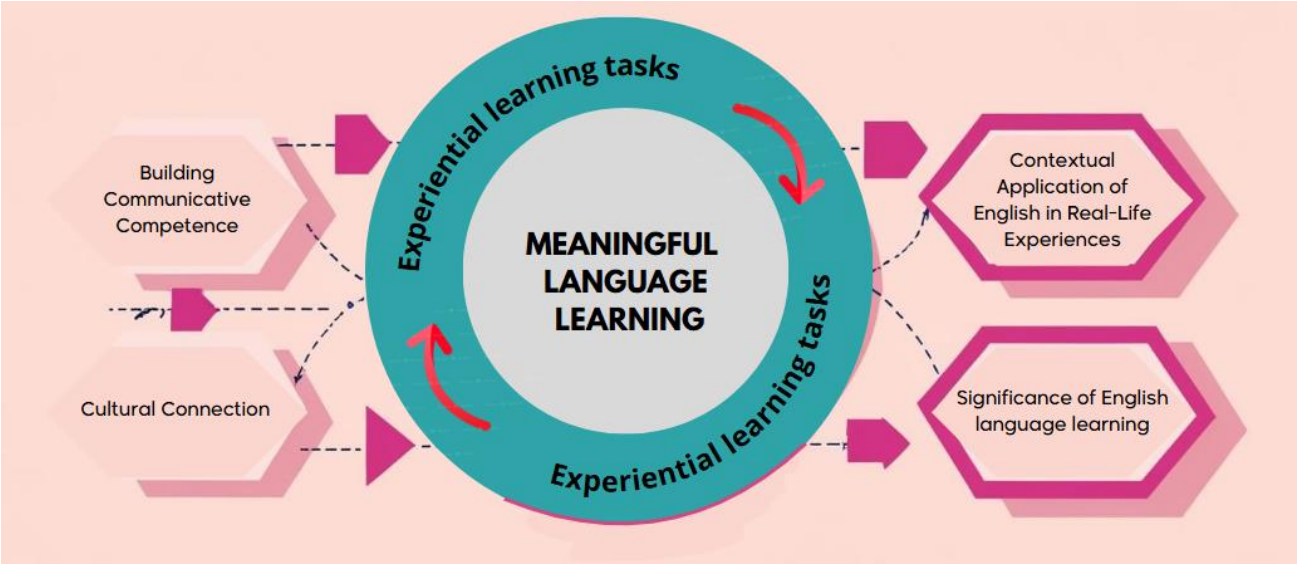
This chapter presents a qualitative analysis of the data collected throughout the study in order to answer the main research question.

The analysis is organized around four emergent categories that highlight how experiential, collaborative, and context-based tasks contribute to the development of meaningful language learning. These categories are 1) Building communicative competence, 2) Cultural connectedness through experiential learning, and 3) Contextual application of English in real-life experiences 4) Significance of English language learning.

Each category is examined in detail through students' responses, classroom observations, and reflections on the experiential activities implemented. Additionally, the chapter explores the role of peer collaboration, hands-on experiences, and contextualized learning in reinforcing key linguistic and communicative skills. By analyzing these aspects, this chapter aims to illustrate how experiential language learning tasks can bridge the gap between English instruction and students' lived experiences, ultimately fostering a meaningful and impactful learning process. The findings contribute to a deeper understanding of how meaningful learning emerges when students see English as a tool for interaction rather than just an academic subject, reinforcing the importance of student-centered and experience-driven approaches in second language education.

Figure 1.

Model of Meaningful English Language Learning through Experiential Learning Tasks.



Note: This diagram illustrates how experiential learning tasks foster meaningful English language learning by connecting communicative competence and cultural awareness with the contextual use of English and the perceived significance of learning the language. The bidirectional arrows reflect the cyclical and transformative nature of experiential learning.

Building Communicative Competence

This category explores how the experiential tasks developed in class fostered the development of students' linguistic skills, specifically in oral and written expression in English. Through practical and contextual activities, students were able to overcome barriers such as fear or insecurity, which strengthened their ability to communicate more fluently and confidently.

The development of communication skills was strengthened by activities that encouraged active practice of both oral and written English. In the field diaries, it is observed that students

participated in physical description activities and comparison, used picture cards to learn vocabulary and practiced pronunciation in many of the sessions. This is consistent with the interviews, where students mentioned feeling more confident speaking English after participating in dynamic activities.

> *1. ¿Te han gustado las actividades que hemos hecho en la clase de inglés?*
>
> *Si porque las actividades son dinámicas y participamos en el tablero y si nos equivocamos, la teacher Laura nos corrige y nos enseña para ser mejores en inglés. (Student 9. Midterm interview)*

In addition, activities such as role-playing and group exercises allowed meaningful interaction, reinforcing the use of language in social contexts.

> *"The students were then divided into groups for hands-on activities, followed by the instruction. They described their own physical attributes in English before moving on to describe those of their group mates, encouraging pronunciation practice and stimulating detailed questions". (Field diary 1)*

In this first entry of the field diary, my main objective was to teach and reinforce English vocabulary related to physical description through interactive activities and practical experiences. Since the children were already exploring this topic with their main teacher, my intention was for them to continue connecting knowledge with experience during my practice or even generate new experiences through the experiential task carried out in groups.

This connection between experience and learning finds support in the experiential learning theory of Kolb (1984), who emphasizes that "knowledge is created through the transformation of experience. Knowledge results from the combination of apprehending and transforming experience" (Bartle, 2015, p. 4). This principle is reflected in the comments of the students, who highlighted how the experiential tasks fostered meaningful learning by engaging them in authentic and interactive activities. For example, one Student expressed:

> *"¿Sientes que las actividades desarrolladas te permitían hablar sobre tus experiencias o historias pasadas?*
>
> > *Si, por ejemplo, cuando hicimos el ejercicio de la comida y nos ayudaste a esto, entonces yo tuve que participar y pues decía que comía, y había unas comidas que no estaban en el tablero, entonces como que ahí pude participar de lo que no estaba, de lo que yo sabía." (Student 7, final interview)*

The above question arises in the framework of the research as an attempt to evaluate to what extent the strategies implemented fostered active participation and the construction of personal meaning in learning English and in that same sense, the student's response reflected how an activity related to food not only allowed them to practice linguistic structures, but also offered them the opportunity to share their own knowledge beyond the material presented in class. This suggests that the experiential approach facilitates spontaneous language production and the integration of English into students' everyday lives, a key aspect of making learning meaningful and authentic.

This testimony demonstrates how the proposed activities not only facilitated the acquisition of new vocabulary, specifically related to food and the cross-cutting theme of time adverbs but also fostered meaningful engagement by encouraging students to activate their prior knowledge and participate actively. By connecting classroom content with real-life contexts, students were able to practice essential communication skills, such as questioning and responding. Similarly, in another session, students described their own physical attributes in English before describing those of their peers, which encouraged pronunciation practice and stimulated detailed questions, thereby enhancing their ability to communicate effectively (*Field diary 1)*

Further evidence of the contributions to the development of communicative competence is seen in how students collaborated during the description activities. For instance,

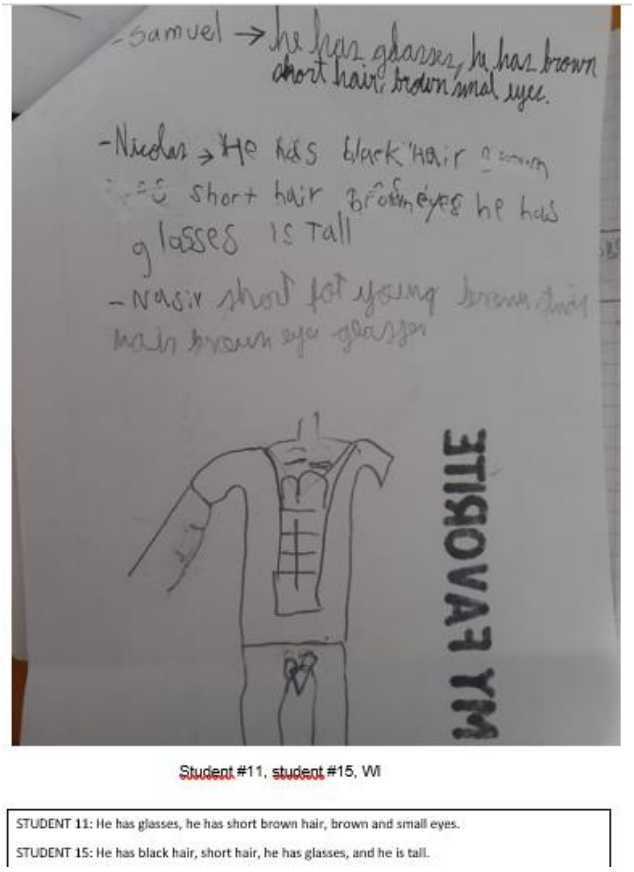
> **One participant** described a peer using detailed characteristics: “He has glasses, he has short brown hair, brown and small eyes,” Student 11, artifact session 1
>
> While **another participant** added: “He has black hair, short hair, he has glasses, and he is tall” (Student 15 artifact, Session 1).

This interaction highlights not only the application of vocabulary but also the active construction of meaning through peer collaboration, a core element of building communicative competence. In this sense, the learning context becomes an authentic environment where students engage in meaningful tasks alongside their peers, allowing them to develop essential cognitive and linguistic skills. As Hall (2007) states, "the learning context is an authentic environment. Learners perform authentic activities with others, and

through this, develop the kinds of cognitive skills necessary to be an effective practitioner in that field" (p. 99). Through these interactions, students enhance their ability to use language in real-world contexts, reinforcing both vocabulary acquisition and communicative competence.

Figure 2.

Artifact of activity “exploring Physical Appearance Through Fun Experiences”



Student #11, student #15, WI

STUDENT 11: He has glasses, he has short brown hair, brown and small eyes.

STUDENT 15: He has black hair, short hair, he has glasses, and he is tall.

In conclusion, this category shows how the experiential tasks in class strengthened students' communicative competence by providing a practical and contextualized environment for the use of English. The interaction with peers and the connection to personal experiences fostered more dynamic and meaningful learning, promoting spontaneous use of the language in real contexts.

Cultural Connection through Experiential Learning

Experiential learning allows for cultural connections that enrich language understanding. This category explores how active, participatory tasks awakened students to deeper cultural awareness by exposing them to cultural elements related to English and fostering a genuine interest in learning more about the language and its contexts. These cultural connections not only made learning more engaging but also fostered an appreciation of English as a tool for exploring other cultures.

Active learning enabled students to connect linguistic content with their own cultural experiences. This is reflected in the field diary, where the use of visual and dynamic material caught the interest of the students. In the interviews as well as in the artifacts, students mentioned activities that connected them to their environment, such as learning by playing, speaking in English with family members, the food and even discovering certain differences between animals belonging to their own culture or to different cultures. These experiences not only strengthened language learning but also fostered an emotional and cultural connection to the content.

> why **they chose certain foods and how often they consume them**, reflecting on the relationship between food and their daily lives, **connecting language with personal experiences.** (*field diary 5)*

It is important to note how this activity allowed students to link English to cultural and everyday aspects of their lives. By discussing their eating habits and comparing them to those of other cultures, students practiced the language in a meaningful context and developed

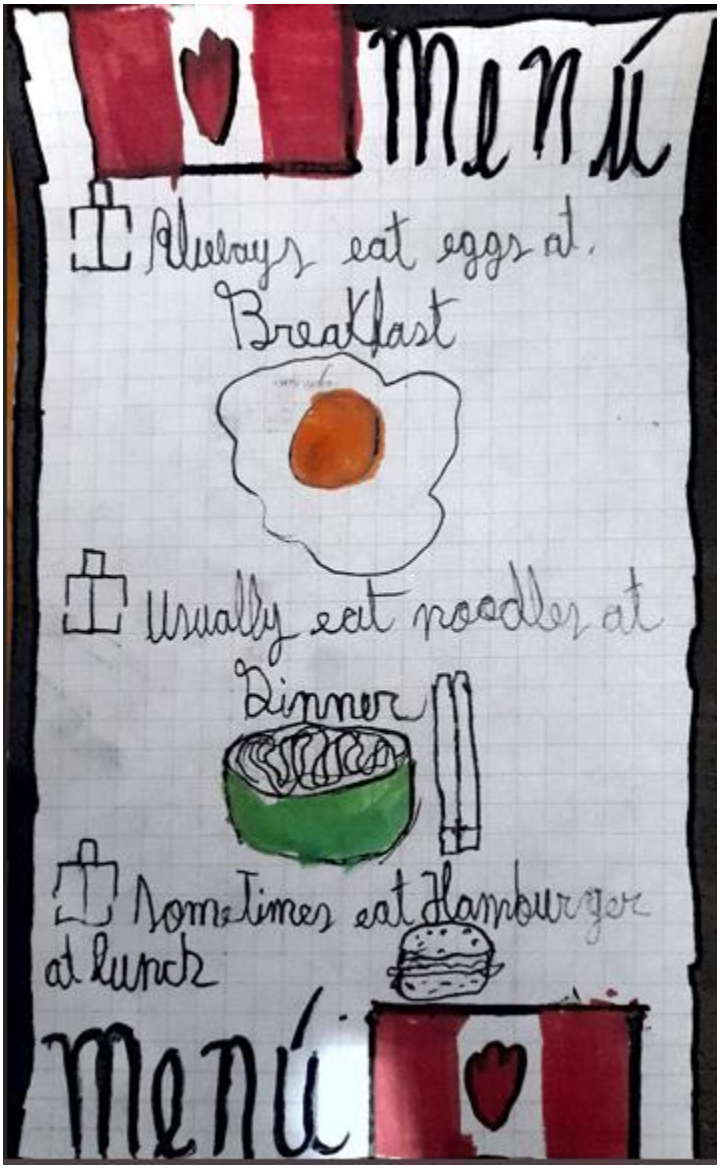
greater cultural awareness. This reinforces the idea that experiential learning facilitates foreign language acquisition and fosters a deeper appreciation of cultural diversity.

One outstanding production was the creation of a menu based on Canadian culture by a student with ties to Canada. This experiential task not only facilitated the learning of food and drink-related vocabulary but also provided an authentic context for using English. Through the process of designing and presenting the menu, the student practiced descriptive and oral presentation skills while making meaningful connections between language, personal identity, and cultural heritage. This aligns with the sociocultural approach, which emphasizes that "learning first then action, and that action develops competency and cognitive development" (Hall, 2007, p.98). By engaging in real-world tasks, students move beyond passive knowledge acquisition, actively constructing their communicative competence through meaningful experiences.

Figure 3 above illustrates how this approach enabled students to use English in a meaningful, real-life context, enhancing their ability to discuss daily habits while reinforcing learning through personal experiences. It also fostered thoughtful communication, encouraging peer-to-peer interaction with a clear communicative purpose.

Figure 3.

Artifact of activity "My Food, My Habits, My Style"



Freire (1989, cited in Valverde Brenes, 2012, p. 120) reminds us that "la educación no es neutra, nunca lo ha sido en ninguna nación, en ningún pueblo que desee mantener sus raíces y arraigos culturales más apreciados". This principle is essential when connecting learning with the realities and cultural experiences of students. Using activities that reflect specific cultural contexts, such as creating a menu based on Canadian culture, allows students not

only to learn the language but also to link it to their identity and cultural environment. In this way, learning becomes an experience that goes beyond acquiring vocabulary and grammar structures, promoting a deep understanding that strengthens the connection between language and culture.

Integrating cultural connections through active learning not only enhances language acquisition but also fosters a deeper, more personal understanding of the language. By engaging in experiential tasks that relate to their own cultural contexts, students can see English as more than just a tool for communication it becomes a bridge to explore and appreciate diverse cultures.

Figure 4.

Artifact of activity "My Food, My Habits, My Style"



Note: *This artifact serves as an example of cultural diversity contrast. Through their personal experiences with food, students were able to express their daily lives in an interdisciplinary way, using frequency adverbs to reflect their habits and cultural background.*

Contextual Application of English in Real-Life Experiences

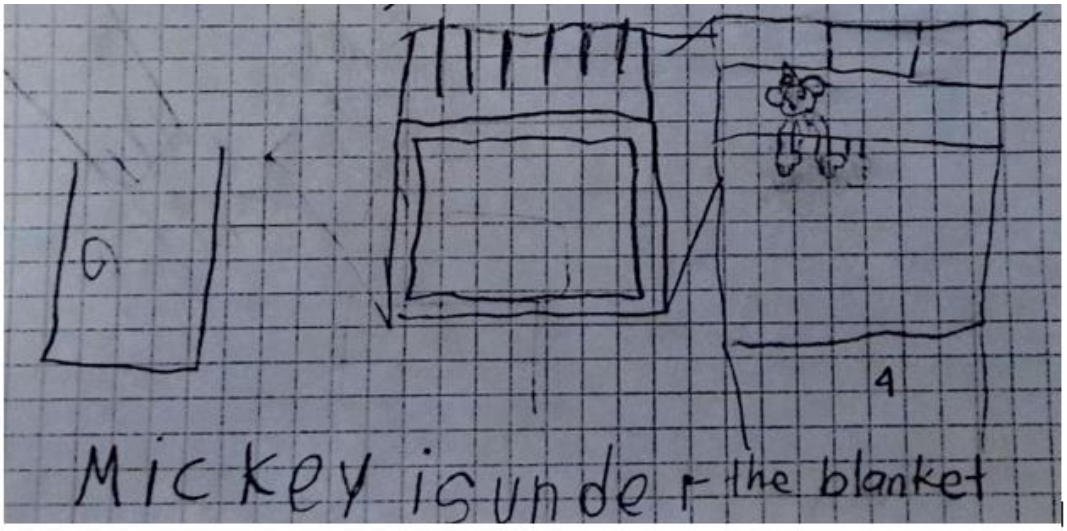
One of the strengths of experiential tasks is their ability to situate learning in real and relevant contexts. This category examines how students identified English as a useful tool in practical situations, such as travel, interaction with foreigners, or everyday activities. By connecting the learning to their own lives and future experiences, students perceived the language as useful and necessary, which reinforces their motivation and participation in the educational process.

This connection between the learning content and students' own lives helped them perceive English as a useful tool for practical situations. Whether imagining using English during travel or interactions with foreigners, or simply describing things in their home environment, the students recognized the relevance of the language in their own lives. By linking the abstract concept of prepositions to concrete, everyday experiences, they understood how English could be used to express ideas and communicate more effectively in real-world contexts.

These activities not only facilitated comprehension but also reinforced students' motivation to learn. When students saw that the language, they were learning could be applied to their personal experiences describing their favorite objects in English—the language became more than just a subject; it became a tool for real-life communication.

Figure 5.

Artifact of activity "Exploring My Favorite Place with a puppet"



"Mickey is under the blanket"

Student #4

> At the end of the meeting, I noticed that **there was something special that motivated them, and it was the drawing activity, because in it they could locate their favorite object that was in their house and give it a specific written description.** This motivated them to participate more and to engage in conversation with their peers about past experiences they had had with the object and the feelings it evoked. (*Field diary 3)*

The highlighted excerpt illustrates how engaging students in experiential activities, such as drawing and describing personal objects, enhances both their motivation and comprehension. As shown in the text, students were especially engaged when describing objects they appreciated, as this process allowed them to use English in a communicative way that related to their interests. This is consistent with the idea that learning is most effective when students recognize its relevance to their own lives. The combination of visual

and written expression provided students with a concrete way to connect language learning with personal meaning.

The contextual application of English in real life experiences is essential to consolidate meaningful learning. According to Ausubel, quoted by Moreira (2017, p. 8), "esos conocimientos previos resultarán más elaborados en función de las situaciones en las cuales son usados. En esto reside la interacción que caracteriza el aprendizaje significativo, en una perspectiva de progresividad y complejidad." This demonstrates that by applying English in authentic contexts, students not only reinforce what they have learned but also develop a deeper and more complex understanding of the language as knowledge is enriched with each practical experience.

> ¿Sientes que las actividades desarrolladas te permitían hablar sobre tus experiencias o historias pasadas?
>
> Pues, si porque me ha ayudado a prender palabras y pues yo con mi papá que él también sabe arto inglés y antes el a veces me hablaba en inglés y yo no entendía, pero ahora si le entiendo y puedo hablar en inglés con él y eso. *(Final interview)*

The student's response highlights how applying English in real-life contexts reinforces meaningful learning. By using the newly acquired vocabulary to communicate with his father, the learner reinforced his knowledge and at the same time gained confidence in using the language beyond the classroom. This aligns with Ausubel's perspective on meaningful

learning (Moreira, 2017), as knowledge is deepened when applied in authentic situations. Ultimately, integrating English into personal experiences fosters progressive and lasting language development.

Significance of English language learning

The perceived value of English in students' lives emerges as a key theme in this category. Through the experiential tasks, students not only developed skills, but also recognized the importance of English as a tool for achieving personal and future goals. This recognition not only increases intrinsic motivation but also aligns language learning with students' individual interests and aspirations, making the process even more meaningful.

Learning English in this context was highlighted for its ability to connect content with students' personal experiences, which increased their appreciation of the language. During the class, students not only practiced comparative adjectives when describing wild animals, but also linked learning to personal memories and experiences, such as stories of encounters with animals during their holidays or school trips. This type of connection made learning more relevant and meaningful to them.

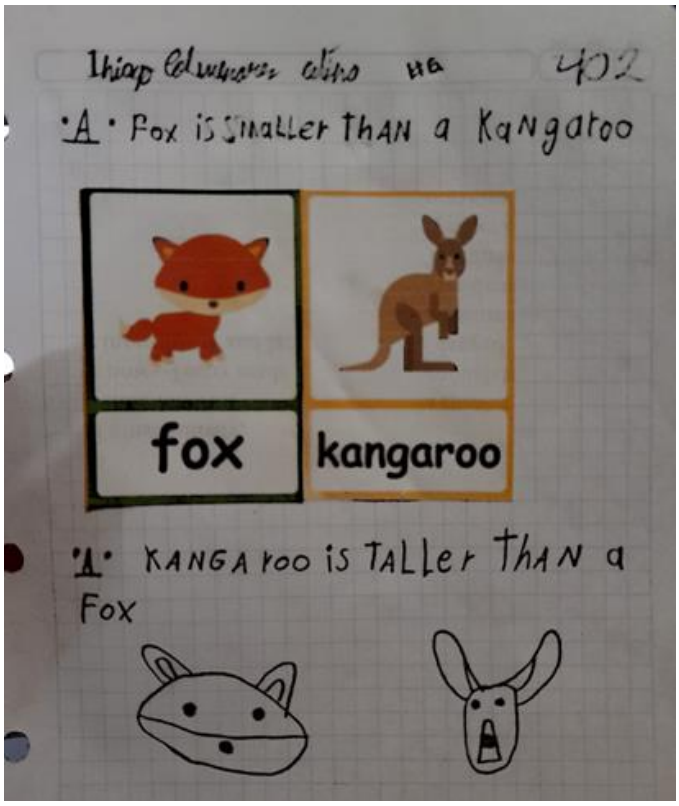
A clear example of the importance of English as a learning tool is that, at the end of the session, students agreed that this was their favorite class, highlighting how much they learned. As mentioned in the final interview, practical activities and the use of concrete images and examples allowed them to better understand comparative adjectives and how they are used in real-life contexts. This shows that when English is connected to personal

experiences, not only does the language become learned, but its practical applications in everyday situations are also valued, reinforcing its meaning in students' lives.

> ¿Hubo alguna actividad que te hizo querer aprender más o saber más sobre el inglés?
>
> La de los animales cuando nos pusiste esos cuadritos de cartulina, y nos pusiste esos animales y nos tocaba escribir, me gusto bastante. *(Final interview).*

Figure 6

Artifact of activity "Wild comparisons"



“From today's perspective, meaningful learning must also be critical and subversive. In contemporary society, it is not only necessary to acquire new concepts in a meaningful way, it is also necessary to do it in a critical way.” (Own words). This reinforces the idea that learning a second language like English should be both meaningful and critical, encouraging students to reflect on how language functions in different contexts and how it shapes their understanding of the world. For instance, when students engage in comparative structures, they are not just practicing grammar but also developing an awareness of how language influences perception and classification. By analyzing why and how comparisons are made, they can question linguistic structures and their impact on thought, fostering a deeper and more conscious engagement with the language.

In conclusion, the analysis of the data highlights the importance of building bridges between second language learning and the everyday realities of students in Bogotá’s public schools. Across the four emerging categories (communicative competence development, cultural connectedness through active learning, contextual application of English, and meaning in English language learning), it is evident that experiential and context-based tasks are essential for meaningful learning. Given the characteristics of IPN fourth graders-who exhibit natural curiosity, strong imitative skills, and a preference for social and hands-on learning-connecting English to real-life contexts improves both engagement and retention. Their parents' influence in choosing a school that fosters well-rounded education further reinforces the importance of an approach that integrates language skills with cultural and communicative competence. By aligning language learning with students' personal experiences and cultural contexts, English instruction becomes more engaging, relevant and

impactful, fostering deeper language acquisition and broader understanding while preparing students to use English as a meaningful tool in their daily lives.

CHAPTER VI: Conclusions, Implications, Limitations and Further Research

This research followed an action research approach to explore how experiential learning tasks contribute to making English learning meaningful for elementary students in a public school in Bogotá. Through the implementation of interactive and hands-on activities, this study sought to understand how students engage with English when the learning process is connected to their experiences, interests, and realities.

At the beginning of the study, learning English was a challenge for students, as they had to face new linguistic structures and communicative dynamics in a school context. However, there was an articulation between learning and the pedagogical strategies implemented, which led to an improvement in the English teaching-learning process as a foreign language. The collaboration between the head teacher and me, as a student-teacher researcher, facilitated the adaptation of activities that enhanced students' comprehension and use of the language in meaningful situations. Data collected from classroom observations and student interviews showed that when learning was linked to real-life experiences, students not only retained vocabulary and structures more effectively but also used them with a clear purpose.

The findings highlight those experiential tasks played a crucial role in strengthening students' communicative skills. Activities such as describing personal experiences, comparing familiar objects, and engaging in interactive storytelling allowed students to use English in a natural and relevant way. Their oral and written production became more fluent, and their confidence in using the language increased over time. The data also revealed that students were more motivated to participate in classroom activities when they perceived English as a communication tool rather than just an isolated academic requirement.

Another key finding of this research is the impact of experiential learning on student engagement. When activities were designed to be interactive, student-centered, and connected to real-world scenarios, students demonstrated greater enthusiasm for learning English. Interviews and classroom observations indicated that students were more willing to take risks in their language production, ask questions, and express their opinions when they felt that their experiences and voices were valued.

However, the study also revealed several challenges in implementing experiential language learning in a Colombian elementary school. One of the main issues was the lack of time, which sometimes limited the types of activities that could be carried out. Additionally, organizing activities for large groups required careful planning to ensure that all students actively participated in meaningful learning experiences.

Another important challenge was classroom management, especially in activities that required teamwork and active student participation in new and interactive situations. In some cases, group dynamics and the need to provide extra support to certain students made it difficult for activities to flow smoothly. Furthermore, some students had a more advanced level of English and, at times, did not want to work alongside their classmates, preferring instead to move ahead to new topics. This difference in language proficiency levels sometimes affected the pace of the class, making it necessary to use different strategies to keep all students motivated while maintaining a balanced learning environment. Despite these challenges, as the study progressed, these difficulties were gradually resolved through the use of scaffolding strategies, continuous motivation, and incorporating students' interests into lesson planning.

Additionally, this study revealed that experiential learning helps students build meaningful connections between English and their daily lives. Several students mentioned instances where they applied what they had learned in class to situations outside the school environment, such as interacting with family members, understanding media content, or even attempting to express themselves in English in their daily lives. These findings suggest that when students perceive English as a practical and relevant tool, they develop a more positive attitude toward learning it.

All in all, the results of this study indicate that integrating experiential tasks into English language instruction not only enhances language acquisition but also fosters a deeper and more meaningful learning experience. By shifting the focus from passive knowledge reception to active language use, students can engage with English in a practical and personally relevant way. This aligns with the idea of Moreira (2017) that emphasizes in the belief that meaningful learning involves acquiring new knowledge with understanding, critical thinking, and the ability to apply it in explanations, arguments, and problem-solving, even in new situations.

In conclusion, this research confirms that experiential learning allowed English to become meaningful for elementary students in a public school in Bogotá. The implementation of practical and meaningful tasks enabled students to develop a stronger connection to the language, making their learning experience more relevant and impactful. These findings highlight the importance of adopting experiential methodologies in English language teaching, ensuring that learning is not only effective but also meaningful for students in their educational and social contexts.

Implications

The findings of this research suggest that incorporating experiential learning tasks into English instruction can significantly enhance the way elementary students engage with and perceive the language. By integrating hands-on, interactive, and meaningful activities, students were able to establish deeper connections between English and their daily lives. This highlights the need for educators to rethink traditional teaching approaches and embrace methodologies that encourage active participation, critical thinking, and real-world application of language skills.

One of the key implications of this study is the importance of creating learning environments where students feel that English is more than an academic requirement—it is a tool for communication and personal expression. Schools should aim to provide opportunities for students to interact with the language in a way that resonates with their experiences, making the learning process more relevant and impactful. This shift in perspective requires English teachers to design lessons that prioritize experiential tasks, fostering both linguistic competence and meaningful engagement.

Furthermore, this research reinforces the idea that language learning should not be isolated from students' social and cultural realities. When students see English as a language that connects them to different contexts, perspectives, and opportunities, their motivation and confidence increase. English instruction, therefore, should go beyond rote memorization and instead focus on meaningful interactions that encourage students to use the language authentically.

Ultimately, adopting experiential learning strategies in ELT can contribute to a more dynamic and effective educational experience. By emphasizing practical application and contextualized learning, educators can ensure that students not only acquire language skills but also develop a genuine connection to English, making it a valuable tool in their personal and academic growth.

Limitations

Despite the positive outcomes observed throughout this research, certain limitations influenced the development of the study. One of the main challenges was the reduction of intervention and practice time due to school-related activities. Institutional events, scheduling conflicts, and unforeseen changes in the academic calendar occasionally limited the number of sessions available for implementing experiential learning tasks. As a result, some planned activities had to be adjusted or condensed, which may have impacted the depth and continuity of the learning process.

Another limiting factor was students' distraction when external objects were introduced into the classroom. The participants' age, ranging from 8 to 10 years old, played a role in this situation, as children at this developmental stage tend to be more susceptible to novel stimuli. While incorporating physical materials and real-world elements aimed to enrich experiential learning, in some cases, these objects diverted students' attention away from the intended language learning objectives. Managing classroom focus during these moments required additional strategies to maintain student engagement while ensuring that the learning activities remained effective.

These limitations highlight the challenges of conducting action research in a dynamic school environment. Although adjustments were made to adapt to these circumstances, future research could explore strategies to optimize intervention time and manage external stimuli more effectively, ensuring a more consistent and controlled implementation of experiential learning tasks.

Further research

Future research could explore the long-term impact of experiential learning on students' English proficiency, analyzing whether these methods lead to lasting improvements in language retention and use. Additionally, investigating how experiential learning functions in different educational contexts, such as rural schools or bilingual programs, could provide a broader understanding of its applicability and usefulness. Another key area for future research is understanding teachers' perspectives and challenges of implementing experiential tasks, along with strategies for maintaining students' attention and interest in participating. In addition, with the increasing role of technology in education, future studies could explore how digital tools support experiential learning and enhance meaningful language acquisition in children.

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Appendix A. Midterm interview format

Interview format:

1. ¿Cómo empezaste a aprender inglés?

2. ¿Puedes compartir alguna tarea en particular que recuerdes y cómo te hizo sentir?

3. ¿Cómo crees que estas actividades prácticas te han ayudado a aprender inglés de forma diferente a las clases tradicionales?

4. ¿Hay alguna anécdota o experiencia específica que recuerdes durante estas tareas vivenciales que haya tenido un impacto en tu aprendizaje?

5. ¿Hay algo más que quieras añadir sobre cómo estas tareas prácticas han influido en tu aprendizaje del inglés?

Appendix B. Final interview format

Final interview

Student

- ¿Sentiste que las actividades te ayudaron a aprender inglés de una forma diferente? ¿cómo?

- ¿Hubo alguna actividad que te hizo querer aprender más o saber más sobre el inglés?

- ¿Sientes que las actividades desarrolladas te permitían hablar sobre tus experiencias o historias pasadas?

- ¿Hubo alguna actividad que te hizo sentir que el inglés podía ser útil o importante para tu vida? ¿Por qué?

- ¿Como te sentiste usando el inglés en actividades que se parecían a situaciones reales? ¿te resulto más fácil o difícil?

- ¿Te imaginas usando el inglés que aprendiste en algún lugar o situación fuera de la escuela? ¿Cómo lo imaginas?

- ¿Después de desarrollar las actividades conmigo, te sientes más seguro hablando o escribiendo en inglés? ¿por qué?

Appendix C. Field diary format and sample

<table>
<tr><td colspan="2">Field diary 2</td></tr>
<tr><td colspan="2">Practitioner name: Laura Tatiana Moreno Moreno</td></tr>
<tr><td>Date: March 14, 2024

Place: Instituto Pedagogico Nacional

Grade: 402</td><td>Implementation start time:
10:40 am

Implementation end time:
12:20 pm</td></tr>
<tr><td colspan="2">Number of students: 27</td></tr>
<tr><td colspan="2">Learning objective:
• Motivate students to learn and use new vocabulary in context, related to free time activities and the use of verbs to demonstrate liking or interest.</td></tr>
<tr><td>Description of the session:

In today’s class, we started by giving students name marks to help distinguish each other easily throughout the activities. The session began with a warm welcome and a fun warm-up, where students were shown flashcards depicting various free-time activities like drawing, playing soccer, reading, and dancing. Students were asked to identify the activities on the flashcards, and their responses were written on the board. This led into the introduction of vocabulary related to expressing likes and interests, using the flashcards as prompts. For example, the phrase "I like playing soccer" was introduced and practiced with the class.

In the main activity, each student received a printed rubric and was instructed to ask three different classmates three questions about their likes, dislikes, and favorite activities. Using the images on the flashcards, they asked their peers which activities they liked, didn’t like, or loved, marking their responses with symbols—a checkmark, an "x," or a heart—depending on their answers. The students took turns</td><td>Practitioner perceptions:

In this class, I observed a notable enthusiasm among the children as they expressed their interests in daily activities, which is crucial for making their English learning meaningful. The students demonstrated orderliness in executing the activities and were able to follow instructions precisely, reflecting their engagement in experiential language learning tasks.

During the second part of the activity, which involved a questionnaire where they asked their classmates about their favorite activities, I noticed that they confidently used phrases like "I like," "I love," and "I don’t like." This assertiveness in using the target structures was encouraging. Although some children occasionally reverted to their native language, I actively encouraged them to utilize the English vocabulary and structures we had practiced. Their efforts were palpable, and the sense of satisfaction they experienced upon achieving this was evident.</td></tr>
</table>

asking and answering, with time carefully monitored and vocabulary assistance provided as needed. The class then transitioned into a group discussion, where a few students were invited to share something interesting they had learned about their classmates' favorite activities. This allowed the students to reflect on the diversity of interests within their group and helped build a sense of community and understanding among them. The session concluded with a brief recap of the day's lesson, emphasizing the importance of knowing each other's tastes and supporting one another's hobbies. Students were encouraged to continue exploring their own interests and to respect and celebrate those of their peers. For homework, they were asked to inquire about the favorite activities of a family member, extending the learning beyond the classroom.	Furthermore, the activity fostered a supportive classroom environment where students helped one another. I observed this camaraderie, particularly with Joaquín, a natural leader who easily communicated and assisted his peers. His role exemplified how peer support can enhance the learning experience, making the process of learning English not only meaningful but also collaborative. This class emphasized the importance of fostering enthusiasm, providing opportunities for communication and encouraging support among the children to create a more engaging and meaningful English learning experience for the students.

A**spects to improve:**

- **Management of the classroom space:** Keep in mind that the movement around the classroom should be done at all times and that all the children in the classroom should be covered, in order to solve possible doubts or to be more attentive to how they are developing each activity.

- **Encourage the use of the foreign language over the mother tongue:** Encourage the use of learned vocabulary, be more attentive to the use of children's structures and in cases where it is necessary to be able to help them articulate what they intend to say, without fear of making mistakes.