

Applying Dewey's 'Experiential Learning' in Progressive Education to ESL/EFL/EIL

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Introduction

This is a literature-based qualitative research which explores whether or not Dewey's ideas of progressively-based experiential learning theory (1928; 1934; 1938; 1940; 1958; 1966) have already been applied to ESL/EFL/EIL studies as a teaching method or as an approach and if so, in what way. The objective of this research is to clarify that the validity of the application and possibility to improve the quality of language teaching methods and approaches by examining what are included or the lack thereof within ESL/EFL/EIL teaching methods and approaches derived from Dewey's original theory of 'experience.' The results of this research reveal that the application of Dewey's idea of experience into ESL/EFL/EIL teaching approaches exist; for instance, Task-Based Teaching Instruction (TBLT), Content and Language Integrated Instruction (CLIL) and Experiential Teaching/Learning in ESL/EFL/EIL, such as Service-Learning and Strategic Interaction. Some of them do not consist of only his educational theory. In fact, many of them are actually based on a mixture of his ideas and other teaching theories by well-known scholars, including Vygotsky (1978) and Freinet (1993). However, it is safe to conclude that they all seem to be deeply rooted in either Dewey's educational theories or his idea of experience. Some limitations and future implications of Dewey's ideas are also discussed.

1. Background

The critical perspectives of educational researchers, such as John Dewey (1916, 1938, 1940, 1966) and Paulo Freire (1970), have been the fundamentals of the education in critical studies in

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the United States. Especially, Dewey's idea of progressive education (1928), which respects the importance of the collaborative works and cognitive aspects of students, has been promoted as a better way to teach students in schools. Moreover, various aspects of progressive education including experiential and collaborative work have even been applied to different fields such as teaching English as a second or an international language (Branden, Bygate, and Norris, 2009; Branden 2006).

The cognitive and communicative aspects in the students' learning of a second or foreign language are currently comparatively more respected than in the past. These aspects include the environment of the classroom, the learner's personality/characteristics, and the motivation of the teachers and students. These changes within the trend in ESL/EFL/EIL teaching and learning, a number of scholars and researchers in this field have contributed to the discovery of the factors that can influence the teaching and learning in ESL and EFL, such as Krashen, who is best known for his 'Monitor Model' (Krashen, S. D., 1981) and Vygotsky, who has grounded the theory of sociocultural perspectives in Applied Linguistics and is well-recognized as the researcher who has developed the 'zone of proximal development Vygotsky, L. S., (1962, 1978).' These cognitive perspectives have been the fundamentals for relatively new teaching methods in ESL/EFL/EIL teaching and learning, such as Content-Based Language Teaching (CBLT), Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL) (Coyle, Hood and Marsh, 2010), and other communicative teaching methods.

Considering the backgrounds of both education and language teaching, whose fields gradually shifted into the cognitive and socio-cultural aspects of learning, it is crucial to find out whether there are any mutual points between these two fields in terms of the cognitive and socio-cultural aspects on which they put value. Especially, if a language teaching method has its roots in an educational researcher's philosophy or ideas, it should be examined how well the teaching method actually speaks to the original educational theories. This is because if there is any fallacy in the process of the application, it could ruin the benefits of the original theory and might be less effective. Hence, it is essential for scholars to review the outcome of the generalization or application and compare in what way the original idea of the theory has been applied to another field of study. In this article, as one of the cases of application, Dewey's idea of experience into the field of ESL/EFL/EIL will be the primary focus and to examine its accurateness.

The research questions of this paper are, therefore, as follows:

1. Has Dewey's idea of experience in progressive education (1928, 1934, 1938, 1940, 1944, 1958) already been applied to or reflected in the ESL/EFL/EIL fields?
2. If so, in what way has it been applied to the fields and are there any differences or similarities

between the original and the outcome of the application?

2. Literature review

In this critical review, the primary focus will be on eliciting the characteristics of both Dewey's philosophy of education and the teaching methods in ESL/EFL/EIL that are considered to correspond to his educational theory (Dewey, 1928, 1934, 1938, 1940, 1944, 1958) and clarifying the definitions for each characteristic. The existing data for Dewey's educational theories will be gathered by collecting the data from his literature and the works done by Deweyan educators and researchers. For the ESL/EFL/EIL teaching methods, as it is mentioned in delimitation, this research concentrates on some aspects of Dewey's progressive education, such as experience, collaborative work, student-centered, and so forth. Specifically, task-based language instruction will be the primary focus of this research.

2.1 Dewey's philosophy of education

Dewey (1958) asserts what his philosophy of education is as follows: it is not merely in relation with general philosophy, although it is often treated so, even by philosophers, but it is the most crucial phase of philosophy. Even though knowledge is obtained through the process of education, these educational processes will not terminate by merely acquiring the knowledge and related skills (p. 165). In addition to these assertions on the fundamental definitions of the philosophy of education, he claims that "It is not too much to say that education is the outstanding means by which union of knowledge and values that actually work in actual conduct is brought about" (p. 165). He further emphasizes the importance of the integration of science and philosophy of education, knowledge and action, theory and practice affecting education and society (p. 168).

2.2 Progressive education

The general concept of progressive education has its roots in John Dewey's educational philosophy, which was advocated in the early 20th century. Dewey (1928) first introduced the idea that "progressive schools are mainly concerned with growth, with a moving and changing process, with transforming existing capacities and experiences" (p. 181) and it enhances student's learning in the condition favorable to learning, and that studying naturally and necessarily takes place (p. 183). He also claims that experience that is connected with students' needs plays an

important role in progressive education. In detail, in the conditions containing valuable subject matter, realization or building up of student's individuality, students can develop by themselves in what they do by interacting with these conditions. Moreover, teachers can find out a tremendous amount of information about what students really need, what interests them, and what their weaknesses are through observations within these conditions. Regarding a project or activity, he suggests that first it needs to be sufficiently full and complicated so that each student can respond from a different point of view and it can permit each to answer and contribute in their own ways. In addition, the project or activity needs to have a long period of time to provide students sufficient opportunities to discover or investigate what is involved in it, and include ways that can open up a new world, raise new questions, arouse demand for further knowledge, and give them an idea for what to do next based on what has been accomplished, and in the end, knowledge can be obtained.

2.3 'Experience' in progressive education

Dewey puts a significant emphasis on 'experience' in his educational theories (Dewey, 1934, 1938, 1940, 1944, 1958). Dewey (1934) defines his idea of 'experience' and how it is interrelated to the living world. He interprets that "Experience occurs continuously, because the interaction of live creature and environing conditions is involved in the very process of living" (p. 205). Moreover, he explains that when we experience something, it does not necessarily mean that we had an experience which he emphasizes as an important element of the learning process in education. He asserts as follows:

Oftentimes, however, the experience had is inchoate. Things are experienced but not in such a way that they are composed into an experience. There is distraction and dispersion; what we observe and what we think, what we desire and what we get, are at odds with each other ... In contrast with such experience, we have an experience when the material experienced runs its course to fulfillment. Then and then only is it integrated within and demarcated in the general stream of experience from other experience. A piece of work is finished in a way that is satisfactory; a problem receives its solution ... Such as experience is whole and carries with it its own individualizing quality and self-sufficiency. It is an experience (p. 205).

In Dewey (1938), *Experience and education*, he first establishes the idea that, between the processes of real experience and education, there is an intimate and necessary relationship. If so, the fundamental unity of philosophy can be found in a correct idea of experience (p. 20). Moreover, he asserts as follows:

The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. Experience and education cannot be directly equated to each other. For some experiences are miseducative. Any miseducative that has the effect of arresting or distorting the growth of further experience (p. 25).

He also interprets a comparison between progressive education and traditional education, whereas progressive education may be disconnected for the sake of making each experience lively, vivid, and interesting. Traditional education restricts the future experiences by formatting a consequence of such habits. In this type of traditional, students cannot have these types of experiences (p. 26). In short, continuity is a key term in his theory of 'experience.'

Besides, he elucidates the function of continuity as it works in a very different way if an experience arouses curiosity, enhances initiative, and settles desires and purposes (p. 38). The greater mutuality of experience enables educators to evaluate the experiences of students. In other words, by the consequence of experience, experience will mature and one with matured experience will be able to see the direction in which the experience of those who have less experience is heading.

'Interaction' is the second chief principle in explaining an experience and its educational force and function (p. 42). 'Interaction' assigns equal rights to factors, objective and internal conditions, in experience. Although traditional education emphasizes the external conditions entering into the control of the experiences, it slightly pays attention to the internal factors which also decide the kind of experience had by students. An experience always occurs through the interaction between individual, objects, and other persons.

The two principles, 'continuity' and 'interaction,' are not separate from each other and they are in active relation with each other; the measure of the significance in education and value of an experience (pp. 44-45). Different situations succeed one another, but because of continuity one of the aspects is carried over to the latter ones. In the process of experiencing knowledge, what one has learned in the process of knowledge and skill in a situation will be used as an instrument to understand and deal with the situations that follow. These two principles are the essential components for his theory of 'experience.'

Dewey (1940), also clarifies two distinctive circles regarding experience. As the first aspect of the circle, he explains that "The new and distinctive materials of experienced objects are provided by the natural sciences" (p. 195). However, he additionally explains that it does not mean that the material of experienced factors through experience must be transferred to the material of physical science. Furthermore, he interprets that the other aspect of the circle in experience is held within the experience itself. He claims that we find progress from an unrefined experience in which beliefs about nature and natural events are significantly different from those scientifically

approved. Especially, historic development of natural science enables us to frame a theory of experience which can assure how this development out of crude experience into the highly-purified conclusion of science takes place.

Dewey further distinguishes the nature of experience into two types: active and passive (Dewey, 1944, p. 139). He interprets these two types as:

On the active hand, experience is *trying*, in which meaning is made explicit in the connected term experiment. On the passive hand, it is *undergoing*. When we experience something, we act upon it, we do something with it; then we suffer or undergo the consequences. We do something to the thing and then it does something in return: such is the peculiar combination. The connection of these two phases of experience measures the fruitfulness or value of the experience (p. 139)

Regarding the activity, he asserts that mere activity does not initiate any experience. Experience as trying includes change, but change without connections with the return wave of consequences flowing from it is meaningless. For the experience as undergoing, he uses an instance of child's movement to describe its nature; "it is not an experience when a child merely sticks his his finger into a flame, but it is an experience when the movement is connected with a pain which he undergoes in consequence" (pp. 139-140). The two conclusions that he made in this book are:

1. Experience is a primary and active-passive affair: it is not primarily cognitive.
2. The *measurement* of the *value* of an experience lies in the perception of relationships or continuities to which it leads up.

He alerts that the fact that most students are not able to engage in fruitful experiences but absorb knowledge directly which are a mere union of bodily actions can destroy the vital meaning of experience.

Similarly, in Dewey (1958), he provides a clear distinction between what he means by 'experience' and what are not. He starts explaining by stating "experience is *of* as well as *in* nature" (p. 4a). He interprets that nature and natural events themselves are not experience, but things interacting in particular ways are experience; they are what is experienced and linked in certain ways with other natural objects. He also makes an assertion on the relationship between the mind and the natural world as:

The only way to avoid a sharp separation between the mind which is the center of the

processes of experiencing and the natural world which is experience is to acknowledge that all modes of experiencing are ways in which some genuine traits of nature come to manifest realization (p. 24)

He points out that the connection between these two factors which the empirical method in philosophy makes in terms of subject-object and all-inclusive cognitive experience is problematic.

Recently, Waks (2013) compared the differences between the environment of classrooms in the 20th century, in which the progressive education was introduced, and contemporary society. He asserts that, currently students have access to global networks and technology is highly developed, whereas these factors did not exist in the 20th century. Besides, he points out that the trend in current education is more cooperative and collaborative than how it was in the past. He interprets that these differences raise two parallel questions:

- (1) How should we understand our new educational trends in relation to the global network context?
- (2) How can we build upon the new educational trends to match the contemporary democratic aspirations of a global network society and education?

He claims that these questions are to deduce the potential or hidden problems in current democratic education that have a number of components of Dewey's progressivism.

2.4 Experiential Learning

Kolb (1984) provides the descriptions of the fundamental characteristics of experiential learning; specifically, it illustrates how it is distinctive from other teaching approaches and what is the origin of this comparatively new learning process. He claims that "Experiential learning theory offers a fundamentally different view of the learning process from that of the behavioral theories of learning based on an empirical epistemology or the more implicit theories of learning that underlie traditional education methods, methods that for the most part are based on a rational idealist epistemology" (p. 21).

For the origin of the experimental learning, he explains that "This perspective on learning is called "experiential" for two reasons. The first is to tie it clearly to its intellectual origins in the work of Dewey, Lewin, and Piaget. The second reason is to emphasize the central role that experience plays in the learning process" (p. 21).

In conclusion, he clarifies what the definitions of learning and knowledge are. He interprets

that “Learning is the process whereby knowledge is created through the transformation of experience” (p. 38). He emphasizes that there are several critical aspects of the learning process from the experiential perspective in this definition; the first one is the emphasis on the process of adaptation and learning as the opposition to content or outcome. The second is that “knowledge is a transformative process being continuously created and recreated, not an independent entity to be acquired or transmitted” (p. 38). Third, learning can transform experience in both its subjective and objective forms. At last, he emphasizes that we must understand the nature of knowledge to understand learning, and vice versa.

2.5 Application of experience into ESL/EFL/EIL

This section will explore some contents regarding what has already been applied into ESL/EFL/EIL fields as a teaching approach derived from Dewey’s idea of experience and his philosophical works. Since the trend in Applied Linguistics shifted to the communicative perspectives, there have been more and more teaching approaches that have roots in other fields of study, such as educational and psychological fields. In this section, there will be a brief introduction on how much of Dewey’s philosophical and educational scholarly works have been applied into ESL/EFL/EIL fields as teaching methods or approaches. In other words, this section will provide the overview of what and how Dewey’s works have already been applied in ESL/EFL/EIL fields specifically focusing on his idea of ‘experience.’ In detail, this section will introduce, Task-Based Language Teaching (TBLT) and two Experiential Learning approaches; Strategic Interaction and Service-Learning.

2.5.1 Task-Based Language Teaching (TBLT)

There have been various interpretations on the definition of what ‘task’ means in task-based language teaching by ESL/EFL/EIL researchers (Branden, Bygate, and Norris, 2009; Branden 2006; Skegan, 1998; Ellis, 2009; Murphy, 2003; Littlewood, 2004). However, most of these scholarly works agree that its origin is attributed to prominent educational thinkers such as Dewey (1938), Vygotsky (1978), Freinet (1993) and researchers focusing on classroom interaction such as Barnes, Britton and Torbe (1986), Mehan (1979), and Wells (1987). Thus, TBLT respects the values of the teacher as a coach or partner, problem-solving activities of the students, and enrichment of their learning experiences which can be obtained by providing adequate input and feedback, and reflecting upon their learning processes (Branden, Bygate, and Norris, 2009).

The fundamentals of Task-Based Language Teaching (TBLT) are described in the secondary data such as Branden, Bygate, and Norris (2009), which is an edited book consists of multiple

scholarly works by TBLT researchers, and Ellis (2009), which consists of two main parts; the definition of what a 'task' is in TBLT and the reviews on the critiques that have been constructed by researchers and scholars.

Branden, Bygate, and Norris (2009) provides the overall information and knowledge on the background/origin, precise clarification on the concept of task, and a framework for implementing TBLT. The authors assume that the first scholar's published attempt to emphasize a cognitive processing approach to TBLT was Skehan (1996, 1998). He made recommendations on how to select, sequence, teach, and assess the tasks into target-oriented L2 development with cognitive features of tasks. He also considers the relationships between features of tasks and inherent effects on, accuracy, and fluency in a language performance, and development. Subsequently, Ellis (2000) recapitulated the issues raised in TBLT and introduced a psycholinguistic with socio-cultural accounts of TBLT by highlighting the truth that TBLT never merely has learners do tasks, but it has students to do certain communicative tasks based on the psycholinguistic and socio-cultural perspectives.

Similarly, Robinson (2011) has proposed the basic concepts for TBLT, which focuses more on the recent empirical research. The author first describes the previous empirical research implemented by task-based teachers and scholars. In this review, the author describes from early to more recent proposals for how task-based leaning can help stimulate students' language acquisition and the theoretical rationales that have directed research into them. Then, he explains the taxonomies of task characteristics and relates the issues from the findings described in empirical studies regard to the effects of pedagogic task design, fluency, and the complexity of learner language variables. These variables include the students' individual differences in terms of cognitive and motivational skills on task performance. In the end, this research examines the generalizability of task-based leaning research in laboratory contexts to instructed classroom settings.

2.5.1.1 Definitions and characteristics of 'task'

A number of interpretations have been made as to what the "Task" really means in TBLT. Swales (2009) provides a variety types of the definition interpreted by different scholars. Here are three definitions quoted in Swales (2009):

1. It has been shown that the category 'task' as used by researchers generally, is widely applicable and has psychological reality. Much, if not most, of human activity, whether in employment or in the classroom can be seen as a series of tasks — some having a communicative aspect, others not (Crookes, 1986b, p. 32).

2. Throughout the paper, the notion of ‘task’ is used in a broad sense to refer to any structural language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. “Task” is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning — from the simple and brief exercise type to more complex and lengthy activities such as group problem-solving simulations and decision-making (Breen, 1987, p. 23).

Breen (1987), after quoting the definition for the ‘task’ in task-based language teaching, first explains the background of how the ‘task’ started to be perceived as an important factor in language teaching. He additionally claims that although the ‘task’ had become a crucial factor which contributes the language acquisition, there was not an appropriate definition for the ‘task.’ While he quotes Breen (1987) as one of the definition as an example of the generalized notion of the task, he still criticizes that Breen’s characterization lacks structure since it does not presume that all language activities are related to tasks. At last, he introduces the definition from Candlin (1987) as the most elaborate one of language learning task:

3. One of a set of differentiated sequenceable problem-posing activities involving learners and teachers in some joint selection from a range of varied cognitive and communicative procedures applied to existing and new knowledge in the collective exploitation and pursuance of foreseen or emergent goals within a social milieu (Candlin, 1987, p. 10).

For the components of the definition of ‘task’ by Candlin, Swales (2009) has some consideration on the feasibility of the interpretation and which parts of his explanation are valuable. He first points out the words, ‘differentiated’ and ‘sequenceable,’ in the definition and agrees with the idea that tasks are actually ‘differentiated’ and ‘sequenceable,’ which can provide a clear purpose for learners with landmarks of achievement by accomplishing them. On the other hand, he has an opposite point of view for the inclusion of problem-posing activities and disagrees with Candlin (1987) on this point. Swales (2009) considers that tasks do not necessarily deal with a problem, but instead, the activities should be goal-directed (Swales, 2009). Based on these considerations on Breen (1987) and Candlin (1987), he finally defines what the ‘task’ in TBLT as:

One of a set of differentiated, sequenceable goal-directed activities drawing upon a range of cognitive and communicative procedures relatable to the acquisition of pre-genre and genre skills appropriate to a foreseen or emerging socio-rhetorical situation. (Swales, 2009, p. 48)

He emphasizes that the above definition does not include what have been typically introduced as the characteristics of TBLT (negotiated, collective, and gap-using), because he does not consider sufficiently these criteria to be worth building on.

Ellis (2009) also describes the characteristics of TBLT and how it is distinct from other language teaching methods with a different explanation. This article starts with explaining the fundamental concept of TBLT, then the author emphasizes that “many of these criticisms stem from a fundamental misunderstanding of what a ‘task’ is, and of the theoretical rationales that inform task-based teaching” (p. 221), and also they have failed to understand the fact that multiple types of task-based teaching can exist. Furthermore, this article provides the evidence of the relationship between TBLT and educational theories advocated by Dewey as:

They showed how TBLT, with its emphasis on purposeful and functional language use, had its origins in Dewey's (1913) views about the importance of experience, relevance and ‘intelligent effort’ for effective learning (Ellis, 2009, p. 222).

2.5.1.2 Goals in TBLT

According to Skehan (2009), the goals in task-based instruction are separated into three primary areas, accuracy, complexity, and fluency. In detail, he explains that the first goal, accuracy, relates to learner's belief in standard, and to performance. Besides, inaccuracy could affect communicative effectiveness, it could ruin learners' repetition, it fossils their language proficiency, and self-perceived inaccuracy could discourage them as well. For the complexity, he describes its importance as “more complex interlanguage systems are desirable as a speaker of the language concerned” (Skehan, 2009, p. 93). In his interpretation, he sometimes replaces the word, complexity, with restructuring. What he means by restructuring is that it is concerned with the process which makes the interlanguage system more complicated, elaborated and constructed. Learners perceive such development as goals, and it is one of the factors that drives learners to work harder in order to achieve their goals by sophisticating their language proficiency.

The last element which influences the goals in TBLT is fluency. The author explains the importance of fluency as a goal in TBLT as it is desirable in the way that learners become acceptable as an interlocutor. Lack of fluency could result in poor interaction and further opportunities to learn, which can lead to dissatisfaction. The more learners become fluent, the more they will be able to express their interesting ideas in real-time and with the integration of conceptualization (Skehan 2009, p. 94).

At last, he asserts that it is crucial to recognize the interrelationship between these three goals. If we consider the process to implicate having these three goals, it is obvious that the learners will not be capable to devote resources to each of them in the way that they can be

met simultaneously. Therefore there needs to be a prioritization of attentional resources to be considered during communication and learning (Skehan 2009, p. 95).

2.5.2 Experiential Learning in ESL/EFL/EIL

As well as other teaching approaches in ESL/EFL/EIL, the experiential approach in ESL/EFL/EIL teaching has been recognized as an effective way of teaching by many scholars (Kolb 1984; Tarnopolsky 2012; Di Pietro 1987; Dehaan, Johnson, Yoshimura, and Kondo, 2012; Garza, Kennedy, and Arreguín-Anderson, G. 2014).

Experiential learning in ESL/EFL/EIL learning and teaching can be divided into several approaches such as Strategic Interaction and Service-Learning, and sometimes it is combined with other approaches including English for Specific Purpose (ESP) and Content-Based Teaching Instruction (CBTI) or Content and Language Integrated Learning (CLIL). According to Giles and Eyler (1994) and Di Pietro (1987), both Strategic Interaction and Service-learning seem to possess the elements of Dewey's experience theory. Therefore, the following section will primarily focus on these two teaching approaches in experiential learning in ESL/EFL/EIL, and investigate the characteristics of these two approaches.

2.5.3 Strategic Interaction

Strategic interaction is an approach to second language instruction that is organized and based on scenarios, which give a label to real-life happenings which entail the unexpected and require the use of language to resolve them (Di Pietro, 1987, p. vii). Regarding Di Pietro's definition of Strategic Interaction, Dehaan, Johnson, Yoshimura, and Kondo (2012) explain that "Di Pietro and Dewey also shared creative and humanistic perspectives on education. For them, interpersonal communication, human contact and idea making, and transfer are central to meaningful learning" (p. 3). In addition to that, Dehanan, Johnson, Yoshimura, and Kondo (2012) researched the impact of interaction-based experiential EFL learning and the result suggests that the teaching approach consists of wiki, digital video, and strategic interaction-based experiential learning cycles can actually be effective for improving Japanese university EFL students' oral communication skills.

2.5.4 Service-Learning

The common definition for service-learning in the field of ESL/EFL/EIL is that it is a mixture of service, which generally includes some voluntary work, and a language teaching/learning by doing the work. However, Glides and Eyler (1944) define it as ... a relatively new social and educational phenomenon, that suffers from the lack of a well-articulated conceptual framework (p. 77). Furthermore, as it is articulated in Kolb (1984), it emphasizes on the importance of knowing

about Dewey's theory on experience and education as well as his philosophy. It concludes with a set of key questions for the theory development.

Besides the clarification of the theory of service-learning, Furco and Root (2010) suggest that "the field needs more experimental research in order to establish the value of this approach precisely" (p. 16). For this assertion by Furco and Root (2010), Kassabgy and El-Din (2013) investigated the impacts of experiential service-learning to confirm its effectiveness. The result of their research supports the positive impacts of service-learning as a teaching/learning pedagogy to the EFL context (p. 582). They have found that service-learning can not only enhance students' academic performance, but also civic engagement and their personal growth (pp. 582-583). In contrast to Kassabgy and El-Din (2013)'s findings, Al Barwani, Al-Mekhlafi, and Nagaratnam (2013) have found the difficulty of implementing the service-learning as an EFL teacher education method. They claim that "any useful method including service-learning cannot be implemented in all context in the same way with the same degree of success without the implementers experiencing challenges along the way. The key to success can be found by clearly understanding the philosophy and principles underlying the method" (p. 124). However, it is a fact that there is more research that supports the positive impacts of service-learning/teaching in the ESL/EFL/EIL context (Tarnopolsky 2012; Garza, Kennedy and Arreguín-Anderson, 2014) than its negative effects.

More specific examples conducted on study abroad programs at Chubu University and Ohio University will be described in section 7 of this paper.

3. Study

In this section, the details of the methodology implemented in this research will be described and specified by clarifying the type of research, the sources of information, processes to analyze the data, and key-terms which were used in order to obtain the data in the previous chapters. This chapter will mainly discuss how to determine what the factors constructing the frameworks of the characteristics of each concept, experience in progressive education and task-based language teaching in ESL/EFL/EIL studies, could be. These clarifications of the methodology implemented in this research are important in order to obtain the correct data to compare the two concepts fairly, because the comparison between these two different concepts would lose accuracy even before seeking the possibility to apply one to the other if there is any mismatch in the methodology. Therefore, the methodology will be the key to deduce the feasibility of application of Dewey's experience in progressive education into ESL/EFL/EIL teaching from the comparison

between the fundamental concepts of his ideas and task-based language instruction, which seem to share some characteristics in common.

The primary source of the data gathered in this research was the ALICE, which is a database available for Ohio University faculty and students including more than 500 million database searches and three million volumes in stock. This database possesses not only a significant amount of written items, but also a massive amount of non-written items such as DVDs, photographs, and CDs. (Theodore-Shusta, 2014). In addition to ALICE, another electric database, ERIC, was also used for this research. Besides, Google Scholar was also used as the source of scholarly works for this research because just in case for when a small number of works were found on ALICE and ERIC. Since this data source includes a massive numbers of collections, specific terms which are likely to be recognized in both Dewey (1938)'s idea of experience in progressive education and task-based language teaching as the core characteristics and concepts were anticipated in order to limit the data for the purpose of defining each term in each field in specific, then searched in the three databases used for this research.

Regarding the methodology, this research was conducted by searching the existing data on databases, namely ALICE, ERIC and Google Scholar, for both of Dewey's theory of experience in progressive education and ESL/EFL/EIL teaching methods in order to deduce their essential concepts. Also, regarding the procedure, the existing data, which were found to be relevant to the key words for searching were skimmed in order to clarify the concepts qualitatively. The key terms for searching the scholarly works on the database for Dewey's theory of experience were "John Dewey" and "experience." As a result, there were 350 of Dewey's works, including his books and journal articles, found to be relevant to the key words on the databases. From those works, some works which seemed to be especially related and included a clear description regarding "experience" were selected and quoted for the sake of comparing the core characteristics and concepts. On the other hand, for ESL/EFL/EIL teaching methods, the keywords for searching were the names of teaching methods, namely Task-Based Language instruction, Experiential Learning, Service Learning, and Strategic Interaction. As a result of critical review and qualitative review on those works, the following was found by the comparison of the core characteristics and concepts of the two.

4. Results

From the perspective of Dewey's idea of experience in progressive education, some characteristics can be recognized as the important factors which should be respected in order

to foster students' academic ability, motivation toward studying, and individuality with the understandings on the living world. First, his theory of experience emphasizes the significance of the interaction and interrelation with natural occurrences in real-life situations, in which students need to grow to solve a particular problem in the process of learning. Besides that, it also respects that the process to achieve the goal is crucial for effective learning. Interactions between people and things in the collaborative works are valuable and the continuity of those experiences can facilitate students to learning better. By overcoming those experiences, consequently, students will be able to enhance their individualities and become eager to learn as life-long learners.

It seems that the ESL/EFL/EIL teaching approaches derived from Dewey's theory of experience and his philosophy of education share most characteristics with the original ideas as the whole characteristics of each different approach, albeit the characteristics of each one of the approaches may not correspond to all of the ones in Dewey's theory by itself and are slightly varied from each other in terms of their focal points that they specifically aim to improve in students' language abilities. In specific, Task-Based Language Instruction may promote students to deal with the real-life happenings as a one of the major components for teaching/learning, but these are not necessarily involved with the growth of students' individuality. Instead, it focuses more on improving specific language proficiencies, accuracy, complexity, and fluency, which can not only positively affect their performance of the language, but also could ruin their repetition and fossilize their language proficiency depending on the levels of those factors as Skehan (2009) asserts (pp. 93–95). Overall, TBLT may not inherit all of the characteristics of Dewey's theory of experience, yet this teaching approach potentially possesses the possibility to cover the fallacy occurred in the process of application depending on what tasks are used in teaching. Moreover, if it is possible to do so, TBLT could add another dimension on Dewey's theory of experience and would be a more sophisticated teaching approach specialized in ESL/EFL/EIL teaching.

Similarly, Strategic Interaction may also lack one of the fundamental notions, fostering student's individuality, in experience in progressive education provoked by Dewey. Since in strategic interaction, even though it is sometimes combined with other teaching/learning approaches, such as English for Specific Purposes and Content-Based Language Instruction, the contents of the teaching are done through the scenarios aimed for creating the situation similar to the ones in the real-life settings, it might be easier to implement this type of teaching in a classroom setting and students may experience a similar effect to real life. However, it can also be anticipated that students may not be able to experience exactly the same effects as they do in real life, since the scenarios are often controlled so that nothing unexpected happens during the activities, which can be a great difference from real life. Therefore, Strategic Interaction needs an actual place where students are exposed to real life in the world and experience it after becoming

accustomed to the practices within the scenarios.

Whereas there might be some gap between Task-Based Language Instruction and Strategic Interaction and how Dewey advocated in his theory of experience in progressive education, the characteristics of Service-learning seem to be quite similar to the ones that he originally claimed in his scholarly works. It emphasizes the significance of interactions between students and students, students and real-life situations, and the interrelationship in between those factors as well as the importance of achieving a particular goal, which requires students to grow via the process of learning. Therefore, it is considered that service-learning would be an ESL/EFL/EIL teaching approach whose characteristics are the closest to the ones of Dewey's theory of experience as a one of the outcomes of the application of his theory of experience within ESL/EFL/EIL studies.

Throughout the study some key terms popped up and it seems very useful to list them to compare what are similar and different between Dewey's original ideas and the outcomes of applying his ideas into a different field of study and to consider whether there has been any misunderstanding or fallacy in the process of application.

The key words for experience in progressive education by Dewey's scholarly works (1928, 1938, 1934, 1938, 1940, 1944, 1958) are as follows: experience, progressive education, traditional education, theory of experience, the basic characteristics of progressive education, collaborative work, motivation. Valuable subject-matter, realization, building up student's individuality, interaction, interrelation with the living world, continuity, two types of nature of experience: active and passive, relationship with knowledge.

The key words of the ESL/EFL/EIL teaching approaches which have a root in Dewey's theory of experience and philosophy of education are:

1. Task-Based Language Instruction: definition of 'task,' the goal of 'task,' characteristics of 'task,' three primary goals in TBLT: accuracy, complexity, and fluency, interrelationship in these three goals, problem-posing activities, sequenceable goal-directed activities, negotiated, collective, gap-using, intelligent effort, real-life settings.
2. Experiential learning in ESL/EFL/EIL: Strategic Interaction and Service-learning
 - a. Strategic Interaction: combination with English for Specific Purpose and Content-Based Instruction, scenarios giving a label to real-life happenings, interpersonal communication, human contact, idea making, transfer.

Service-learning: voluntary works for language teaching/learning, civil engagement, personal growth, understanding the philosophy and principles underlying the method.

5. Discussion

This chapter will mainly discuss two primary contents; first is the conclusion of this research including the comparison between the characteristics of experience in progressive education described by Dewey (1928, 1938, 1934; 1938; 1940; 1944; 1958) and ESL/EFL/EIL teaching approaches which have roots in Dewey's theory of experience and philosophy of education and consideration on the outcome of the comparison. The other is recommendations for the implication for practice and future research. The first part will start with the considerations on the outcomes of the comparison based on the characteristics of two subjects, mainly analyzing what the similarities and differences are, and the conclusion for this research will be drawn based on this consideration. From the conclusion, how the implication for practice and recommendations for future research will be described.

As it was perceived in the previous chapter, the result of this research indicates that there has already been some applications made from Dewey's theory of experience into ESL/EFL/EIL studies as the teaching approaches derived from the theory. Specifically, Task-Based Language Instruction (TBLT), and Experiential Teaching/Learning in ESL/EFL/EIL fields, such as Service-Learning and Strategic Interaction, are the ones which possess the elements of the theory, although it does not mean that those teaching methods consist of only Dewey's idea of experience. Some of them are actually based on the mixture of his idea and other teaching theories by well-known scholars, including Vygotsky (1978), Freinet (1993) and so forth. The findings revealed the fact that there was some gap between Dewey's idea of experience in progressive education and the ESL/EFL/EIL teaching approaches that seemed to have roots in his theory in terms of their characteristics. As a matter of fact, although there were various interpretations for definitions of ESL/EFL/EIL teaching approaches, some of them seemed not to possess some of the essential concepts of Dewey's theory of experience even though they are derived from it. This variety of definitions for a particular teaching approach could even make it opaque in regards to what the most crucial concept in the theory is. More importantly, this variety of definitions would impede the progress of practical implementation based on the teaching approaches.

Often times, when a new theory is advocated based on the compiled theories by numbers of scholarly works, there is a tendency to pick up some elements of each original theory which are more beneficial for constructing the frameworks of the new theory as it was recognized in the findings of this research. However, what one needs to be conscious of is that it is significantly important to understand what the characteristics, purposes, and concepts of those original theories are. Similarly, when a new theory is actually put into practice as a new teaching

approach, the teachers who implement the new approach should be able to recall what theory is hidden behind the new approach. Otherwise, the lack of understandings could diminish the quality of teaching or even be very different from how it is supposed to be implemented. In that case, what we can expect from the teaching approach would not be a revolutionary progress in the teaching methods opening up a new era in our history, but confusion for both students and teachers.

While it is expected that Dewey's theory of experience in progressive education would be an effective way of teaching if it can be applied to ESL/EFL/EIL teaching, implicating his theory into practice may require teachers and schools to overcome some difficulties in terms of the cost, time, and school curriculum. Some schools, which get comparatively lower financial support than others in their school districts, may not be able to assign a portion of their budget to create a program for implementing the class based on experiential learning theory as what Dewey's works describe. Especially, it can be anticipated that public schools would face these difficulties more than private schools, since, in most of the K-12 public schools, the time for teaching each subject of study is tightly assigned, which means that there is no space for changing their curricula so they can implement the teaching approach based on Dewey's theory of experience in the ESL/EFL/EIL context. Considering these facts about the restrictiveness of the schools for changing their curricula, the schools that might possibly be the targets for implementing the theory of experience by Dewey into practice would be either for K-12 private schools or higher education, including colleges, universities, and language teaching institutions belonged to those schools. In these schools, it would be possible to implement in the classes based on his theory of experience in both the ESL and EFL context. When the ESL/EFL/EIL class based on his theory of experience is implemented, it should include at least the two following characteristics:

1. The class will be taught through the content, which includes experiences in which interactions between students and real-life situations takes place, and students use the content to improve their language skills.
2. The class should respect the importance of achieving a particular goal, which requires students to grow via the process of learning.

6. Service-learning practices on a study abroad program as a sample of pedagogical implication

There seems to be a number of pedagogical implications as a result of this research. Among them are ESL/EFL/EIL programs with more elements of CLIL, TBLT, Service-Learning, English Speaking Camps, English Lounges, or even programs which offer entire courses in English, which

require more active involvement from learners to improve “the quality of life” in the English learning process. Here, we would like to delineate two highly successful study abroad programs that have been conducted between Chubu University, Kasugai, Japan and Ohio University, Athens Ohio, U.S., which are good examples of Service-Learning (King, Laurence, & Maher, 2014). The first program is conducted at Ohio University. The current form of this program for students in the Department of English Language and Culture has two Service-Learning components. The first is a class called American Experience.

Not all portions of the American Experience class are related to Service-Learning, but a major component is, which is visits to a local elementary school. Japanese students are put into a group with a few children at the elementary school. The students are tasked with teaching these children about Japan using their English skills. This is done through several activities such as explaining how to fold origami, how to use chopsticks, teaching them simple greetings in Japanese, and about holidays in Japan. The final project in this class is for the group to prepare an eight-minute presentation to the class, which is followed by two minutes for questions. The topic for the presentation is decided amongst the members of the group, but it must be something about Japan. During each step of this class, the Japanese students are expected to write reflective essays on what they have done. These reflective essays are an important component of the Service-Learning experience.

Students at Chubu University have also had experiences with Service-Learning in Japan, albeit on a smaller scale. After the devastation of the Great East Japan Earthquake and the tsunami that followed, students from Ohio University studying in Japan participated in a Service-Learning project in conjunction with Iwate Prefectural University. During the third year of this project, four students from the Department of English Language and Culture at Chubu University joined the trip. Before embarking on the trip students attended orientation sessions which explained what would be happening during their time in Iwate and they were asked to read articles written in English about what had taken place in the first two years of the program. It should be noted that students majoring in English were selected because of their English skills. It was hoped that these students could assist in communication between the locals and the students visiting from Ohio University. However, their role as interpreters was not the only experience they had. These students helped in relief efforts in support of what was called *mizubora*. *Mizubora* is the name of the activity the students were partaking in. It comes from the Japanese word *mizu*, meaning water and the English word volunteer. The students would be delivering water donated by the Itoen beverage company to people who were living in temporary housing units setup by the government. The delivery of water was a way for the students to meet the people affected by the disaster and to let them know that they had not been forgotten. Students also participated

in a beautification project in the planting of canola. This would make the land look beautiful in the spring, but it would also help to desalinate the land and the plants could be used a biofuel. In addition to this volunteer work, the students also partook in lectures by the locals and learned about their personal stories of what they experienced on the day of the earthquake and tsunami and the days after. Students then wrote reflective essays for which they received credit for an independent study class.

Upon the success of year three with the English majors, years four and five built upon what was being taught in the interpretation class for English majors. Students who were enrolled in that class were chosen to go to Iwate and work as interpreters for the non-native speakers of Japanese. They participated in similar activities from the previous year, but had more opportunities to use their interpretation skills that they had learned. Again, reflective essays were part of this experience. The fifth year was the final year for the Iwate trips, so the teachers hope they can find other opportunities for the future.

Conclusion

The answer to the first research question 1) Has Dewey's idea of experience in progressive education (1928, 1934, 1938, 1940, 1944, 1958) already been applied to or reflected in the field of ESL/EFL/EIL? is "yes" as we have seen in the previous chapters. Especially his idea of learning by experiencing is in the recent and very innovative language teaching methods and approaches such as TBLT, CLIL, Experiential Learning, Strategic Interactions, and Service-Learning among others.

The answer to the second research question 2) In what way, has it been applied to the field and are there any differences or similarities between the original and the outcome of the application is that that similarities can be seen in the teaching methods and contents of some ESL/EFL/EIL fields, since both, Dewey's theory of experience and those teaching methods, emphasize on the role of experience in real-life situations, especially the experiences obtained in Strategic Learning and Service-Learning seem to be more similar to what Dewey claims as "experience" in progressive education. Regarding the differences between the original and the outcome, some teaching methods are implemented in a classroom setting, in which Dewey claims as real-life experience would not occur, and it seems that what Dewey claims for 'continuity' and 'interaction' is not necessarily reflected in the outcome. Whereas the continuity of experience plays a significant role in his theory, the "continuity" even in the ESL/EFL/EIL teaching methods which are considered to inherit Dewey's theory of "experience" may not be constructed considering

the order which experience should follow one another in order to make them more effective. In other words, it is always possible for schools to implement an English teaching program which can maintain a sufficient amount of this "continuity" due to the difficulties in terms of the cost and pre-determined concrete curriculum of each school. However, this concept of "continuity" is an essential element of "experience" in order to maximize its effect. From this point of view, it can be said that English teaching methods which include voluntary work as "experience" for their teaching contents, including Service-Learning, would be more efficient and effective comparing the "continuity" of "experience."

For the consideration of future research, there are three recommendations, which could improve the quality of experiential learning in ESL/EFL/EIL fields based on Dewey's theory of experience in progressive education. Specifically, the recommendations are to conduct a longitude research in order to measure the actual effectiveness of experiential learning in ESL/EFL/EIL, to examine the effectiveness of experiential learning in both ESL and EFL separately to see whether there are any differences depending on the ways students are learning English. It is recommended to measure the effectiveness of experiential learning in ESL/EFL/EIL context by conducting a long-term quantitative research which aims not only to measure the improvement in students' language skills including the four fundamental skills in language learning and motivation toward studying English, but also to specify what kind of change in student's individuality is actually observed throughout the teaching lessons by implementing a class based on experiential learning in ESL/EFL/EIL.

Besides, it would possibly improve the quality of teaching based on experiential learning in ESL/EFL/EIL teaching if more research was conducted to examine how teachers should teach based on the method. In other words, since the teachers play a significant role in the lesson, there needs to be a certain way of instruction for those who attempt to implement the experiential ESL/EFL/EIL teaching, and otherwise, it could be quite challenging. The better the teachers acknowledge the fundamental theories including Dewey's idea of experience, which constructs the framework of experiential ESL/EFL/EIL teaching, the more the teaching approach can be effective for facilitating students' language learning and arousing their intrinsic motivation toward studying. Accordingly, more research exploring the better way to teach based on the ESL/EFL/EIL experiential learning and clarifying what is essential in the teaching method in terms of the skills and facilities for the lesson when it comes to actual teaching would be ideal for future research.

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