

TRAINING FUTURE ENGINEERS THROUGH EXPERIENTIAL LEARNING

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English is widely spoken as a second language in countries where it has official status along with another language, and it also serves as a lingua franca among speakers for whom no other language is mutually known. English language has acquired an

immense role as a tool of communication and medium of instruction in the countries of Asia, as well as it has an important place in the states of post-Soviet Central Asia. Several methods of teaching English as a Second Language such as Immersion and Experien-

tial Learning have been widely accepted and taught in the universities of Asia. 'Immersion' is a method of learning a foreign language by being taught entirely in that language; complete involvement in some activity or interest; instruction based on extensive exposure to surroundings or conditions that are native or pertinent to the object of study. 'Experiential learning' is a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values.

Experiential learning is also referred to as learning through action, learning by doing, learning through experience, and learning through discovery and exploration. Although good lecturing should be part of an educator's teaching repertoire, faculty should also actively involve their students in the learning process through discussion, group work, hands-on participa-

tion, and applying information outside the classroom. This process defines experiential learning where students are involved in learning content in which they have a personal interest, need, or want. These two methods have been used recently in UTM teaching English to the Japanese students, who were in UTM for a two-week intensive English known as a Summer School program. The students were set in the environment of complete interaction in English. Experiential learning had the Japanese students live on campus, visit to industries, places of interest, and give oral presentations in English. The purpose of this paper is to introduce the teaching methods of Immersion and Experiential learning to students, with the possibility of extending it to the Kyrgyz students through summer school programs and exchange of students or staff to upgrade the communication skills in English.