

# **Application of Experiential Interactive Learning to Teaching Lifestyle Communicative Behavioural Patterns**



***"Your surfing  
can get better on every turn, on every wave you  
catch. Learn to read the ocean better."***

**Kelly Slater**

# A question to the Audience: What does Kelly mean by this sentence: *“Learn to read the ocean”?*

Learn more about  
the ocean

Learn more  
about the waves

Practice

Learn the ocean  
through your  
**Experience**

# Outline

1. Lifestyle communicative behavioural patterns (LCBP)
2. Experiential interactive learning to teaching LCBP

# What things make you feel uncomfortable when you travel abroad?



Public transport?

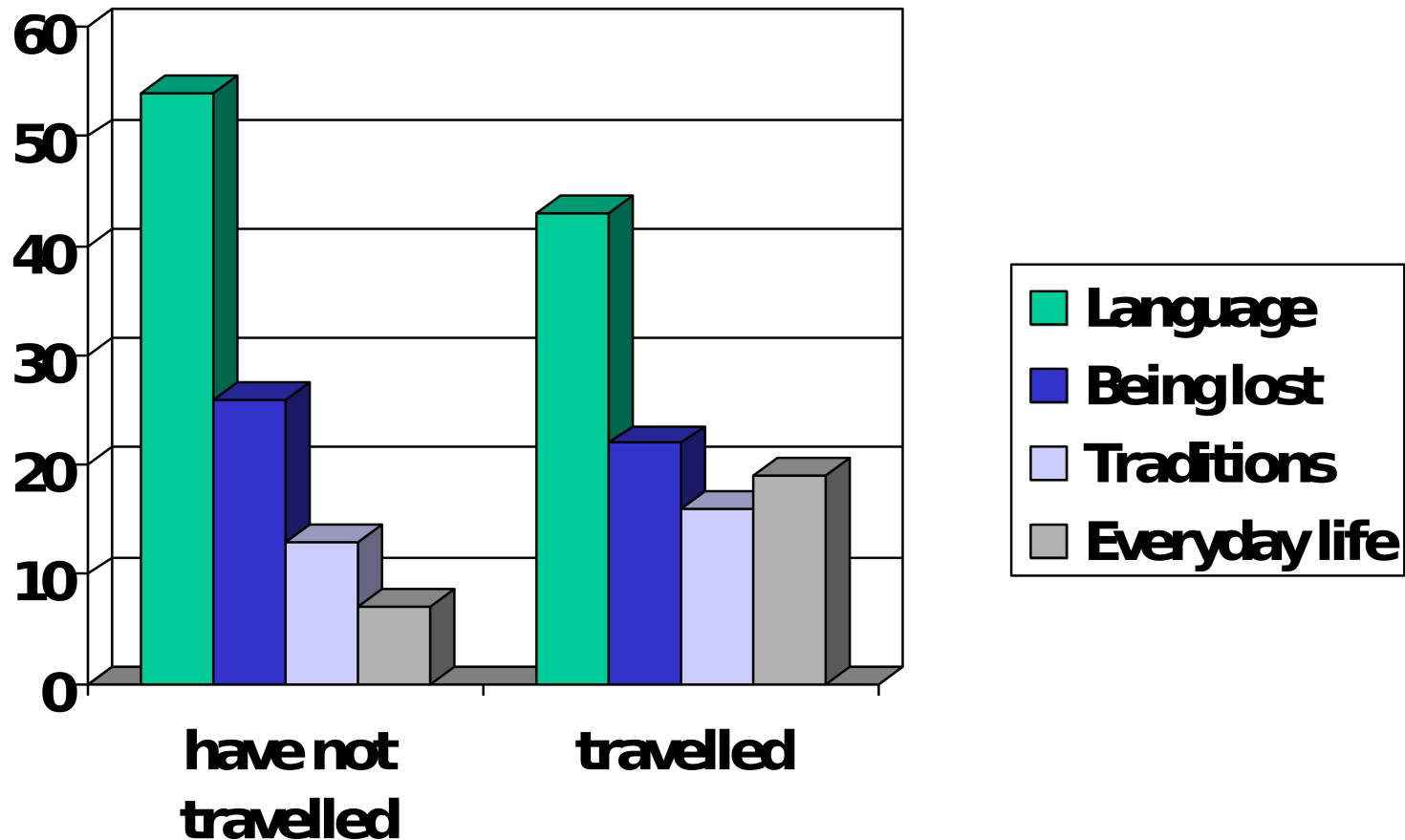


Banking?



Customs, traditions?

# What things make Ukrainian students feel uncomfortable when they go abroad?



# **LIFESTYLE**

## **COMMUNICATIVE BEHAVIOURAL PATTERNS**

**These are practical representatives of communicative etiquette and communicative behaviour in the area of everyday social communication. This area includes socializing, using public transport, making payments, renting property, healthcare service etc.**

**(Oleg Tarnopolsky, 2001).**

# Advantages of Teaching Lifestyle Communicative Behavioural Patterns

FOR:

students – frees from many blunders in the future that they would otherwise be sure to commit;

linguists/interpreters - provides background knowledge of the “way of life” in the country of the target language;

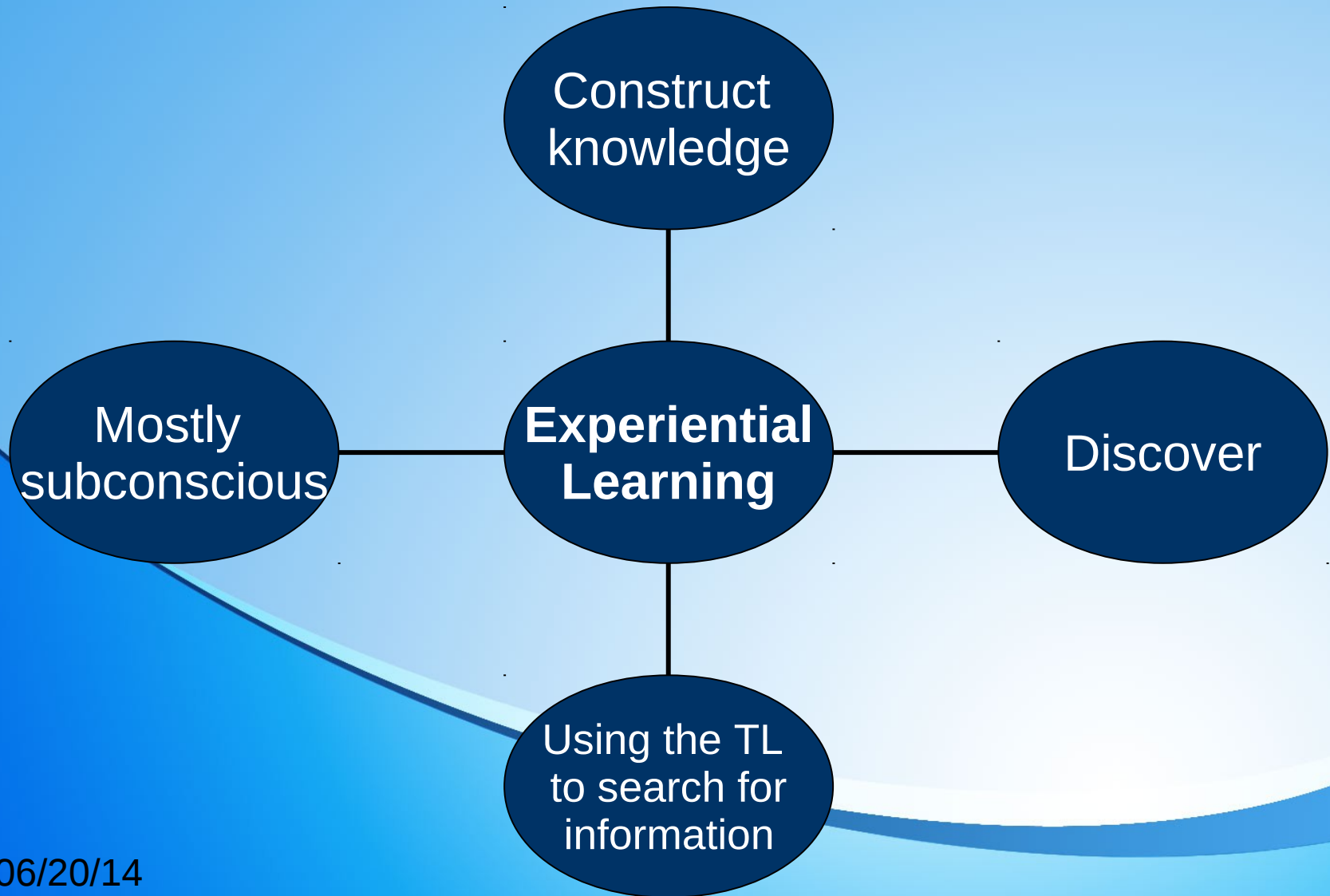
language teachers - broadens the subject knowledge they will be able to transmit it to their own students;

businessmen - reduces stress to do something wrong and gives an opportunity to reach their business goals in international business environment more effectively.

# Teaching LBCP through Experiential Interactive Learning

Let's play

# Basic Characteristics of Experiential Interactive Learning



# Experiential learning. Definition

The **experiential learning** is a form of learning implemented through a set of specific learning activities.

These activities ensure the acquisition of the target language and communicative skills as by-products of extra-linguistic tasks.

These tasks model professional activity of a future specialist.

In this way, students themselves "construct" their communication skills through the experience of direct participation in such professional communication.

This makes experiential learning a fundamental feature of the constructivist approach.

**Tarnopolsky, O. 2012. *Constructivist blended approach to teaching ESP*. London: Versita.**

# Activities through which experiential learning is implemented

Role-play

Simulations

Project work

Case-studies

Discussions

Presentations

Brainstorming activities

# Brainstorming Activities Outdoor



Summer School, Sevastopol,  
Ukraine, 2013

# Searching for extra-linguistic information: Finding out the cost of living in the UK using authentic websites



IATEFL/BESIG Symposium, 2014

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