

Teaching the Student Agenda: A Case Study of Using Film Production in Students' English Learning

Authors : Ali Zefeiti

Abstract : There has always been a debate on critical versus pragmatic approach to learning English. Different elements of teaching take different shapes in the two approaches. This study concerns itself with the students who are the main pillar of the teaching/learning operation. Students have always been placed into classrooms to learn what the curricula of different courses offer. There is little room for students to state their own learning needs as they often have to conform with the group requirement. This study focuses on an extra-curricular activity students did alongside their mainstream learning. The students come from different colleges and different EAP courses. They are united by their passion for the task and learning many things along the way. The data are collected through interviews and students' journals. The study was concerned with the effect of this extra-curricular activity on students' main learning trajectory. The students were engaged in the task of film production over the period of their English Language course. The findings show that students are able to set their own agenda for learning and have actually had a lot of skills and vocabulary to take to class.

Keywords : critical EAP, pragmatic EAP, self-directed learning, teaching methods

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