

Constructive Alignment Vs Experiential Learning for ESL Students

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Abstract

This study looks into the two important pedagogical strategies of teaching based on the author's experiences: constructive alignment and experiential learning. The researcher proposes that English language teachers should not only master the theories, concepts and principles of teaching and learning, but rather they have to try, to use, re-apply, re-invent, re-develop, implement, and evaluate their pedagogical strategies that work to a certain subject or course or to a certain class of students. This paper concludes with some best practices in teaching and learning that will lead to quality improvement and professional growth. This paper uses the descriptive type of research through documentary analysis and reflective observation. The findings show that whatever type of pedagogical strategies will be used inside the classroom, should not matter at all, as long as the strategies fit the students' learning styles and preferences. The question: "What have my students learnt after the course?" should be expounded by this piece of work.

Keywords: constructive alignment, experiential learning, effective teaching and learning