



7<sup>th</sup> – 9<sup>th</sup> June 2022

## **Student engagement in the after Covid 19 (AC) universities - A case of student-centred approach at a Pre-sessional Academic English Programme (PEAP)**

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This paper proposes a way to promote active learning for international students of the Pre-sessional Academic English programmes in after Covid 19 (AC) context. Drawing on the literature on student engagement, student-centred approach, and active learning, it argues that the open-ended relationship between students (English as Second Language) and knowledge has been undermined linguistically, socially and technologically by the AC teaching and learning. Despite the intensiveness and density of content allocation in the curriculum in the PEAP, one way to engage students is by creating a pedagogical space for students to conceptualise their prior language knowledge, academic convention, and practice. Centralising students does not mean giving them all the freedom to do whatever they want but giving them structured freedom to build their confidence in adapting to their new learning environment in the UK.