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Implementation of Student-Centered Learning in the English Department at SQU

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Student-centered learning (SCL) is an educational approach that prioritizes students' needs by empowering them to take ownership of their learning experience and decreasing their dependence on teachers. Several studies have been done to highlight the effectiveness of student-centered learning. However, few studies have examined this approach from the perspective of students. Furthermore, the available literature has a notable lack of investigations conducted within the educational landscape of Oman. This research paper investigates the implementation of student-centered learning (SCL) in the English Department at Sultan Qaboos University (SQU) through a quantitative research approach.

A questionnaire was distributed to students from the English Department to gather data on their knowledge of SCL, perceptions of its implementation, and attitudes toward its effectiveness. The sample of the study is 62 English major students.

The findings reveal a moderate level of familiarity with SCL among students. Education students demonstrated higher levels of familiarity with SCL compared to arts students. The study also reveals that teacher-centered approaches are dominant in the classroom. Additionally, students

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expressed positive attitudes toward SCL and indicated a preference for its implementation. The study suggests some educational practices to implement SCL in the department.

Directions for future research are also outlined, suggesting a mixed-methods approach to gain deeper insights into students' perspectives and explore teachers' perceptions of learner-centeredness. Overall, this research contributes to the discourse on student-centered learning in higher education contexts and offers insights for enhancing instructional practices within the English Department at SQU.