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Teachers' Employment for Student-Centered Pedagogy and Assessment Practices in the EFL Classroom from Students' Perspective

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Abstract

Pedagogy and assessment practices have always been the two pertinent domains of the EFL world, and there is a voice, which supports swapping the attention from teacher-centered to student-centered. Studies are available to research the two practices separately but researching them, with the view that they complement each other, as an integrated approach seems to be very limited, especially in Najran University context. Therefore, this study aims to explore learners' perceptions of teachers' employment for the practices focused on student-centered pedagogy and assessment in the EFL classroom. In addition, it correlates the participants' responses with their gender and specialization. The survey-descriptive approach was used to achieve the study objectives. The study tools, a questionnaire and a semi-structured interview were applied to a stratified sample of 200 participants. The results show that the study sample medially perceived the teacher's employment of pedagogy practices focused on students. The assessment practices focused on students were highly perceived by the respondents. Moreover, the variables of gender and specialization did not have any influence on the respondents' answers to the questionnaire. Finally, the content analysis of the semi-structured interview reveals that the majority of the interviewees approved that student-centered pedagogy and assessment practices play a positive role in improving their classroom efficacy. In light of the current results, recommendations and implications are suggested.

Introduction

Student-centered pedagogy, also known as student-centered teaching, learner-centered teaching, student-centered learning, on one hand, places students at the center of the learning process and makes their active involvement essential for carrying out successful academic tasks. On the other hand, learner-centered assessment involves evaluation practices, formative though, with an emphasis on adjusting and differentiating learning tasks for each student, providing in-depth feedback on their learning, and then modifying the teaching and learning processes as needed while keeping learning and development at the forefront of attention. Student-centered pedagogy and assessment practices have gained significant attention in recent years as more educators recognize the importance

of personalized learning and student engagement in the classroom. Reigeluth et al. (2017) and Starkey (2019) asserted that the emergence of student-centered pedagogy determines how teaching and learning should be conducted in the modern world and has given rise to an entirely new viewpoint on learning. Student-centered pedagogy is an approach to teaching and learning that prioritizes the needs and interests of students. It emphasizes active learning, collaboration, and critical thinking, rather than rote memorization and passive listening. Fadhllullah and Ahmad (2017) stated that student-centered pedagogy fosters the learners' autonomy and critical thinking abilities. Characteristics of student-centered pedagogy include student autonomy, self-directed objectives, and personalized instruction. According to Pedersen and Liu (2003), students' activities become significant to them when they follow their own learning objectives. Student-centered assessment practices are designed to measure student progress and their active involvement towards learning goals and provide feedback for improvement. Lea et al., (2003) presented that learner-centered assessment encompasses assessment activities that are incorporated in learner-centered learning environments where active engagement remains a central and dominant convention. The purpose of this study was to explore learners' perceptions of teachers' employment for student-centered pedagogy and assessment practices in the EFL classroom, therefore, this paper aimed at addressing the following objectives:

1. To explore learners' perceptions of teachers' employment for student-centered pedagogy and assessment practices in the EFL classroom.
2. To find out any significant differences in participants' responses in terms of students' gender and specialization.
3. To determine how student-centered pedagogy and assessment practices improve the efficacy of the EFL classroom.

Review of Literature

The existing literature illustrates that student-centered pedagogy and assessment practices have gained increasing attention in recent years as an alternative to traditional, teacher-focused approaches. Since the objective of this study is to explore learners' perceptions of student-centered pedagogy and assessment practices, it is essential to cite studies that investigated students' insights of teaching and learning processes with special reference to their perceptions of student-centered learning contexts. In accordance with earlier research (Asoodeh et al., 2012; Baeten et al., 2010; Jones & Thomas, 2005; Thanh, 2010; Wijnia et al., 2011), the student-centered approach has numerous advantages over traditional teaching methods. Marwan (2017) conducted a qualitative study utilizing semi-structured interviews and observation. The findings showed that student-centered pedagogy significantly improves learning, especially when employed in speaking instructions. Bashang and Zenouzagh (2021) examined the effect of learner-centered teaching on Iranian EFL learners' critical thinking by utilizing a critical thinking inventory, a pretest, and a posttest of the discourse completion test. The study's findings indicated that learner-centered instruction had a substantial impact on Iranian learners' progress in pragmatic competence. Lak et al. (2017) conducted research using pretest and posttest to determine the impact of student-centered pedagogy on Iranian EFL students' reading comprehension. They concluded that learner-centered instruction had favorable effects on the growth of Iranian EFL students' reading comprehension abilities. Du Plessis (2020) carried out a study to find out the views of student teachers toward learner-centered instruction employing a voluntary written

assignment. The results indicated that the participants had limited knowledge of learner-centered pedagogy and thought that putting it into practice may be very difficult. Salema (2017) conducted research on Tanzanian secondary schools' assessment practices. The researcher used a variety of study techniques to collect and analyze data. The findings indicated that many teachers use teacher-centered approaches in both instruction and assessment. The research found that many teachers and students had unfavorable perceptions of student-centered learning's assessment practices. Zolfaghari et al. (2022) investigated the degree to which assessment practices align with learner-centered pedagogy for students enrolled in teacher education programs. Data was collected using dependable and established scales for evaluating the use of learner-centered pedagogy. The findings showed that assessment practices are not consistent with learner-centered pedagogy in terms of students' and teachers' perspectives. Saulnier et al. (2008) concluded that a learner-centered environment assisted in the development of educational practices and contributed to increased student learning and assessment. Walsh and Vandiver (2007) discovered that students performed better because they had their opinion on what they learned, and that the teacher merely acted as a facilitator to help the students learn. Wohlfarth et al. (2008) investigated the hypothesis that the learner-centered approach diverges from the teacher-centered method. Graduate students in student-centered classrooms were questioned about how they perceived their experiences in relation to the learner-centered learning approach. They revealed that the approach increased their capacity for self-direction and made them feel respected as learners in addition to the perceptions that their educational experiences were learner centered. Benlahcene et al. (2020) used a learner-centered approach to investigate how students perceived language classes. A methodology known as environmental, cognitive, emotional, and metacognitive mediation was used to gauge students' perceptions. The study's conclusions showed that the students used ECAM model methodologies. According to the results of the analysis of the interviews, students explicitly expressed their support for the student-centered learning approach. Al-Zu'be (2013) examined the learner-centered and teacher-centered approaches to teaching English as a foreign language. According to the study's findings, each technique has its own advantages and disadvantages, thus choosing one approach will prevent you from taking advantage of the benefits of the other. The two ways were compared for efficiency and efficacy in terms of student competency. However, it was acknowledged that the student-centered method was more suited for teaching English as a foreign language. Khaled (2013) carried out research to identify the different types of instruction and compare teacher-centered versus learner-centered teaching styles. The study's findings showed that graduate education professors at Midwestern University had two different teaching philosophies. However, the trend was toward a learner-centered rather than a teacher-centered approach to education. Khuvasanond (2013) focused on three distinct methods for teaching vocabulary to EFL students. The study's conclusions showed that students who got teacher-centered instructional techniques outperformed those who received learner-centered instructional techniques in particular vocabulary test sections in terms of learning effectiveness. Geisli (2009) carried out a study to investigate the impact of student-centered methods of instruction on student success. The findings indicated that when compared to the teacher-centered group, the group using student-centered methods had much higher measured success.

Although the above studies examined the effect of learner-centered pedagogy and assessment practices in different contexts, to the best of researchers search, only few references in the available literature systematically researched the integration of learner-centered pedagogy and assessment practices with special reference to EFL classroom.

Therefore, this was the motivation behind the present study and accordingly, the statement of the problem was reformulated to answer the following research questions:

1. What are learners' perceptions of teachers' employment for student-centered pedagogy and assessment practices in the EFL classroom?
2. Are there any significant differences in participants' responses from their gender and specialization?
3. How can student-centered pedagogy and assessment practices improve the efficacy of the EFL classroom?

Methods

The study aimed to explore learners' perceptions of teachers' employment for the practices focused on student-centered pedagogy and assessment in the EFL classroom. Therefore, the survey-descriptive approach was used.

Population and Sample of the Study

The study population consisted of (1000) students. According to gender, there were (300) male and (700) female students and to specialization, there were (400) students in translation, and (600) students in English for the academic year 2023. The researchers used the stratified sampling method with a percentage of (20%) of the study population; the study enrolled a sample of 200 participants. Table 1 shows the distribution of the study sample according to the study variables (gender & specialization).

Table 1. Sample Distribution according to Gender and Specialization

Variable	Group	No.	%
Gender	Male	60	30
	Female	140	70
Specialization	Translation	80	40
	English	120	60
Total	-	200	100

In addition, a nested sampling was employed to recruit participants to do the semi-structured interview based on their voluntary wish. Twenty volunteers agreed to sit for the interview.

Study Tools

The study utilized two tools, a questionnaire and a semi-structured interview to collect the data to answer the research questions. It used a closed-item questionnaire about student-centered pedagogy and assessment practices from the students and teachers' points of view. The questionnaire was developed by the researchers based on the literature review. It consisted of three main sections: demographic data, student-centered pedagogy practices (10 items) and student-centered assessment practices (10 items). The semi-structured interview explored the students' opinions about how student-centered pedagogy and assessment practices would enhance their EFL classroom instruction efficacy.

Validity

Face Validity

The content validity for the questionnaire and interview were checked by a jury of (10) experts to verify their validity in terms of:

- the compatibility of statements with their domains
- appropriateness of wording of statements
- inclusiveness of statements to achieve the objectives of the study
- language and grammaticality soundness
- applicability of statements in the Saudi EFL classroom context

Based on the experts' comments and observations, they confirmed that tools could achieve the study objectives. In addition, they recommended the reformulation of the following items to be reviewed:

Student-centered pedagogy questionnaire

From:

- learner-autonomy
- motivation
- role play
- student reflection

To:

- self-learning
- motivational tasks
- role play activities
- student reflection tasks

Student-centered assessment questionnaire

From:

- summarizing and note taking

To:

- summarizing, synthesizing, and note taking

Semi structured interview questions

From:

- What do you think of teachers' employment for student-centered pedagogy and assessment practices in the EFL classroom?

To:

- Do student-centered pedagogy and assessment practices improve your English language learning? How?
- Have you experienced anything special about student-centered pedagogy and assessment practices? If

yes, please share.

Internal Consistency

The study tool (questionnaire) was applied to a survey sample of (20) male and female students. Then, Pearson's correlation coefficient was calculated between the items, their domain, and the whole scale. Table 2 displays the results.

Table 2 shows that the Pearson correlation coefficients between the items with the total score of the domain belonging to them were statistically significant at 0.01, 0.05. Furthermore, the correlation coefficients between the items with the total score of the scale were statistically significant at 0.01, 0.05.

Table 2. Pearson's Correlation Coefficient Results

Domain-item	correlation coefficient- domain	correlation coefficient- scale	Domain-item	correlation coefficient- domain	correlation coefficient- scale
Student-centered pedagogy practices	1	.959**	Student-centered assessment practices	1	.970**
1	.631**	.700**	1	.782**	.776**
2	.608**	.481*	2	.564**	.584**
3	.619**	.564**	3	.712**	.598**
4	.756**	.633**	4	.712**	.598**
5	.767**	.692**	5	.711**	.706**
6	.635**	.686**	6	.680**	.575**
7	.480*	.590**	7	.842**	.814**
8	.720**	.814**	8	.637**	.721**
9	.764**	.721**	9	.480*	.590**
10	.710**	.751**	10	.812**	.773**

** . Correlation is significant at the 0.01 level (2-tailed), * . Correlation is significant at the 0.05 level (2-tailed).

Reliability

The reliability coefficients on the domains and the total degree of the tool (questionnaire) were calculated through Cronbach's alpha equation. The study tool was applied to a survey sample of (20) male and female students. Table 3 shows the reliability coefficients.

Table 3 shows that Cronbach's alpha reliability coefficient for the tool, as a whole was (0.92). The reliability coefficients on the domains ranged between (0.86-0.88). They are high reliability coefficients that are suitable for

the study, thus indicating that the study tool has a very good reliability.

Table 3. Cronbach's Alpha Reliability Coefficients for the Domains and Total Score of the Study Tool

No	Domain	No. of items	Reliability coefficient
1	Student-centered pedagogy practices	10	0.86
2	Student-centered assessment practices	10	0.88
	Total score	20	0.92

Statistical Processing

The statistical software (SPSS) version (23) was adopted to analyze the results of the study and answer its questions. The following equations and test were used:

- Pearson correlation coefficient to check the validity of consistency.
- Cronbach Alpha to verify the reliability of the study tool.
- Means, standard deviations, and ranks for answering the research questions.
- Mann-Whitney U to show differences between the participants' responses due to their gender and specialization.
- The following grading was adopted for the items and domains of the study tool to determine the degree of agreement based on the range equation according to Table 4.

Table 4. Interpretation Criteria for the Values of the Means

Degree of agreement	Very low	low	Medium	High	Very high
Mean	1-1.80	>1.80-2.60	>2.60-3.40	>3.40-4.20	>4.20-5

- Finally, the data collected via the semi-structured interview was content-analyzed based on the criteria proposed by Braun and Clarke (2006); the data was reviewed, read, and classified. Then, major themes were emerged.

Results

Student-Centered Pedagogy Practices in the EFL Classroom

Table 5 shows the analysis results for the participants' responses to student-centered pedagogy practices in the EFL classroom by means, standard deviations, ranks, and degrees.

Table 5 shows that the total score of the students' perceptions of student-centered pedagogy practices in the EFL classroom came with a medium degree (M=3.32, SD=1.13). The result means that the study sample medially perceived the teacher's employment of pedagogy practices focused on students. At the level of items, their values ranged between 2.95 and 3.85. The practices of self-learning and extensive lecturing scored high (M= 3.85, 3.45, SD=1.11, 1.50, respectively). The rest of item received medium degrees of employment.

Table 5. Results of Descriptive Statistics for Student-Centered Pedagogy Practices

No.	Rank	Item	Means	Standard deviations	Degree
1	9	interactive classroom activities	3.00	1.268	Medium
2	2	extensive lecturing	3.45	1.503	High
3	8	collaborative & cooperative learning tasks	3.25	1.516	Medium
4	3	differentiated instructions	3.40	1.360	Medium
5	5	technology (E-Learning Apps) to continue discussion outside classroom	3.40	1.566	Medium
6	1	self-learning	3.85	1.111	High
7	6	motivational tasks	3.26	1.480	Medium
8	10	role play activities	2.95	1.399	Medium
9	7	student reflection tasks	3.25	1.483	Medium
10	4	community-based activities	3.40	1.534	Medium
		Total degree	3.32	1.130	Medium

Student-Centered Assessment Practices in the EFL Classroom

Table 6 depicts the analysis results for the participants' responses to student-centered assessment practices in the EFL classroom by means, standard deviations, ranks, and degrees.

Table 6. Results of Descriptive Statistics for Student-Centered Assessment Practices

No.	Rank	Item	Means	Standard deviations	Degree
1	3	cues, questions, and group discussion	3.64	1.355	High
2	2	summarizing, synthesizing, and note taking	3.67	1.198	High
3	4	multiple drafts of written assignments	3.46	1.287	High
4	5	frequent feedback to students on their progress	3.45	1.247	High
5	1	multiple varieties of class tests/quizzes	3.75	1.302	High
6	9	shared and independent writing activities	3.30	1.456	Medium
7	6	student presentations/participations	3.40	1.244	Medium
8	10	portfolios	3.10	1.449	Medium
9	8	journals	3.35	1.529	Medium
10	7	self-assessment	3.35	1.392	Medium
		Total degree	3.45	1.179	High

Table 6 shows that the total score of the students' perceptions of student-centered assessment practices in the EFL classroom came with a high degree ($M=3.45$, $SD=1.18$). The result means that the study sample highly perceived the teacher's employment of assessment practices focused on students. At the level of items, their values ranged between (3.10-3.75). The practices of multiple varieties of class tests/quizzes scored the highest degree ($M= 3.75$, $SD=1.30$). The item of portfolios received the lowest degree of employment ($M=3.10$, $SD=1.45$).

Learners’ Perceptions of Student-Centered Pedagogy and Assessment Practices in the EFL Classroom by Gender

Table 7 presents the results of Mann-Whitney U test for the differences of the study sample’s responses to the teacher’s employment of student-centered pedagogy and assessment practices in the EFL classroom by gender.

Table 7. Gender Differences for Student-Centered Pedagogy and Assessment Practices

Domain	Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
Student-centered pedagogy practices	Male	60	100.50	6030.00	4200.000	1.000
	Female	140	100.50	14070.00		
	Total	200				
Student-centered assessment practices	Male	60	100.50	6030.00	4200.000	1.000
	Female	140	100.50	14070.00		
	Total	200				
Total	Male	60	100.50	6030.00	4200.000	1.000
	Female	140	100.50	14070.00		
	Total	200				

According to Table 7, there were no significant differences at (0.05) between the study sample’s responses to student-centered pedagogy and assessment practices in the EFL classroom attributed to their gender. The result indicates that the respondents’ genders did not influence their responses to student-centered pedagogy and assessment practices.

Learners’ Perceptions of Student-Centered Pedagogy and Assessment Practices in the EFL Classroom by Specialization

Table 8 presents the results of Mann-Whitney U test for the differences of the responses to the teacher’s employment of student-centered pedagogy and assessment practices in the EFL classroom by specialization.

Table 8. Specialization Differences for Student-Centered Pedagogy and Assessment Practices

Domain	Specialization	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
Student-centered pedagogy practices	Translation	80	100.38	8030.00	4790.000	.980
	English	120	100.58	12070.00		
	Total	200				
Student-centered assessment practices	Translation	80	100.75	8060.00	4780.000	.960
	English	120	100.33	12040.00		
	Total	200				
Total	Translation	80	100.63	8050.00	4790.000	.980
	English	120	100.42	12050.00		
	Total	200				

Table 8 shows no significant differences at (0.05) between the study sample's responses to student-centered pedagogy and assessment practices in the EFL classroom attributed to their specialization. The result indicates that the respondents' specializations did not influence their responses to student-centered pedagogy and assessment practices.

The Influence of Student-Centered Pedagogy and Assessment Practices on the Efficacy of the EFL Classroom

The analysis of the participants' answers in the semi-structured interview showed that the majority of the interviewees approved student-centered pedagogy and assessment practices play a positive role in improving their classroom efficacy. To cite some evidence, S4 said, "Certainly, learning is more effective when it is done in an enjoyable way. This increases your love for the language and your desire to continue and persevere in learning it until it is entrenched in the mind." S7 added, "Yes, through websites and the English club." S8 told, "Yes, talking about matters pertaining to the student's life." S10, said, "Yes, with discussion and practice in English within the lecture." S18 mentioned that his EFL classroom efficacy is improved "by helping to stimulate and stimulate the mind."

Discussion

The main purpose of this study was to explore learners' perceptions of teachers' employment of both student-centered pedagogy and assessment practices in the EFL classroom. The results showed that the study sample medially perceived the teacher's employment of pedagogy practices focused on students. In other words, students see that teachers employ student-centered pedagogy practices moderately. Reasons for the current results may be attributed to the fact that student-centered pedagogy prioritizes the needs and interests of students. It emphasizes active learning, collaboration, and critical thinking, rather than rote memorization and passive listening. The results of this research are somewhat in line with those of Al-Zube (2013), who examined the distinction between the learner-centered approach and the teacher-centered approach. The results of his study revealed that each strategy had benefits and issues, but it was determined that the student-entered approach was more suited in an EFL classroom. The analysis of this study are also aligned with the findings of Gravoso and Pasa (2008) which showed the positive effects of learner centered approaches on the quality of learning. The results of this study also corroborate Hymes' (1972) communicative competence, the communicative approach (Howatt & Widdowson, 2004 cited in Larsen-Freeman & Anderson, 2013), and communicative language teaching. Constructivist methods are also reflected in learner-centered pedagogy (Brown, 2014; McCombs & Whistler, 1997; Schuh, 2003; Weimer, 2002). The constructivist thought holds that information is best transferred through doing and experiencing rather than by depending solely on the knowledge and expertise of the teacher (Brown, 2014). However, the findings contradict the conclusion of Zohrabi et al. (2012), who conducted a research study on investigation of teacher-centered and student-centered learning and the results support the implementation of teacher-centered process for developing grammar learning in Iranian EFL learners. This contrast may be attributed to a very specific area i.e. grammar of English teaching. Moreover, the findings of this study contradict Moradi and Alavinia's (2020) conclusion, which showed that student centered pedagogy was not practiced in the Iranian context. In addition, it

was shown that the assessment practices focused on students were highly perceived by the respondents. In other words, students see that teachers employ student-centered assessment practices highly. Reasons for the current results can be attributed toward the fact that student-centered assessment practices emphasize the use of performance-based assessments, self-assessment, peer evaluation, portfolios, etc. These practices allow for a more holistic view of student learning, where students can demonstrate their understanding of concepts through a variety of formats. The study's findings agree with those of Duncan and Buskirk-Cohen (2011), who argued, "using learner-centered assessment brought fun back into the classroom. Our students reported enjoying completing their project and seeing assessment as a process, rather than just an end product (p. 251)." The findings also aligned with those of Duncan and Buskirk-Cohen (2011), who found the student-centered assessment's strength. They argued, "That students demonstrated and could apply knowledge in a novel and creative way (p. 252)." The findings of this study also coincide with those of Du Plessis (2020), who in the context of constructivism theory believes that each learner logically constructs his or her universe of experiences through cognitive and emotional processes. Thus, when developing programs for learner-centered education, it is crucial to incorporate authentic reflective and collaborative learning experiences for the learners. However, the results are in contrast with those of the Coates's (2015) study, which found that participants felt assessment practices were not changing as quickly as other facets of educational provisions. The findings are also in contrast to those of Zolfaghari et al. (2022), who found that many instructors did not employ assessment strategies while looking at data related to implementing student-centered assessment practices. In the same vein, the finding of Tsagari and Vogt's (2017) study contradicts the present study's findings who found that the assessment methods utilized by the teachers were conventional and form centered. The findings are also in contradiction to Hemmati and Azizmalayeri's (2022) study, which demonstrated that the learner-centered method was not implemented while assessing students. In addition, the variables of genders and specializations did not have any influence on the respondents' answers to the questionnaire. The current results may be attributed to the fact that in comparison to pedagogy and assessment practices, genders and specializations are less affecting factors. Regardless of the gender or area of specialization of the learners, pedagogy and assessment practices must/should remain consistent and relevant. The least important characteristics in a classroom setting are gender and specialization. Pedagogy and evaluation are and will continue to be the most dominant aspects of every classroom and EFL context will draw no exception. Hence, the results revealed that participant did not see any relationship in connection with genders and specializations. Reason for the current results goes with the idea that the participants' gender or specialization may not be as essential as student-centered learning strategies that will improve motivation, passion, and desire to learn. Consequently, the results coincide with those of Tasgin and Coskun (2018) highlighted that environmental factor in the classroom influence students' motivation instead of gender on students' level of motivation towards achievement in their learning. Mohamad et al. (2020) also suggested that student-centered learning activity implementation could be designed to emphasize on attitude and motivation factors, without considering gender factor to achieve active participation and effective learning.

However, the researchers could not find any research, which could support or contract the present study's finding based on specialization. Finally, the semi-structured interview revealed that the majority of the interviewees approved that student-centered pedagogy and assessment practices play a positive role in improving students' classroom efficacy. The recent outcomes can be linked to the student-centered pedagogy's emphasis on active

learning, collaboration, and critical thinking. Student progress toward learning objectives is monitored by assessment procedures in student-centered pedagogy, which also offers constructive criticism. When students believe they have control over their learning, they are encouraged and enter the classroom having a multitude of experiences, information, and abilities that may assist in their learning. Students are given the chance to take charge of their own learning by putting them at the center. Furthermore, the emphasis on personalized learning in a student-centered approach is another crucial component. Students are more likely to remain engaged and motivated when the learning process is customized to meet their unique needs. This leads to a deeper grasp of ideas and improved academic results. They become more self-aware and capable of taking ownership of their own learning because of this, which reflects on their own growth and learning. One of the main elements that enables students to show their learning throughout time is portfolios in addition to peer evaluation and feedback. The results of this study's qualitative analysis are consistent with those of Benlahcene et al. (2020), who found that students felt more socially connected during class because of the activities given by their instructors. The results of this study are consistent with Mendona and Popov's (2014) investigation of a learner-centered class versus a standard teacher-centered class to better understand scaffolding processes and the benefits of in-class interaction. They concluded that the collaborative setting provided the learners with more possibilities to receive scaffolding than the teacher-centered method did. The outcomes of this study are consistent with Weimer's (2012) assertion that learner-centered instruction emphasizes problem solving, argument investigation, critical reflection, the appropriate application of knowledge, and the assimilation of information. The findings of this study are also aligned with those of Benlahcene et al. (2020), who highlighted that the teachers provided the activities, which made the students independent in their learning process and teachers merely guided them as facilitators. The results of this study correspond with those of Lee (2009), who suggested that how and when support and guidance should be given for student learning was substantially related to the successful implementation of a student-centered learning environment. The results of this study correlate with those of Chiphiko and Shawa (2014), who found that learners learned to accomplish tasks independently and individually while also improving their communicative and collaborative skills through learner-centered instruction. The findings of this study, taken in its entirety, can be stated to support previous research by Lizzio et al. (2002) and Kurtz et al. (2019). They discovered that students are more likely to adopt a deep approach to learning if they believe an assessment to be appropriate and pedagogy to be sympathetic, motivating, intelligible, and useful.

Conclusion

The focus of this research was to explore learners' perceptions of teachers' employment for student-centered pedagogy and assessment practices in the EFL classroom. The results showed that students' perceptions of student-centered pedagogy in the EFL classroom were scored with a medium degree. This indicates that the study sample had a moderate perception of the teacher's utilization of student-centered pedagogical practices. Self-learning techniques and extensive lectures both received excellent marks. The remaining items were employed to a medium level. Additionally, the study revealed that students' perceptions of student-centered assessment practices in the EFL classroom were highly maintained, indicating that participants regarded the teacher's use of assessment practices at a high level. The use of several different types of in-class assessments and quizzes yielded the best results, while portfolios obtained the lowest employment outcomes. Surprisingly, the study sample's responses to

student-centered pedagogy and assessment practices in the EFL classroom did not show any differences that could be linked to their gender or area of specialization. This suggests that the respondents' genders or areas of specialization did not affect how they reacted to student-centered pedagogy and assessment practices. In addition, the semi-structured interview's content analysis revealed that most interviewees agreed that student-centered pedagogy and assessment practices help them become more effective in the classroom. They believe that when learning is done in a fun way, it is more successful. Thus, the findings of this study provide evidence that learner-centered pedagogy and assessment practices should receive a prior attention in across academic disciplines especially in EFL context. Based on this study's findings, it may be inferred that understanding the perceptions of students on student-centered pedagogy and assessment practices is an important field to boost the premise that learners should be the center of teaching and learning activities. As facilitators, instructors are responsible for directing and inspiring students to learn by giving them meditational tools and pertinent resources. Students should be expected to be responsible for finding out knowledge and understanding on their own. Teachers must adjust their responsibilities in the classroom because of this paradigm shift from teacher-centered to student-centered. The results of this study may help department heads in particular by encouraging instructors to introduce innovation and transformation in pedagogy and assessment practices in the EFL classroom. In a study of this kind where the only participants were students, caution should be used when drawing broad conclusions. In light of the findings, learner-centered pedagogy and assessment practices need to be a prioritized in classroom instructions. Also, learner-centered pedagogy and assessment practices need to be incorporated in study materials. In addition, future studies are recommended since learner-centered pedagogy and assessment practices are crucial and challenging yet rewarding when employed in teaching and learning contexts.

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