

Effectiveness of Student-Centered Learning Strategies in the teaching learning process in subjects of Sinhala and literature

R. A. S. P. Somarathne¹, S. S. Dahanayake²

¹*Faculty of Education, University of Colombo, Sri Lanka*

²*Department of Humanities Education, Faculty of Education, University of Colombo, Sri Lanka*

The main objective of this research is to create an activity framework for developing student-centered learning and teaching skills related to Sinhala Language and literature. The aim of this paper is to examine the student-centered learning strategies (SCLS) that can be effectively applied in the teaching and learning process, teachers' usage of effective positive psychological strategies in addressing psychosocial issues of secondary students, and a review of literature of Sinhala and literature. To achieve this, a mixed methods research approach was used, and a sample of 99 teachers and 300 students were selected through proportional random sampling. Quantitative data were collected through a teacher and student questionnaire, and qualitative data were collected through a documentary. Data analysis was conducted using both statistical and thematic analysis techniques. In the literature review, seven learning strategies related to Sinhala teaching were identified. Of the teachers, 52% indicated that they did not use all seven strategies in the teaching and learning process. Thirty nine activities were identified for implementing SCL, of which only 61% were used by teachers. Students confirmed that 66% of the activities mentioned by teachers were used in the classroom. Although 88% of teachers stated that they assess students and prepare appropriate activities, 13% of students stated that they never received feedback. Data revealed 35 challenges that were identified when implementing SCLS in the classroom. It can be concluded that there were various contradictions between teacher and student opinions and that there were still obstacles to implementing SCLS in Sri Lankan classrooms. It is suggested that a framework of activities with SCLS for teaching Sinhala language and literature should be developed and introduced, and continuous training should be provided to implement SCLS while minimizing obstacles.

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