



Impact and the Learner Attitude towards Peer Teaching in German as a Foreign Language Classroom

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The Sri Lankan education system is yet to fully adopt learner centered education. The language classrooms too are lacking the application of strategies which promote learner autonomy. Less research has therefore been conducted in relation to learner centered education in Foreign Language classrooms in the Sri Lankan context. Therefore, the purpose of the study is to introduce and examine peer teaching as a German language teaching strategy. Peer teaching involves one or more students teaching other students in a particular subject area and builds on the belief that “to teach is to learn twice“ (Whitman, 1998). Deviating from the traditional definition of peer teaching where only the capable learner is teaching the slow learner, this research has involved all the students equally. The sample included thirty students following the Higher National Diploma in Tourism and Hospitality Management at Sri Lanka Institute of Advanced Technological Education. During the research period, the students were regularly involved in peer teaching sessions. Pre and post-oral tests and a focus group discussion were applied in collecting data in the mixed quantitative qualitative approach. The test results revealed the students scored better in the post test compared to the pre-test. The learners were confident in responding the questions on grammar and writing grammatically correct meaningful sentences. The findings further exposed that the learners identify peer teaching as a practical approach to improve their language skills. “When I teach, I learn better” represents the majority’s opinion. The study further lays emphasis on the importance of promoting the learner centered education in FL classrooms.

Keywords: German as a Foreign Language, Peer teaching, Student centered learning, Teaching methodology

