



Learner autonomy for successful systemization of language structures: A case study on teaching German as a Foreign Language

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Grammar plays a major role in language learning. In order to achieve the fluency in a language it is important to learn the grammar rules and structures of the particular language. Most common way of introducing grammar is where the teacher explains the grammar rules to the learner. This study explores how successfully and precisely can the learners systematize the grammar rules if they work through the entire systematization phase independently, where the teacher merely takes on the role of a moderator. This study is particularly relevant for those who are interested in teacher training and want to further examine the effective methods of teaching. This work is based on a qualitative method with a selected sample of learners from German as a Foreign Language. The perceptions of the learners were collected through a questionnaire survey. The responses were analyzed in a content analysis method. Feedback from the students taken at the end of the sessions were also considered. The main objective of this work is to get an overview of how successful the learners would be if they work through the entire systematization phase independently. When analyzing the results it is evident that the students were actively involved only in certain stages of the systematization phase unless they were given the opportunity to work independently. Thus, it is imperative that foreign language teachers give sufficient time and opportunity for learner autonomy for successful systemization of language structures.

Key words: Learner autonomy, Foreign Language acquisition, Grammatical rules, Teaching German as a Foreign Language, Systematization phase

