Learner Perspectives in Compulsory Foreign Language Courses

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ABSTRACT

Foreign languages are taught throughout the world. In many learning environments, English as a second or foreign language is a required subject. Learning situations in which the instruction takes place in culturally distant lands by non-native educators are common place. Commendable efforts and resources have been brought to the challenge of making the subject interesting by incorporating components of culture and life-like communicative interaction. The amount of audiovisual text materials now available, trends toward team teaching and the employment of native speakers when financially viable are examples of the commitment of these efforts by educators. Nonetheless, the actual learning of the language remains the responsibility of the learner. Without the learner, despite good intentions and educational resources, the learning process will come to a standstill. It is in light of these circumstances where English is taught as a compulsory foreign language in far away lands, chiefly by the local educators of the country, that the student's attitudes and insights are of such importance to the learning process. In this paper, the perceptions of learners in a compulsory classroom setting at a Japanese university with native and non-native instructors are examined.

Introduction

Colleges and universities the world over require degree candidates to pass compulsory courses. Referred to as distribution requirements, the credits granted for courses such as the Natural Sciences, History and Foreign Languages are intended to add balance to a curriculum and be of value to the student after graduation. Japan's college and university system is no exception. Further, Japan's Ministry of Education has long decreed a policy of English Language instruction that begins in the middle school or junior high and extends to the university level. In addition, a number of other languages are offered for the Second Foreign Language requirement. In compulsory subjects, however, the perception that courses have to be taken may spawn negative attitudes in students toward subjects that do not suit their present interests or ambivalence in ones that do. This brings an added challenge to the compulsory foreign language classroom at Japanese universities.

Awareness of students' attitudes toward compulsory courses should have ramifications on the curriculum design process because despite a lack of interest in the compulsory course, degree seeking students will be required to pass it. Foreign language courses meet with further challenges as of all school subjects, it seems language learning is the one where attitude is especially relevant. "Language courses are different from other curriculum topics. They require that the individual incorporates elements from another culture. As a consequence, reactions to the other culture become important considerations. Furthermore, because the material is not merely an extension of the students' own cultural heritage, the dynamics of the classroom and the methodology assume greater importance than they do in other school topics." (Gardner 1985:8)

This places an extra importance on curriculum planning for the foreign language classroom in culturally removed settings where the instructor is often a non-native speaker of the target language.

The challenge of 'other cultural awareness' takes on further meaning when we take into consideration the gaps between Japan and Western English speaking cultures, which make environmental simulation in the classroom a difficult task. The long history of Japanese instructors drilling their students in bookish English for university entrance exams is not largely believed to promote functional communication skills either. However, in foreign language education where communicative proficiency is the goal, students must be willing to learn and adapt, while the teacher must be capable of modeling both verbal and non-verbal behaviors. "One would expect that if the student is to be successful in his [or her] attempt to learn another social groups' language he [or she] must be both able and willing to adopt various aspects of behavior, including verbal behavior, which characterize members of the other linguistic-cultural group." (Lambert, 1967:102) Without casting criticism, non-native instructors cannot be fairly expected to perform beyond their present ability when conveying aspects of language or culture. An example of this is seen in the treatment of oral errors. "Non-native teachers cannot be expected to treat errors that they cannot detect. A non-native speaking teacher's own target language grammar may not include all the phonological, morphological, lexical, syntactic or discourse rules needed to recognize and treat all the errors in the learners' output." (Allwright and Bailey, 1991: 102)

Coping with the challenges of making required subjects interesting learning for students, cultural exposure limitations and instructor ability ceilings is an ongoing process. Educators have made honest efforts for

centuries to improve and revise what will be taught to students and how it will be taught. In recent years, a movement toward engaging the learner about what is going on in the classroom has gained further credibility. "What [educational psychologists and educational researchers] have not done is to ask the learners themselves how they go about learning. One important shift in perspective in the research on classroom learning is the acceptance that it is important to understand learning from the pupil's perspective, which is different from those of both teachers and researchers." (Entwistle, 1987:56) The role of the learner in the language acquisition process is worthy of investigation. "... for language instruction to work it must be both learning and learner centred." (Ellis, 1992:16)

It is in keeping with these sentiments that this research was undertaken. At the university level, where students have generally reached adulthood, the argument is perhaps even more compelling. For Japan's particular circumstances the challenges, as in every language acquisition environment, are manifold. In order to grasp the difficulties faced, a case study background is examined, then followed by research questions and analysis.

1. Case Study Background　The English 1 Program at OUEL

Students at this university major in either economics or law. While there are no English majors, some English classes are required for graduation. A number of students gain entry to the university through sports selection entrance exams that do not test English, although all students have all recently finished six years of compulsory English education. That type of course is characterized by intensive grammar and reading comprehension study aimed at successfully passing the general university entrance exams, where English testing is commonplace. Once in university, in accordance

with guidelines laid down by the Ministry of Education, students take two courses of English their first year. One of the courses is a reading course handled by Japanese instructors and not the subject of this research. The other is a conversation course handled by a native speaker or near-native speaker ; usually a Japanese who has had some overseas training. This is typically the case at universities throughout the country. In this paper we will refer to Japanese Teachers of English (JTEs) and Native English Speaking Teachers (NESTs). The goal of the course is to impart to students the communication skills required for introductions, basic questions and answers, finding directions, travel,shopping and making friends. Enjoyment of the study of English and learning strategies are also considered. Classes meet once a week for ninety minutes approximately twenty-five times throughout the academic year beginning in April. All classrooms are equipped with audiovisual equipment and a number of classes are held in a modern Language Lab. Classes average forty-five students. To pass the course students are required to have attendance which exceeds 60% of the class sessions and to pass sixteen quizzes throughout the year. Quizzes are short taped dictations. As the text is a narrative, the quizzes are used to help students keep pace with the story and reinforce the basic structures introduced. No final tests, per se, are administered. In an effort to reduce the number of remedial students, a Study Lab is available where students can retake quizzes they missed or failed at their convenience. The Study Lab is monitored by NESTs three days a week for three hours in the afternoon. For many students, it is their first contact with a non-Japanese instructor.

With this in mind we propose the following research questions:

1.) What are students' motivation level in a compulsory English course?
2.) What are students' attitudes toward aspects of English language study?

3.) What are students' ideas concerning homework?

4.) What are students' expectations for JTEs and NESTs in the classroom?
To obtain supporting data and find relations among these and related areas of student interest, the research questions were put to test in a questionnaire format.

2. Research Design

2.1 Subjects

Of the first year student population of 1,050 individuals, a total of 279 first year students (170 from JTEs' classes and 109 from the NEST's classes) at Osaka University of Economics and Law participated in this study in October, 1995, halfway through the academic year. All students have had six years of compulsory English education before starting university. Most students came directly from high school while others sat out a year or two from poor entrance exam test results, financial considerations, etc. The overall level of first year Japanese university students from an aural standpoint is considered low, often being referred to as "false beginners" by textbook publishing companies. Reading comprehension and grammar knowledge is considered beyond their communicative level because of the nature of their previous studies. None of the students major in English and for many this may well be their last course of English in university.

2.2 Procedures

A questionnaire was given near midterm, written in Japanese, from which all data was obtained. Up to twenty minutes was allowed to fill out the questionnaire answering quantitative or nominal questions according to a prescribed format and quantitative questions by writing their opinions in

Japanese. The students were informed in print and verbally in Japanese that the answers to the questionnaire would have no effect on their class grades. In addition, no space to write their name or imprint their student number appeared on the questionnaire. The first page of the questionnaire covered the three research question areas of motivation, attitudes toward aspects of study of English and homework. Page one is identical for students of JTE's and NEST's. The second page of the questionnaire covers the fourth research question area concerning expectations of JTEs and NESTs. The content of the second page varies only in word pairings, based upon whether the instructor was a NEST or a JTE. The questionnaire has been translated from the Japanese for this paper.

2.3 Questionnaire Format

Questionnaire Page 1

1.) Gender____   2.) Age____   3.) Class____   4.) Instructor : JTE or NEST

QUESTION 5.) Circle the most suitable number for each of the questions.

	Strongly Think So		Neutral		Strongly Think Not
a.) English will be useful to me in the future.	5	4	3	2	1
b.) I want to study English further .	5	4	3	2	1
c.) I like English.	5	4	3	2	1
I personally like :					
d.) English Grammar	5	4	3	2	1
e.) Reading	5	4	3	2	1
f.) Writing	5	4	3	2	1
g.) Listening	5	4	3	2	1
h.) Speaking	5	4	3	2	1

i.) Which of the above (d - h) are you most confident in ?   #_____

j.) Which of the above (d - h) are you least confident in ?   # _____

k.) Which of the above (d - h) do you want most to
   improve your proficiency in ?   # _____

QUESTION 6.) In regards to homework, if you were sure to have homework every week, what kind would you prefer ? Rank the following in numerical order based upon your preference. Consider the amount of homework or the time to complete the homework to be equal for each of the six categories. Imagine an instructor would ask after your opinions weekly concerning the content of your homework. Next, indicate below the reason for your first ranked choice.

   Listening to an audio tape   ( )
   Watching an English conversation program on Public Television ( )
   Reading an English language newspaper or novel   ( )
   Doing practice exercises for tests such as STEP or TOEFL   ( )
   Keeping a diary or notebook of your own impressionistic writings( )
   Speaking practice   ( )

(Reason for first ranked choice:)
(Suggestions for other kinds of homework:)

Questionnaire - Page 2

JQ = JTEs' students questionnaire   EQ = NESTs' students questionnaire

QUESTION 1

JQ 1.) How do you feel about JTEs using English in the classroom?

                                   Agree   Neutral   Disagree

EQ 1.) How do you feel about NESTs using Japanese in the classroom?

                                   Agree   Neutral   Disagree

QUESTION 2

JQ 2.) How much of the time would you like the JTE to use English ?

(Expressed in % of class time)   5   4   3   2   1

EQ 2.) How much of the time would you like the NEST to use Japanese ?

(Expressed in % of class time)   5   4   3   2   1

QUESTION 3

Qualitative data questions - three lines of space for written answers per question

JQ 3a.) On what occasions, if any, would you like the JTE to use English in class?

EQ 3a.) On what occasions, if any, would you like the NESTs to use Japanese in class?

3b.) Why is that ?

QUESTION 4

Qualitative data questions - three line of space for written answers per question

JQ 4a.) On what occasions would you like the JTE to use Japanese?

EQ 4a.) On what occasions would you like the NEST to use English?

JQ 4b.) Why would you like the JTE to use Japanese?

EQ 4b.) Why would you like the NEST to use English?

QUESTION 5

JQ 5.) Compared to NESTs, what do you most expect of the JTE?

EQ 5.) Compared to JTEs, what do you most expect of the NEST?

QUESTION 6

JQ6.) Which of the following language skills do you expect the JTE to help you improve in? (Rank in numerical order)

EQ6.) Which of the following language skills do you expect the NEST to help you improve in? (Rank in numerical order)

Grammar ( )

Reading ( )

Writing ( )

Listening ( )

Speaking ( )

2.4 Data Analyses

In order to test the relationships between variables, data from the Likert 5- point rating scales (i.e nominal data) were analyzed by the Chi-square test. To compare the ranking format data from the JTEs' and NEST's, Spearman's Rank-order correlation coefficients were computed. Qualitative data was ranked in numerical order based upon the frequency that the written Japanese response was given by students, and then translated into English.

3. Results and Discussion

Question 5 - Page 1

Question 5 of page one asked students to rate the strength of their belief in following eight statements : a.) usefulness of English in the future, b.) desire to study English further, c.) general like of English, d.) like of English grammar, e.) like of reading English, f.) like of writing English, g.) like of listening to English, and h.) like of speaking English.

TABLE 1

JTE Classes

Question		a	b	c	d	e	f	g	h
Rating									
	5	67	28	8	7	4	6	12	7
	4	50	50	41	15	35	25	30	31
	3	41	58	59	53	64	63	64	58
	2	5	17	26	39	35	40	33	36
	1	7	17	36	56	32	36	31	38
Totals		170	170	170	170	170	170	170	170

NEST Classes

Question		a	b	c	d	e	f	g	h
Rating									
	5	43	22	11	3	6	5	9	11
	4	40	33	22	10	21	15	16	22
	3	20	43	43	38	44	43	42	35
	2	5	6	20	23	18	20	21	19
	1	1	5	13	35	20	26	21	22
Totals		109	109	109	109	109	109	109	109

Students responded to a.) with a mean average of above four for JTE and NEST classes indicating their perceived usefulness of English study. In b.), the mean average was well above three, showing an interest toward the positive side of wanting to study English more. As for c.), general like of English, the mean was 2.87, while in the d.) through h.) categories of English study, the mean averages hover between two and three with the lowest being for grammar at mean 2.29, and the highest for g.) Listening at mean 2.75, followed closely e.) Reading, and h.) Speaking, at mean 2.72

each. We infer from this data that the students of both JTEs and NESTs are aware of the value of English study and consequently wish to study further. When pinned down on what aspect of study they actually like, the students show less enthusiasm toward the study categorically, and particularly toward the study of grammar. The lowest rating was given for grammar by JTE's students at (35／109) or 32.1%, while for NEST's students nearly identical at (56／170) or 32.9%.

TABLE 2

	Question		i	j	k
JTE Classes					
	Skill Category:				
	Grammar		30	(?)45	4
	Reading		*62	2	4
	Writing		34	21	7
	Listening		34	33	24
	Speaking		10	*69	*131
	Totals		170	170	170

* ＝1st Choice

(?)＝Perplexing Result

	Question		i	j	k
NEST Classes					
	Skill Category:				
	Grammar		15	(?)31	6
	Reading		*39	4	5
	Writing		17	19	5
	Listening		25	16	18
	Speaking		13	*39	*75
	Totals		109	109	109

When it comes to i.), the skill category students are most confident in, "Reading" was rated highest by both JTE's and NEST's classes. Likewise, for j.), where "Speaking" was the category of least confidence for both groups. The category k.) showed that students of both instructors wanted most to improve "Speaking." In fact, in each of these three categories, i.) most confident, j.) least confident and k.) want most to improve, the first and second rankings for both instructors' classes are the same. A perplexing finding is that in j.), after all the years of instruction undergone in preparation for the university entrance exams, the second largest groupings of students are still least confident in their grammatical abilities.

QUESTION 6 - Page 1

Concerning the preference of homework, as indicated below in Table 3, no significant difference was found between the preferences of students in the JTE's classes and those in the NEST's. The Spearman rank correlation coefficient was .943, significant at the $<.01$ level. We conclude that the instructor's native language has little impact on students' homework preferences. A difference worth noting is that students in the JTEs' classes are likely to prefer "test preparation" as homework to "reading English newspapers and novels" as homework. This preference was reversed in the NESTs' students classes. This can be attributed to a belief by students that instruction from JTEs will help them better prepare for proficiency tests, such as STEP or TOEFL, through explanation in their native language. Conversely, reading newspapers/novels seems to be more strongly connected to NESTs.

TABLE 3

Homework items	the JTE's Class	the NEST's Class
Listening to cassette tapes	1	1
Watching English Conversation Programmes on TV or Video	2	2
Reading English newspapers or novels	4	3
Assignments to prepare for tests (e.g. Eiken or TOEIC)	3	4
Keeping a diary or writing book reports	5	5
Oral assignments (e.g. preparing speeches)	6	6

In Table 4, the eight factors (a-h) were analyzed with respect to QUESTION 2 on page two of the questionnaire, "How much English/Japanese would you like the JTEs/NESTs to use in class?" The relationships are correlated as follows:

TABLE 4

Relationship between student attitudes and how much English/Japanese students would like the JTEs/NESTs to use in class

	JTE	NEST
a) the usefulness of English in the future	* * *	--
b) desire to study more in the future	* * *	*
c) general like of English	* * *	--
d) like of English grammar	* * *	--
e) like of reading English	* * *	--
f) like of writing English	* * *	--
g) like of listening to English	* * *	--
h) like of speaking English	* *	--

Notes:
1. JTE: How much English students would like the JTEs to use in class
   NEST: How much Japanese students would like the NEST to use in class
2. *significant at the $<.05$ level, * * $<.01$, and * * * $<.001$

From Table 4, we can see that the more students like English, regardless of the skill category, the more English they would like the JTEs to use in class. The slightly lower statistical significance in the category of "like of speaking English" is considered to be attributed to either an anxiety on the part of the student toward that skill or perhaps a preference for native speaker pronunciation modeling and speaking practice.

As for the NESTs in this correlation, only one motivational factor, "desire to study more," is found to be related to how much Japanese the students would like the NESTs to use in class. One reason this correlation appears in this category could be that motivated students desire an in-depth dialogue with NESTs about the future of their studies. Another reason for the overall lack of correlations in this grouping may revolve around the common cultural conception that non-Japanese do not speak Japanese.

QUESTION 1 - Page 2

To the question of , "JTEs using English in class," 67 students (39.4%) agreed with the statement while 19 students (11.2%) disagreed and 84 students (49.4%) were neutral. These numbers reveal that more than 60% of the students in the JTE's classes have no strong expectation of hearing spoken English from the JTE in class, with more than 11% of the students against the idea. The role of the instructor during the prior six years of compulsory English education appears to play a role in this perception. To the question of "NESTs using Japanese in class," 42 students (38.5%) agreed while 12 students (11.0%) disagreed and 55 students (50.5%) were neutral. These numbers reveal that more than 60% of the students in the NEST's classes have no strong expectation of hearing spoken Japanese from the NEST in class, with more than one-tenth of the students against the idea. Based upon Table 4 and the data from i., j. and k of Question 5, Page 1, it appears the students wish to focus on communicative English with a

NEST, perceiving this as the role of a NEST, or perhaps have a culturally conditioned block imagining a NEST using Japanese effectively in class.

QUESTION 2 - Page 2

Answers to the questions of "How much of the time would you like the JTE to use English," or "How much of the time would you like the NEST to Japanese," are expressed in the following table:

TABLE 5

	5	4	3	2	1
	100 - 80%	79 - 60%	59 - 40%	39 - 20%	19 - 0%
JTE	9 students	22 students	65 students	50 students	24 students
	(5.4%)	(12.9%)	(38.2%)	(29.4%)	(14.1%)
	5	4	3	2	1
	100 - 80%	79 - 60%	59 - 40%	39 - 20%	19 - 0%
NEST:	21 students	29 students	33 students	21 students	5 students
	(19.3%)	(26.6%)	(30.2%)	(19.3%)	(4.6%)

The data from Table 5 would seem to suggest that students have more specific ideas in mind when it comes to the amount of time for use of English/Japanese from the JTE/NEST in the classroom when compared with simply agreeing or disagreeing with the premise of usage. For further insight into this area of interest we turn to the qualitative data of the questionnaire.

QUESTION 3 & 4 - Page 2

The following data lists written responses translated from Japanese. The number of students who responded in the same manner is given in parenthesis. It should be noted that not all students answered every section.

Qualitative Data

   JTEs' Class: statements & (the number of students/170)

   NEST's Class: statements & (the number of students/109)

JTE 3a) On what occasions, if any, would you like the JTE to use English?

1. when we're having easy conversations such as greetings, jokes, etc.(52)

2. as often as possible.(27)

3. only when the JTE reads the text.(23)

4. when s/he asks text-related questions.(22)

5. when questions are easy.(21)

6. not so often.(9)

7. when we practice pronunciation.(8)

NEST 3a) On what occasions, if any, would you like the NEST to use Japanese?

1. when the teacher explains something important about assignments or tests.(31)

2. when we don't understand what the teacher is saying.(29)

3. when we have trouble understanding difficult detailed explanations concerning lesson content.(22)

4. when we do not understand the exact meaning of difficult vocabulary.(6)

5. when we don't know how to respond the question.(5)

6. when we are doing something unrelated to the text (e.g. easy conversation about everyday life).(2)

7. when we want to take a break and just have a good time.(2)

JTE 3b) Why would you like the JTEs to use English?

1. To get used to the English language(29)

2. Because we think we can understand (if it is easy conversation)(23)

3. Because it is English class.(15)

4. Because it is useful for improving our listening skills.(15)

5. Because it it useful for improving our conversational skills.(15)

6. Because it will be useful if we go abroad in the future(14)

7. Because we want to learn everyday English conversation.(13)

8. Because we cannot learn correct English pronunciation without listening to English.(9)

NEST 3b) Why would you like the NEST to use Japanese?

1. If it is too difficult to understand, we won't be able to follow the lesson.(60)

2. If we misunderstand the explanations about important matters like assignments and tests, we could be in big trouble.(25)

3. To make the class more relaxed and enjoyable.(2)

4. To save time.(2)

JTE 4a) On what occasions would you like the JTE to use Japanese?

1. when the questions are difficult and hard to understand.(121)

2. when the JTE tells us about something important, such as test, and homework.(62)

3. when we need Japanese because the JTE has just said something difficult in English (i.e. we'd like him/her to say that again in Japanese after s/he has said in English.)(14)

4. when the JTE talks about something important in the text or when we review.(11)

5. all the time.(5)

6. whenever the JTE isn't reading the text.(4)

NEST 4a) On what occasions would you like the NEST to use English?

1. for everyday conversation: greetings and anything not so important (i.e. casual conversation).(54)

2. when we are reading English sentences (in the text).(11)

3. when the NEST asks a question.(10)

4. all the time.(7)

5. when the topic of conversation is not complicated.(4)

6. when we find it difficult to pronounce a word.(3)

JTE 4b) Why would you like the JTE to use Japanese?

1. Because we cannot completely understand and we'll have a lot of trouble if it's in English.(128)

2. Because we're wasting time if we don't understand what the JTE explains in English.(23)

3. Because it's stressful to listen to English all the time.(4)

NEST 4b) Why would you like the NEST to use English?

1. To get used to the English language.(27)

2. To improve our conversational skills (speaking and listening).(23)

3. Because it's an English lesson.(11)

4. Because we believe that it will help us in the future.(9)

5. Because he/she is a native English speaker, so it's quite natural.(5)

The qualitative data from the above shows that when given the choice of situation, students are capable of identifying their needs in the classroom and, what's more, appear to have concrete ideas about how their instructor, JTE or NEST, might best be of assistance to those needs. Not surprisingly, the JTEs' use of Japanese is preferred for mainly explanatory needs and the NESTs' use of English for aural-based needs. To a lesser degree, the inverse resembled these sentiments. Using the native or target language as a springboard, awareness of important developments in the course of study itself, learning strategies and social considerations are all evident in the students' remarks. Whether the instructor is a JTE or NEST, students demonstrate broad based concerns about using time effectively and how that time might be wisely spent in class. To clarify further the students' input regarding their expectations in the classroom, we turn to our final qualitative data source.

QUESTION 5 - Page 2
The following data lists written response translated from Japanese. The number of students who responded in the same manner is given in parenthesis. It should be noted that not all students answered every section.

JTE 5) Compared with NESTs, what would you most expect of the JTE?

1. Since the JTE is a Japanese, we expect him/her to give us an understandable lesson by switching from English to Japanese, and vice versa.(83)
2. Since s/he is a Japanese, we expect him/her to sympathize with and understand our problems and feelings.(23)
3. Since s/he is a Japanese who has learned English, we can view him/her as our mentor and expect him/her to give us good advice on how to study and improve our English.(20)

NEST 5) Compared with JTEs, what would you most expect of the NEST?

1. To experience more genuine English pronunciation.(47)
2. To provide a more casual, relaxed, enjoyable atmosphere.(20)
3. To better improve our conversational skills.(14)
4. To give us more exposure to a foreign culture.(8)
5. To give us more opportunity to communicate in English.(7)

One noteworthy contrast between JTE's students and those of the NEST's is that in the category of expectation, no overlap is recorded. The JTE is to provide understanding, sympathize with and act as mentor to the students. The NEST is looked to for pronunciation, speaking practice and cultural cues.This contrast could account for some of the difficulties associated with lesson planning for team teaching. The learner's perspective may have difficulty integrating two teachers into one lesson. It appears the student have a collective goal of communicative English study, yet intend to derive aspects of that proficiency from different sources.

QUESTION 6 - Page 2

When asked, "Which skill do you expect your JTE/NEST to help you improve in?," Table 6 reveals a Spearman rank correlation coefficient of .900, significant at the $<$.05 level.

TABLE 6

items	the JTE's Class	the NEST's Class
Grammar	5	4
Reading	3	3
Writing	4	5
Listening	2	2
Speaking	1	1

As was the case with the data for homework preference, no marked differences were found between the JTE's students and the NEST's students. As indicated, the only difference was the order of the first and third items. With the JTE's students, the first item, "English grammar," ranked fifth, while the third item, "Writing," ranked fourth. This was reversed with the NEST's students. Students appear tired of grammar drills from JTEs and the last place showing for the category "Writing" from NEST's students may point toward their previously documented desire to focus on oral-aural subject matter. That trend is reinforced here in the top rankings that speaking and listening were given by students of both instructors, which again expresses a commonality of purpose in the learner's perspective, with the focus being communication.

Conclusion

The importance of student input into the learning process has been less overlooked than perhaps undiscovered. Practical concerns prevent simply handing the direction of a class over to the students. A balance between course goals and effective classroom dynamics appears worthy of consideration. What has been clear in this paper is that students are cognitive of the importance of their studies and, when sufficiently motivated they express a cognition of learning strategies suitable to their goals. It is hoped that this information will be of use in lesson planning for instructors in similar situations and to those in team teaching settings where a division of labor is called for. It is further hoped that the role of the learner is given widespread attention in learning environments the world over in order to enhance the facilitation of the learning process.

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