

# On Teaching Large Classes of Spoken English

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## I. Two Views of Education<sup>1)</sup>

### 1. "Why does a teaching machine insure understanding?"

Because the subject is broken down into small units that are easy for the student to handle and because questions are asked in a way that insures that the student gets the right answers almost all the time.

What is the 'right answer' habit?

A sense of accomplishment and confidence that the student acquires by moving successfully (getting right answers) through a programmed course of study at his own rate."

--From the prospectus of the  
Honor Teaching Machine

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1) From *How Children Fail* by John Holt, New York : Pitman Publishing Corporation, 1964.

2. "The purpose of a liberal arts education is to expand to the limit the individual's capacity, and desire, for self-education, for seeking and finding meaning, truth, and enjoyment in everything he does."

-- A. Whitney Griswold

Teaching large classes of any subject is a challenge that taxes a teacher's ability. This is particularly true in teaching English conversation to classes of 40 or more. The rapport and concentration possible with small groups of students is much more difficult to achieve as the number of students increases. The time that can be spent by the teacher to provide personal instruction and assistance declines and the distractions that arise can increase dramatically. This paper will look at ways to maximize the learning of spoken English for large classes in Korean universities. The ideas expressed here are based on the experiences of the author and of colleagues and friends who have taught under similar circumstances. Ideas have also been drawn from books and articles that have dealt with this situation.

Various methods have been developed over the years for educating students in different subject areas. This is certainly true for teaching foreign languages and, in particular, spoken English. The Two Views on Education stated above reflect two divergent philosophical approaches to this problem. This paper will not propose a single teaching philosophy. Different teaching methods work better under different circumstances and varying the methods is a good way to counter boredom. But this paper will reflect an inclination toward the second of these two philosophical views.

The two views on education are in some ways complementary when shifting among several teaching methods. But the teacher-student relationship implied by each view stands in marked contrast. View number one is reflected in the saying: "If the student hasn't learned, the teacher hasn't taught." A teaching machine is seen as a personalized teacher that is always moving at the right rate for each student, providing proper feedback and reinforcement to ensure success. A human teacher is similar but he possesses human traits which are of advantage in some situations while lacking the advantages of machines in other situations. A tacit assumption found here is that the teacher, or teaching machine, provides the incentive to learn if it is lacking in the student.

View number two, on the other hand, is reflected in the saying: "There are no teachers, there are only students." The tacit assumption here is that children are born with an inherent curiosity, a desire to learn, and it is the purpose of education to allow

this self-actualization of learning to take place without thwarting it. If a student is highly motivated to learn, this will happen unless the educational system undermines that motivation. But if a student does not want to learn, no teacher can provide it. A teacher is seen as another student at a higher level of the learning process who is able to share insights with the student which can help the student remove frustrations that can interfere with his or her natural desire to learn. The key factor in this is often not the level of academic or teaching professionalism of the teacher, or the philosophy and methods of teaching, but rather the attitude of the teacher which reflects a joy of learning: "It's hard work, but it's worth it."

The effectiveness of this point of view is most often found in the arts. People who become artists, poets, and musicians are usually said to be "inspired" rather than taught even though they were taught techniques in painting, writing, and music. They mastered their arts through their own efforts and many are self-taught.

To a lesser degree this is also true in the natural and social sciences. A student can be taught the facts of a science, the scientific method, the theories involved, and how to perform research. But that, in itself will not produce a physicist, anthropologist, historian, or mathematician. This requires a higher level of inspiration.

Similarly, in learning languages, a student can learn the vocabulary, grammar, syntax, pronunciation, and other mechanics of the language but never be able to speak the language in an effective way.

Seen in this light, a language teacher's most effective contribution is in providing an environment conducive to learning rather than personal instruction of facts and methods. This makes the teaching of oral English in large classes more feasible and less frustrating since one realizes that it is the student who must more or less teach himself. So what is the nature of this learning environment and what methods will best work there?

## II. The Learning Environment

Central to an effective learning environment is the need to inspire or maintain motivation since this is the student's driving force. Without motivation, all is lost. But motivation is multidimensional.

Students in Korean colleges and universities arrive there after years of studying English language though they may have little or no ability to speak English. Their motivation for

learning to read and write English has provided a foundation for further developing oral skills. The motivation usually centers on the desire for good grades and degrees which provide a ticket to success in society, i.e., better pay, status, and security. After entering the university, a student often has a similar motivation in learning English conversation. But along with this is the realization that many jobs today require at least the occasional use of spoken English. And for the majority of students who are liberalized by their university education, they realize that spoken English enables them to better understand English in the media of movies, radio, TV, and music. This can have a very liberating effect on those students whose original values focused on grades and degrees. A whole new world is opened up to them which they can now more actively be a part of. A stimulating learning environment encourages and motivates the student to do the hard work necessary to participate in these rewards and joys of learning.

#### A. Immersion Environments

The most effective students of any spoken language are the young children who enter a "foreign" culture through birth. To survive and become functioning members of that culture, they find out by experience the value of learning the language. And they learn relatively quickly. So, perhaps the best way for students of any age to learn to speak a language is to immerse them in a culture where that language is spoken. This can be done in several ways.

The most effective way for an English language class to learn to speak the language is to send them to an English speaking country. The expense and logistics of this may limit the use of this way of teaching. But it is effective. Probably the best approach to sending a class abroad is to send them for a month or so during a school holiday period. A semester or even longer would be better but setting up and funding a program of this length would be beyond the scope of most universities. However, there are programs in the U.S. and other countries for providing intense study of spoken English while living and participating in the culture. Often such programs provide opportunities for the students to attend cultural events, see historic and scenic places, get to know local people, and have free time to shop and explore on their own. By having Korean students limit their use of Korean language and use English to get around, like children growing up, they are able to experience the frustrations and rewards of being able to speak well. And the joy and inspiration for continuing to learn can probably be established best under

these conditions than under any others. The memories that remain will not soon be forgotten.

Another way to immerse students in an English speaking culture is to create one on or near their university. Again, the best time to do this would be during a school holiday period for a month or more. If university buildings could be used to provide isolation for student study, housing, and dining, then an intensive English language program can be taught in which students are not allowed to speak any Korean. Only English is used during the entire period. This can be an efficient, cost-effective way to provide an intense learning environment. There are special teachers who set up programs like this in Korea.

A third way to immerse students in an English speaking culture is to travel in nearby foreign countries. The language of international travel is English and it is spoken in airports, hotels, guest houses, restaurants, tourist attractions, bus and train stations, and the market places. By requiring students to avoid using Korean language, the value of spoken English will soon become apparent. Also, the chance to talk with and make friends with residents and travelers from many countries will make a lasting impression for years to come. It is a real source of inspiration for continuing the study of English.

These ways of teaching students English by immersion in a culture do not limit the student to being a member of a class. The teacher should provide information and encouragement for students who would like to try this on their own or with friends. To be able to study or travel in an English speaking country provides a rare opportunity to learn to speak English better. Also, if another university has created an English immersion program on their campus that is open to outside students, individual students should be encouraged to become a part of that program during their school holidays. And if a student has a chance to visit nearby countries, the teacher should encourage this. The teacher can help by providing travel information for novice travelers.

## B. The Classroom Environment

The most typical environment for learning to speak English is the classroom or language lab. In this environment a variety of methods and techniques can be used by the teacher. Even though the classroom seems more amenable to structured methods that more closely follow the first philosophical view stated at the beginning of this paper, the liberal arts view can often be incorporated in effective ways to enhance learning by stimulating self-motivation. This is particularly important in large classes where individual attention by the

teacher is limited.”

To lay the foundation for the classroom environment, the teacher should give a comprehensive student orientation that will give the students realistic expectations of what to expect during the term. This can include the teacher's self-introduction, goals for the class, philosophical approach, and methods for evaluating and grading the students.

The teacher and students must realize that students cannot master English in two or three hours a week for a semester. To avoid the frustration of unrealistic expectations, the pragmatic aim becomes the achievement of the highest level of fluency possible within the time available. Fluency means to be able with relative ease to speak and listen in a comprehensible manner. Thus perfection in each area of grammar, pronunciation, enunciation, and listening comprehension should not be expected. In fact, since language learning is often painfully slow, the improvement of the level of fluency may be minimal in one semester. But, if the learning environment is conducive to the student's self-motivation, the student is more likely to continue the learning effort until an acceptable level of fluency is finally reached.

The initial student orientation should also include the emphasis on using only English in the classroom. The teacher must be careful, particularly at the beginning of the term, to make sure the students are understanding what the teacher is saying. At times this may require that the teacher write instructions on the board or on handout sheets to ensure that this information is understood by everyone. The teacher should start with easily understandable assignments until a firm basis of communication is established. Then the demands of being forced to always speak in English should help the student to progress from there.

Another topic that can be talked about in the orientation is the grading system to be used and the probable distribution of grades. The fact that spoken English is better evaluated in an on-going fashion rather than with a final exam should be emphasized. Thus class attendance and participation in class assignments are expected.

The orientation can also include motivational reasons why spoken English is becoming increasingly important to know for the future. Jobs in business, government, tourism, and education are requiring more contact with foreigners who will speak English, even if

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2) Several techniques and other information discussed in this paper for dealing with large classes have been derived and distilled from methods given by Richard E. Freeman in *A Guide to Teaching English in Japan*, pp.171~196, edited by Charles B. Wordell, Tokyo: The Japanese Times, 1985.

it is not their native language. Students who want to study or travel abroad will find English invaluable. And the media of TV, radio, and the movies will provide much more information in spoken English in the future.

A final part of the orientation can begin the process of having the students practice their English : Ask them if they have any questions of the teacher. Their natural curiosity will help spur the more confident students to ask questions about the teacher's background. Through patience, understanding, and a sense of humor, the teacher can encourage more diffident students to participate and thereby break the emotional ice. Then a shift will start from teacher-centered education to student-centered participation.

### C. Students Teaching Students

As part of the orientation or as part of the next class, the teacher should outline the most crucial method for teaching spoken English to large classes : the use of pairs and small groups of students to teach each other. The most important way to gain fluency in spoken English is by speaking English. A common pitfall of teachers is that they can become too involved in providing scholarly explanations of English and use up the valuable, limited time available for students to practice. If, for example, the students are in pairs and are asking questions of each other, each student can spend almost half the class period talking. Larger groups of perhaps six students each can permit more complex discussions or presentations. The teacher can then circulate in the classroom from group to group and answer any questions or make corrections when needed.

To set up these groups, it would be good if the teacher had the students first pair off to choose a person to work with. The teacher can then move the pairs so they make up groups of six who can work together in group activities. It would be good to have both males and females in each group for such activities as skits and singing.

By using pairs and groups of students, students can teach students. This not only has the benefit of allowing each student more time to practice English, it also allows students to teach. There is an old saying that "The best way to learn a subject is to teach it." Thus, whether using exercises from the textbook or special assignments from the teacher, the students can help teach each other and gain a lot from it.

In question and answer exercises, the student asking the questions should make primarily factual corrections. Grammatical corrections can be attempted also and the classroom teacher can be called whenever needed. In question and answer exercises, it

is usually best to let the better student answer questions first and the other student ask them. When the roles are switched, the student of lesser ability will find it easier since it is more a matter of review.

One objection to this method might be that students do not want to listen to the broken English of their classmates. Nor do they want to be corrected by them. But the reality of a large class does not allow for extensive personalized instruction nor correction by a native-speaking teacher. With only about one minute per student per class period available from the teacher, little would be accomplished.

Since English is an international language, the students do gain by listening to various dialects including those of non-native speakers such as their classmates. Also, it is a useful classroom exercise to have students try to catch the errors of someone who is speaking, and then try to correct them. This will increase class interest, give value to the analysis of the broken English they must listen to, and help them become more aware of these same errors in their own speech.

One of the first assignments the teacher can make which will help students begin to speak in English and allow the teacher to make an initial evaluation is to have students make speeches of self introduction of about two minutes each. It would be best if the students wrote the speeches in class. In this way they would do their own work and use the same amount of time. The students can first practice these speeches in pairs then in groups of six. A question-and-answer session can follow which would help the group members get to know each other better. After that they can present themselves to the class.

Besides students teaching students in small groups, these groups can be used for other types of group activities. This includes singing, interviews, skits, games, speeches, and debates. All of these activities can get the students involved in using English outside of class as they prepare their presentations. The teacher can assist them by correcting grammar and pronunciation.

Group singing is something that can be done with musical instruments such as guitars, by using a cassette tape player in the background, or by singing a cappella. This singing could be recorded by the teacher or used as a dictation exercise for the class.

In-depth interviews can be done by pairs of students. The teacher can give a basic set of questions the interviewer can use. One approach would be to have three sets of questions that would cover the interviewee's past, present, and future. The interviewer could later give an introduction speech of the interviewee to the group or to the class if



there is enough time.

An excellent group activity is presenting skits to the class. These skits can be written and performed by the group. They provide an excellent way for the students to research local myths, customs, and legends, as well as allowing the foreign teacher to learn about the culture. Class interest in these activities is usually high. The audience students can also evaluate these plays. They can rate the acting, playwriting, costumes, as well as the English being spoken. This can add to the total learning of everyone.

Other activities that can be done within each group or before the whole class are speeches. The speeches can be either impromptu or prepared. In some ways impromptu speeches are more effective since they are completed quickly. The teacher can give one person in each group a slip of paper that has two or three topics to choose from. For example, the slip might say, "My Favorite TV Program" and "The Best Way to Improve the University." The speakers would then have five minutes to prepare the speech and two minutes to give it. The other five students in each group could be asked to rate the speech for such things as grammar, pronunciation, clarity of thought, and over-all effect.

Prepared speeches require much more time and effort to prepare. The presentations also use more class time. But, prepared speeches allow topics of greater depth to be covered with more thoughtfulness. Thus it can become a learning experience for the students as well for the teacher when cultural topics are presented. Speeches on such topics as folk music, traditional festivals, and college entrance examinations can tell a lot about Korean culture. Prepared speeches are also good practice to build confidence and prepare students to enter the annual speech contest at the end of the year.

Debates offer a greater challenge for students. A group of six can divide into two teams of three. One member of each team can give the presentation, the second the rebuttal, and the third the summation. The group can then pick the best three members to debate the other groups. When two groups debate, members of the other groups can judge the debates.

Games and contests are another way to stimulate interest and provide incentive to learn. Verbal guessing games such as Twenty Questions or Jeopardy can provide competition between groups. Games that require students to quickly think in English usually work best.

Classes that have one-or two-hour lab periods offer the students an excellent opportunity to improve their hearing ability. A good textbook that has transcriptions for

tapes with a variety of substitution drills and transformation drills provides a good opportunity for both listening and pronunciation practice. To offer variety and avoid boredom, songs having good grammar and understandable pronunciation can be played. This is often a good way to perk up interest.

One approach to using a song is to have a transcript of the song with six or seven words blanked out and numbered. The song is played twice and each student fills in the blanks on his sheet of the words of the music. The six or seven answers are then copied on an answer sheet and handed in. The teacher can then give the missing words which the students can compare with their answers. The song can be played again and the students can sing along.

One important reason for having the language teacher be a native speaker is that it gives the students the opportunity to get to know a Westerner. For many students, particularly freshmen, this may be the first foreigner they have ever met. Besides the opportunity of hearing a native speaker, the students can learn to be at ease in the presence of a foreigner. The teacher can facilitate this rapport by having the students come to the teacher's office for an hour of socializing. For a large class, inviting groups of five or six at a time may be optimum. The teacher can supply tea and coffee and the students can bring cookies or other snacks. The teacher can show the students postcards and photos of his home city and state. The students can be asked to bring family photos to show and discuss with the teacher. This is a good way to encourage shy students to communicate with a foreigner in a more natural setting than the classroom. And these meetings allow the teacher the most personal contact with many of these students that will be possible during the semester. Students often respond well to such personal interest shown in them.

A technique that can be used to enhance the learning environment is to give each student an English first name. This allows them to experience the Western custom of calling friends and classmates by their first names. Names can be chosen that have letters which cause difficulty for the students to pronounce. This includes the letters p/f, r/l, see/she, p/b, f/v, s/th, and z/j. In a large class it is perhaps quickest and easiest for the teacher to choose and assign the names. The names may also serve as a mnemonic device for helping the teacher learn their Korean names.

The quickest way to take attendance in a large class, if permanent seats are not assigned, is to give a short quiz which they write down and hand in. A listening comprehension quiz would be typical. Another way to take attendance would be to have

each student ask another student a question that would allow for pronunciation practice. For example, a student might ask, "Ralph, how are you today?" The answer, "Fine, thank you Sally." allows the practice of the "f" and "th" sounds as well as sounds in the names. The person who answered could then ask the next person the same question. If the students are in groups, the question would circle the group. The group leaders could then report to the teacher. The question could circle the entire class and the teacher could use this exercise to check improvements in pronunciation over the term. Scores could be given for their responses. In a typical university class, students usually know whose student numbers precede and follow their own. By learning the names of these two people, this order ensures that all names on the role are called.

Before giving the students English names, the teacher should ask the class if this is all right. The teacher should emphasize that these are only nicknames and explain the benefits of using these names. The teacher should not force the use of these names since there may be some students who might equate this with what Japan forced on Korea earlier this century.

### III. Outside of Class

The educator John Holt once said, "Children learn more on their feet than on their seat." As teachers and administrators, we equate learning too often with time spent in class, and with grades, credits, and degrees. But we often find fluent speakers of English who have never studied English conversation in a classroom. They learned it through experience. So, the teacher should encourage learning outside of class whenever possible. Here are a few ideas.

If students give speeches in class, encourage them to enter speech contests. And if the teacher attends any of these contests, a few extra points could be given if the speech is good.

Encourage students to participate in English conversation clubs, and attend programs, plays, and movies in English. Video movies that have closed captions for the deaf, which have the English dialogues printed on the screen, can help somewhat in improving the listening comprehension of intermediate-level students.<sup>3)</sup> Movies with Korean language

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3) Videos and TV programs having closed caption (cc) capability require a special converter attached to the TV. This can be purchased from electronics and department stores in the U.S. These electronic converters typically range in price from \$140 to \$180.

printed on the screen do not help English comprehension much since it keeps the audience thinking in Korean. TV and radio programs in English, particularly those intended to help people learn the language, are to be recommended.

Students can be encouraged to meet foreign tourists and practice their English. This can be done informally or in a structured way. The teacher can discuss ways in which a student can approach a foreigner and try to engage in conversation. For example, if a foreigner looks somewhat lost, the student can ask, "Is there anything I can help you find?" The teacher can give tips on what to say and what to avoid. To do this in a structured way, the student can take a taperecorder and have in mind various questions that can be asked. If the foreigner is patient and open to such questions, the student can find out about the foreigner's home country, way of life, occupation, and travel experiences. The tape of the interview along with a written summary consisting of one or two pages can be turned in to the teacher as an assignment of for extra credit.

The teacher should show interest in the students' involvement in outside activities emphasizing that this is the way for learning and remembering English over the long term. The teacher can have the students hand in short summaries of any English activities they have participated in and let them know that this may help their grade. Of course, activities such as speech contests or interviewing foreigners would have much more weight than listening to the radio or attending a meeting. Doing these outside activities as a group may make them more enjoyable and encourage a group esprit de corps.

One of the least enjoyable tasks for a teacher of a large class of spoken English is the assigning of grades. The need to evaluate many students for their degree of fluency as well as their degree of improvement over the semester is a difficult task. This is complicated by the fact that students, who spend their class time speaking to each other, are often very casual about sharing information on quizzes. This is mainly a problem on multiple choice exams which can be remedied by using different answer sheets.

The best policy in an English conversation class is to evaluate the work often. Thus individuals or groups need to demonstrate their abilities in speeches, skits, songs, and dialogues before the class from time to time. It is absurd to give a final examination for oral fluency and this should be avoided as a waste of time. Cramming will not improve conversational proficiency.

## IV. Qualities of a Teacher

Besides the knowledge, professionalism, and experience needed to make a good teacher, there are other, more intangible qualities that help greatly in motivating students. These qualities are often difficult to judge or even to define since they are a part of the teacher's personality and character, and they are influenced greatly by the changing teaching situation the teacher is involved in. These are the things which sometimes make the teacher feel, "The class is going well." or "I had a bad day." They are the intangibles that can have a great effect on the students.

The first of the qualities that makes a teacher more effective is enthusiasm. Enthusiasm is infectious to various degrees with different students. Lack of enthusiasm can quickly lead to boredom or the feeling that the task is overwhelming. Realistic enthusiasm admits that the learning process may be long and difficult, but it is worthwhile.

Another quality is flexibility. The learning environment, consisting of the university, the students, the teacher, as well as outside activities, creates a dynamically changing situation which the teacher must concurrently try to control and adjust to. Inherent in this process is the need for the teacher to be culturally sensitive. This can drain a lot of energy from the teacher and require that the teacher develop the inner capacity to revive him- or herself and start again and again in a continual renewal. Otherwise this can lead to enervation, or even to pessimism and depression.

When the student loses enthusiasm, the mind is less alert and motivation changes to boredom, or even anxiety or despair. The teacher needs to summon the wisdom and energy to help the student break out of this rut. Changing the teaching methods often helps. At times the teacher may even need to entertain the class. This does not mean to perform like a professional entertainer or a stand-up comic. But it does mean to try to break up the monotony or repetition that has dulled students' minds.

Finally, the most effective teachers possess a quality that is borderline between psychology and spirituality and is essential to interpersonal competence. This quality expresses itself in such characteristics as understanding, concern, compassion, patience, creativity, and the ability to establish a rapport even under the worst of conditions.

The component is perhaps the least amenable to precise definition and division into manageable variables which can be measured. It is ironical that the so-called tough-minded scientists and hard-headed practical people are inclined to look askance at this

category as a proper object of scientific study, and yet all of these people demand appraisals of this quality in prospective associates on whom heavy responsibility for leadership and initiative will fall.<sup>4)</sup>

Since this quality cannot be taught in school, it is one of the most difficult to develop. But to whatever degree it can be developed and sustained, it can be of great value in inspiring the self-motivation of students. On those days when everything goes wrong and this inner quality is lacking, the teacher may have to fall back on that last resort: a sense of humor. And this crisis will also pass.

## V. Conclusion

For large classes of English conversation, the teacher should work with various methods and techniques and seek to determine what will work best for him or her and the students under the objectives and circumstances of the class. There is no one method that will work effectively at all times in all places. In fact, this paper does not propose one philosophy to cover all situations since the teacher must work in a continually changing situation. Rather, the methods and techniques that have been mentioned are those which have worked to one degree or another for other teachers at other times.

The reality is that a large class that meets two or three times a week will not transform non-speakers of English into proficient speakers. What the teacher must work toward is developing a learning environment that will be conducive to the motivation of the students. The immediate goal becomes to achieve the highest degree of fluency of which each student is capable under the time and resources available. The long term goal of becoming a proficient speaker is ultimately up to each student using the self-motivation he or she takes away from the course.

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4) Nelson N. Foote and Leonard S. Cottrell, Jr., *Identity and Interpersonal Competence*, Chicago: University of Chicago Press, 1955, p. 57.

〈국문초록〉

## 과밀학급에서의 영어회화 교수법

데니스 퍼먼

과밀학급수업은 교사의 능력에 부담을 준다. 이는 40명 이상이 되는 학급에 특히 영어회화와 관련된 수업에 더욱 명백하다. 수업에 참여하는 학생이 많으면 많을수록 래포(rapport)와 수업의 집중력은 떨어지게 마련이다. 개개인의 연습과 교정을 도와주는 데 할애되는 시간은 감소하게 되며 수업의 혼란스러움이 극도로 증가할 것이다. 이 글은 한국의 대학에서 대단위학급의 구어영어 학습효과를 극대화시키는 방법을 고찰함에 있다.

구어영어의 교수법에 대하여 수 년에 걸쳐 몇 가지의 방법이 개발돼 왔다. 이 글에서 단일교수이론을 찬성하지 않는다. 몇 개의 교수법이 다른 상황하에서 제 효과를 각각 잘 발휘한다. 그러나, 이 글에서 학습은 개인의 능력을 확장시키고 의미, 진리, 개인의 모든 일에 대한 관심을 찾기 위하여 자기학습을 추구하여야 한다는 견해를 강조한다. 이런 관점에서 영어교사의 가장 효과적인 공헌은 단순히 주어진 사실과 방법을 제공하는 것보다 학습에 도움이 되는 영어에 관한 환경을 제공하는 것이다.

구어영어를 강의하는 과밀학급에 있어서, 교사는 학급의 환경에서 가장 잘 작용하는 여러가지의 방법을 가지고 수업에 임해야 한다. 사실, 일주일에 두, 세번의 수업으로는 영어를 모국어로 하지 않은 학생을 유창한 화자로 만들 수 없다. 교사가 지향해야 할 것은 유용한 시간과 시설내에서 각각의 학습자가 유창한 실력을 성취하도록 하는 것이다. 유창한 화자가 되는 장기적인 목표는 궁극적인 각각의 학습자로 하여금 그들이 수업과 별도로 스스로 노력하여 자립능력개발법에 익숙하게 하는 것이다.