

# Community language learning (CLL)



*(Counseling- Learning): (1970s) one of the Designer Methods stressing the role of the affective domain in promoting cognitive learning*

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## Introduction

- It takes its principles from the “**Counseling Learning Approach**” developed by **Charles A. Curran**.
- It was created especially for **Adult Learners** who might fear to appear foolish ; so the teacher becomes a **Language Counselor** , he understands them and leads them to overcome their fears .
- It follows Krashen’s Monitor Theory (**Affective Filter Hypothesis**) and the **Cognitive Theory** where the human mind is active .

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## Introduction

- CLL by Charles A. Curran is based on adult learning and regards Ss as **whole persons**.
- Learning is **holistic**: both cognitive and affective.
- **Whole person learning**: T considers not only the Ss' intellect but also their feelings.
- A **humanistic** approach; **cognitive** as well.
- Ts become **language counselors** and give no threatening to Ss.

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## Introduction

- Like Desuggestopedia, CLL focuses on the **learning environment** and the **Ss feelings/psychology** (humanistic approach)
- Desuggestopedia and CLL are two different ways of approaching the problem of...
- **Barriers to learning**.

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## Counseling Learning

- **Counselling:** giving advice, assistance, and support to someone who has a problem or in need.
  - Teacher = Counsellor
  - Learner = Client
- Counselling Learning → CLL
- Valuing and prizing individuals
- Low defence and low anxiety
- T is counsellor not authority figure
- Supportive community

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## Teacher as a counselor

- Adults feel frightened in a new learning situation.
- The inherent change and chances of making mistakes frightens them.
- So T should play a counselor.

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## Teacher as a counselor

- Ts consider Ss' intellect + feelings, insecurities and desire to learn.
- T unconditionally accepts and supports Ss
- T is sensitive to the Ss fears
- T understands Ss struggles and is a
- Good listener.

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## Goals

- Teaching oral skills
- Discovery oriented
- Helping students
  - to learn how to use TL communicatively.
  - about their own learning by taking increasing responsibility for it.
  - how to learn from one another.

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## Syllabus

- Grammatical and lexical
- A kind of negotiated syllabus  
(Ss decide what to learn)

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## Principles

1. T starts a friendly relationship.
2. T's explanation of the activities brings security.
3. Language is for communication.
4. T's standing position can be effective in reducing tension and fostering interaction.
5. T is caring about the students **limitations** and **fears**. They learn with different paces.
6. Time limits are revealed; security follows!
7. T and Ss are whole persons (Affective + Cognitive factors).
8. Learners have different strategies, paces and styles of learning. The teacher makes them feel relaxed (Affective factors).
9. The teacher is a counselor. Negative feelings block learning.
10. L1 is part of the process of learning. Understanding should be guaranteed.
11. Activities should be clear /clarified (Affective factors).

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## Principles

12. The tasks are given one by one to reduce the barriers.
13. Ss go from total dependence on T to independence and initiative.
14. Relaxed reflection and thinking fosters the process.
15. Having a choice results in developing an inner wisdom.
16. Careful listening is needed to learn to discriminate and see the similarities and differences.
17. Group work and cooperation is preferred to competition.
18. Indirect correction reduces tension.
19. Interaction among the peers (students) leads to trust and less threat.
20. Learning takes place if the task neither too new nor too familiar.
21. Thinking about learning experiences is as positive as reflecting on L2.
22. In early stages, the syllabus is learner dependent (oriented).

## Six elements necessary for nondefensive learning (Curran)

- **Security:** T should provide a non-threatening learning environment
- **Aggression** (assertiveness): Ss are actively involved (e.g. Conduct their own conversation)
- **Attention:** T helps narrow the scope.
- **Reflection:** in 2 ways
  - Reflect on the language while T reads the transcript
  - Consider the active experience
- **Retention:** integration of new material
- **Discrimination:** sorting out differences in TL forms (Human Computer)

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## Evaluation

- Not fixed, but in line with the principles.
- Self evaluation is valued.
- The test is mainly **integrative**, not **discrete-point**.
- **Discrete-point techniques**: to test a particular subject at a time.
- **Integrative techniques**: to see the overall picture of a learner.

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## Discrete-Point vs. Integrative

1. Hello, how \_\_\_\_ you?
2. What time \_\_\_\_ it?
3. Where \_\_\_\_\_ you yesterday?
4. Alice \_\_\_\_\_ in Canada last year.
5. I \_\_\_\_ hungry.

Jessica: Hey Charles  
 Charles: Hey, what \_\_\_\_\_ you doing this weekend?  
 J: I \_\_\_\_ just gonna study.  
 C: Oh, the English test! I \_\_\_\_\_ thinking of studying too.  
 J: Where \_\_\_\_\_ you planning on studying?  
 C: \_\_\_\_ it too late to reserve a study room in the library?  
 J: I think there's time, let's study together tomorrow afternoon.

## Language & Culture

- **Language is for communication.**
- **Language becomes the means for developing creative and critical thinking.**
- **Culture & language: inseparable.**
- **T and Ss form a community (learning is persons).**
- **They trust each other and the process.**

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## Language areas and skills

- **In the early stages: Ss generate the material.**
- **Later: T prepares specific materials and works with books.**
- **Particular grammar points,**
- **Pronunciation patterns, and**
- **Vocabulary are practised.**
- **The most important skills are**
  - **Understanding and speaking the language at the beginning**
  - **Through reading and writing.**

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## Techniques

- Tape recording S conversation
- Transcription
- Reflection on experience
- Reflective listening
- Human Computer
  - a- teacher stands behind students**
  - b- teacher repeats , doesn't correct**
  - c- interaction among students**
  - d- students feel in control / responsible**
- Small group tasks
- Translation
- Group work
- Analysis
- Reflection and observation
- Listening
- Free conversation

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## Experience (1)

Techniques	Principes	Situation/ Effect
Tape recording students' conversation	Motivation for learners and able to recall the meaning in first conversation	Short Conversation
Reflection on experience	Students reflect on what they have experienced	Students share their difficulties and experiences in the process of learning
Transcription	The opportunity to translate his or her utterances	Dialogue- translate native language to English

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## Experience (2)

Techniques	Principles	Situation/ Effect
Reflective listening	Students need quiet reflection time in order to learn	Concentration on new language learning
Human Computer	Enable students develop an inner wisdom about where they need to work	Aroused learner's spontaneity in learning English
Small group tasks	Students can begin to feel a sense of community and learn from each other	Encouraged cooperation, not competition among learners

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## S-T Relationship

### I. Role

1. Teacher's role: a counselor
2. Student's role: dependent → independent

### II. Interaction

#### *Teacher-Student-Centered*

1. Teacher's part
  - a. In charge & provide direction
  - b. Structure the class
  - c. Physically remove from the circle
2. Student's part
  - a. Be assertive to have conversation
  - b. Take more and more responsibility
  - c. Interact with each other

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## Conclusion

- **Learning is persons:**

Whole-person language takes place best in a relationship of trust, support, and cooperation between T & Ss and among Ss.

- **Learning is dynamic and creative:**

A living and developmental process.

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**How  
does it work  
in the classroom?**

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## Stage 1: Reflection

- Ss sit in a circle around a tape recorder to create a community atmosphere.
  - Ss think in silence about what they'd like to talk about; T remains outside the circle.
  - To avoid a lack of ideas Ss can brainstorm their ideas on the board before recording.

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## Stage 2: Recorded conversation

- Ss choose a subject and tells T in L1 where T discreetly comes up behind them and translates the language chunks into English.
  - With higher levels if Ss feel comfortable enough they can say some of it directly in English and T gives the full English sentence. Ss take the microphone and record their sentence when they are ready.
  - Microphone: quality, and easier to pick up and put down.
  - Ss stop recording and wait until another student wants to respond. This continues until a whole conversation has been recorded.

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## Stage 3: Discussion

- Ss discuss how they think the conversation went.
- Ss can discuss how they felt about talking to a microphone.
  - This part is not recorded.

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## Stage 4: Transcription

- Ss listen to the tape and transcribe their conversation.
- T only intervenes when they ask for help.
  - For the first few times, Ss may rely on T a lot; then T should distance himself from the whole process in terms of leading and push them to do it themselves.

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## Stage 5: Language analysis

- T gets Ss to analyse the language by examining the form of tenses and vocabulary used and why certain ones were chosen.
  - either in the same lesson or
  - in the next.
- Ss are involved in the analysis process.
- The language is completely personalised.
- **Higher levels:** decide what parts of their conversation they would like to analyse, whether it be tenses, lexis or discourse.
- **Lower levels:** T guides the analysis by choosing the most common problems noted in the recording stages or by using the final transcription.

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## Pros

- Lowers learners' anxiety.
- Supportive group allows Ss to initiate language.
- Point learners to autonomous learning.
- Learners appreciate the autonomy CLL offers them and thrive on analysing their own conversations.
- Works well with lower levels who are struggling to produce spoken English.
- The class often becomes a real community, not just when using CLL but all of the time. Students become much more aware of their peers, their strengths and weaknesses and want to work as a team.

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## Cons

- Counsellor/teacher can be too non-directive.
- Can be benefited from directive deductive learning.
- Difficult to speak on tape; the conversation lacks spontaneity.
- Giving Ss so much freedom and tending to intervene too much might be strange.
- In your efforts to let your students become independent learners you can neglect their need for guidance.

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