Community Language Learning (CLL)

Background

- **CLL was developed by Charles A. Curran ,**

- **His application of psychological counseling techniques to learning is known as Counseling – Learning .**

- **The term counseling means one person giving advice , assistance , and support to another who has a problem .**

Community Language Learning (CLL)

Background

- CLL redefines the roles of teacher and learner.

- Teacher = Counselor Learner = Client

- CLL is also an example of Humanistic Approach , since it deals with the emotions and feelings as well as with linguistic knowledge and behavioral skills .

- Humanistic techniques are those that blend

what the student feels , thinks and knows with what

he is learning .

Community Language Learning (CLL)

- **Humanistic techniques engage the Whole Person , including the emotions and feelings as well as linguistic knowledge and behavioral skill .**

- **Whole person learning means that teachers consider not only their students' intellect , but they also have some understanding of the relationship among students' feelings , physical reactions , and desire to learn .**

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- **Theory of language : Curran himself wrote little about his theory of language .**

- **His student La Forge (1983) seems to accept that language theory must start with criteria for sound features , the sentence , and abstract models of language .**

- **The foreign language learners' tasks are to understand the sound system , derive meaning, and develop a basic grammar of the l2 .**

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- • La Forge also elaborates on the interactional view of language underlying CLL .
- Language = people .
- Language = persons in contact .
- Language = persons in response .
- CLL interactions are of two kinds :
- Interactions between learners and
- Interactions between learners and knowers .

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Interactions between learners :

- are unpredictable in content but typically involve exchanges of emotion .

- Learners are intimate as they become a

community of learners and the desire to be a part of this growing intimacy pushes learners to keep pace with the learning of their peers .

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Interaction between learners and knowers :

- **Is initially dependent .**

- **The learner tells the knower what he or she wishes to say in target language and the knower tells the learner how to say it .**

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According to Curran there are six factors which are essential to non-defensive whole person learning process .

1- A sense of security .

2- Paying attention to language in all its forms.

3- Experience a feeling of self-assertion and aggression when ready .

4- Reflection and participation in class activities .

5- Internalization by retention at a deep level .

6- Discrimination among the various elements of language and their functions .

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Objectives :

The goal of this method is attaining native-like mastery of the target language . Specific goals include developing a whole person learning process and a trusting relationship among the members of the class .

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The syllabus :

- CLL does not use a conventional language syllabus , which determines in advance the grammar , vocabulary , and other items to be taught in specific orders .

- The course progression is topic based with learners choosing the message they wish to communicate to other learners in the class .

- It evolves its own syllabus .

Community Language Learning (CLL) Techniques

CLL combines innovative teaching/learning techniques and activities with more traditional ones:

- **Recording**
- **Transcription**
- **Reflective Listening**
- **Human Computer**
- **Small Group Tasks**

Community Language Learning (CLL) Teacher's Role

- **The teacher Plays the role of counselor . This does not mean that the teacher is a therapist, or that the teacher does no teaching. Rather, it means that the teacher recognizes how threatening a new learning situation can be for adult learners, so he skillfully understands and supports his students in their struggle to master the target language.**

- **Respond calmly and non-judgmentally .**

- **Having a supportive manner .**

- **Help the client to understand the problems better .**

- **Provide a safe environment .**

Community Language Learning (CLL) Learner's Role

Initially, the learners are very dependent upon the teacher. Community Language Learning methodologists have identified five stages in this movement from dependency to mutual inter-dependency with the teacher.

Stage 1 : like an infant , completely dependent , repeats utterances , overhear other interactions .

Stage 2 : a measure of independence , produce simple expressions .

Community Language Learning (CLL) Learner's Role

Stage 3 : the separate-existence stage , begin to understand directly in the target language .

Stage 4 : a kind of adolescence , functions independently, ask for correction .

Stage 5 : independent stage , improve their understanding of register as well as grammar , add native like constructions to their language.

Community Language Learning (CLL) Instructional Materials

The role of instructional materials :

- Since a CLL course develops out of the interactions among the members of the community , a textbook is not considered a necessary component .

- Material may be developed by the teacher as the course develops .

- Conversation may also be transcribed and distributed for study and analysis .

- Learners may work in groups to produce their
own materials .

Community Language Learning (CLL) Learner's Native Language

What is the role of the learners' native language?

Learners' security is initially enhanced by using their native language. The purpose of using the native language is to provide a bridge from the familiar to the unfamiliar. Where possible, literal native language equivalents are given to the target language words that have been transcribed. This makes their meaning Clear and allows students to combine the target language words in different ways to create new sentences. Directions in class and sessions during which students express their feelings and are understood are conducted in the native language.

Community Language Learning (CLL) Learner's Native Language

What is the role of the learners' native language?

In later stages, of course, more and more of the target language can be used. By the time students are in Stages III and IV, their conversations have few native language words and phrases. In a class where the students speak a variety of native languages, conversations take place right from the start in the target language. Meaning is made clear in other ways, with pantomime, pictures, and the use of target language synonyms, for example.