

# How to adapt CLL in the classroom

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## **I . Background of CLL**

CLL is one of the designer methods appeared in 1970s. Against behaviorism, researchers and language teachers believed that human learning is not a mere result of stimuli and response process. They recognized the importance of the affective domain. This method was developed by Charles A. Curran and his associates. He was a specialist in counseling and a professor of psychology at Loyola University in Chicago. He was influenced by Carl Rogers who introduced “Counseling Learning Theory”(Rogers 1951). When people is in need or have some problems, they go to counselors and ask their assistance and support. In CLL Method, a teacher becomes like a counselor and learners become clients. Without having anxiety, students freely express their feelings and get supports from the teacher and peers. CLL closely related to humanistic techniques (Moskowitz 1978) developed by Moskowitz. Humanistic techniques engage the whole person, including the linguistic knowledge and behavioral skill as well as the emotions and feelings. Following this idea, CLL highly values on learners’ affective domain. Also, CLL was linked with “language alternation”. This was used in certain kinds of bilingual education programs by Mackey (1972). In “language alternation”, teacher present the message/lesson/class in the native language first, then again he/she present it in the second language. Following this, in CLL, students can say in their mother tongue and teacher translate their ideas in the target language.

Curran himself wrote little about his theory of language. His students La Forge (1983) has attempted to be more explicit about this dimension of Community Language Learning theory. He also divided the process of CLL into five stages. In the first, “birth”, stage, students should have security and belonging. Learners are highly dependent on the teacher and they say what they want to say in their mother tongue. In the second stage, students grow in ability to speak and begin to achieve a measure of independence from the teacher. In the third stage, they need to assert their own identities. In the fourth stage, learners feel secure enough to take criticism from the teacher and peers. In the fifth stage, they become independent working on improving style and knowledge of linguistic appropriateness.

Curran’s learning philosophy is explained by SARD (Curran 1976: 6). This is a group of ideas concerning the psychological requirements for successful learning. S stands for security. A stands for attention and aggression. For this students are involved in various tasks and they take over and demonstrate what they have learned. R stands for retention and reflection. By having the period of retention and

reflection, they get the chance to focus on their learning and assess his present stage of development. D stands for discrimination. Students are successful in their learning by relating one thing with another.

There is no explicit linguistic or communicative objectives, and conventional language syllabus because CLL is topic-based and the topic is chosen by learners everyday. There are 8 activities teachers could do in the CLL class. First, translation is done in the early stage, learners say something in their first language and teacher translates in the target language. Second is group work. This would involve students' role play and human computer activity. Third, recording is done during the lesson. Fourth, after a teacher record what students have learned, he/she transcribes the conversation. This could be done by learners. Fifth, learners have time to analyze the transcription. They would focus on particular lexical usages or particular grammar rules. Sixth is the activity of reflection and observation, learners share their feelings. Seventh, they listen to not only teacher's talk but also tape recording and their peers. Eighth, the class can be started by Free conversation, and learners discuss of what they've learned freely.

CLL has no certain materials because CLL course evolves out of the interactions of the community, and topic is chosen by learners. However, teacher could develop materials if it's necessary. Still it will be like summaries of what learners have learned. Learners learn through interacting with the community. They do not accomplish their learning individually but collaboratively. By successfully achieving language abilities, they become counselors for their peers. Especially in the early stages, a teacher should not be judgmental. He/she should be supportive. Also, they monitor learners' utterances providing assistance when it is requested. As learners gain confidence for themselves and become tolerant, Teachers could give direct correction.

## **II . Micro Teaching**

### **1. The typical procedure of CLL**

Typical lessons using this method, CLL, have four significant procedures: conversation and recording, transcription and translation, activities, and reflection. Students sit in a circle and there is a small tape recorder inside the circle. The teacher stands outside the circle and tells the students what they are going to do. When a student has something to say, he or she calls the teacher and say it in native language. Then the teacher walks to the student's chair and translate it into target language. Students' conversation is recorded as a dialog on the tape. After the conversation, the teacher replays the recording and transcribes it on the board. Then the teacher and students listen to each sentence of the dialog and translate them into their native language. After transcription and translation, students do activities. The salient activity of CLL is 'Human computer' which enable students to practice

pronouncing. The students choose which phrase they want to practice pronouncing and the teacher repeats the phrase until the students are satisfied and stops. Students can do some activities using the dialog that they have recorded. After all the activities have done, the teacher asks students to reflect on what they have experienced.

## **2. Contributions and Limitations of CLL**

The affective advantage of CLL is to remove students' anxiety to produce the target language. CLL is neither student-centered, nor teacher centered, but rather teacher-student centered, with both being decision-makers in the class (Rardin and Tranel, 1988). Students' topic also motivates students to participate in the class actively. Although students' topic can help students, the absence of the textbook may bring unsystematic class. One of the limitations is that it can be only done with small numbers of students. If there are too many students in one classroom, it is hard that all students have chances to participate in. Finally, the success of CLL depends largely on the teachers' ability of translation. Although CLL can reduce the learners' anxiety, it can increase the teachers' anxiety.

## **3. Views of adopting CLL into English class**

Ten teachers who are teaching English at schools gave their opinions of using CLL method in their English classes. Teachers' feedback show both positive and negative perspectives on using CLL in their class. Here are some opinions:

<Negative views of adapting CLL method into English class>

1 학생들의 영어말하기에 대한 두려움이 크고 일단 입을 열게 하는 것이 어렵다. 그러나 CLL은 학생들의 불안을 낮추어 영어수업 참여도를 높일 것이다.

1 교사가 학생들에게 모두 반응을 나타내고 관심을 가져주기 때문에 학생과의 친밀도가 높아질 것이다.

1 수업에 대해 학생들의 의견을 묻는 시간은 교사 스스로 자신의 수업을 피드백을 하는데 도움이 될 것이다.

1 학생들이 녹음된 자신의 목소리를 들으면 매우 흥미로워 할 것이다.

<Negative views of adapting CLL method into English class>

1 35-40명의 학생들을 원을 만들어 수업하는 것은 불가능하다.

1 교사가 두 언어를 모두 완벽히 알아야 하므로 교사에게 매우 부담이 되는 수업이다. 학생들이 교사의 오류를 그대로 답습할 우려가 있다.

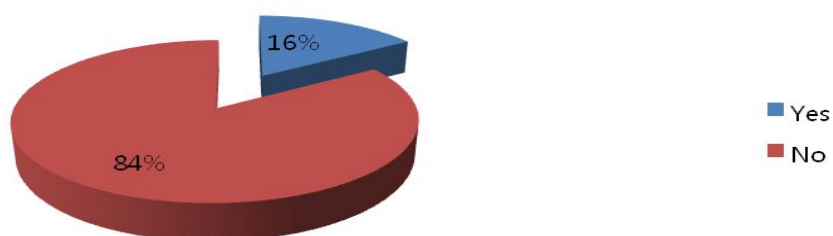
1 학생들이 정하는 수업의 주제는 한정된 수업소재를 불러 올 수 있다.

1 교사가 너무 nondirective 하기 때문에 교실의 통제가 어려울 수 있다.

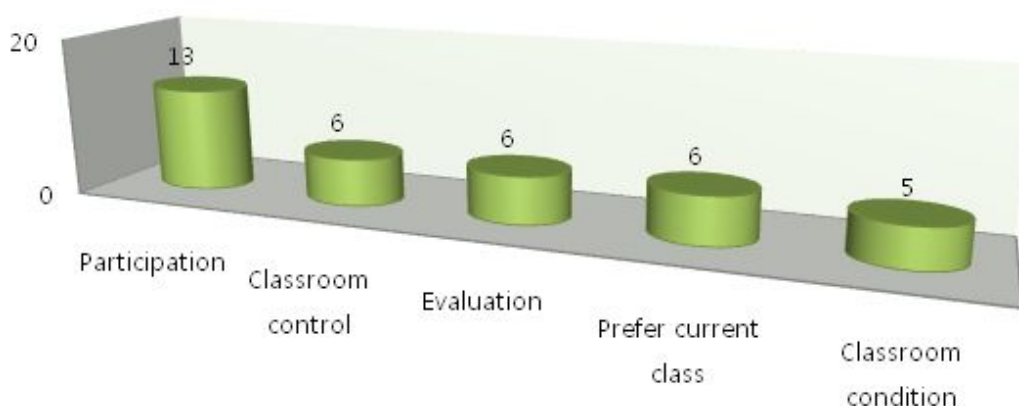
Likewise, Students' perspectives on CLL methods are very similar with teachers'.

Forty-three high school students watched the micro-teaching video of CLL and showed their opinions of learning English by this method.

**Do you want to learn English using this method?**



84% of students worried about adopting CLL in their English class. They worried about this method. Following chart shows the reasons:

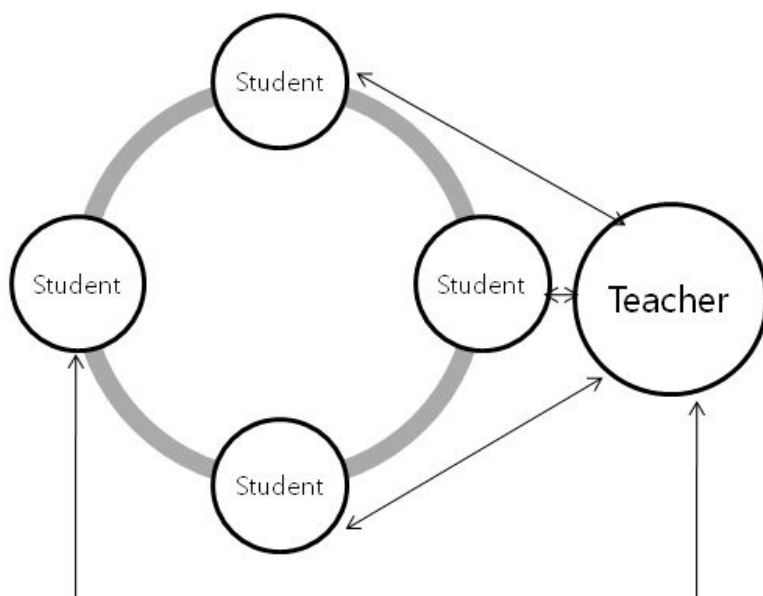


First, thirteen students worried about students' participation. Although CLL lower students' anxiety, students still hesitate to participate in the class that asks them to speak in English. Some students showed their opinions that CLL would not be possible because of the number of students and the arrangement of classroom facilities. Teacher's ability to control the classroom was also one limitation that students worried about. Also, evaluation has been a very important part in education, so students worried how evaluation would be held. Even though CLL is attractive teaching method, it is hard to apply it to the real education environment. Accordingly, it is time to think about designing effective English class with CLL method.

### **III. Application**

Multimedia and computer-mediated communication technologies can be useful for overcoming some limitations of Community Language Learning Method: anxieties of both teachers and students and lack of authenticity in the class. To prepare a

computer-mediated Community language learning class, computers for students are placed in a circle and a computer for teacher should be placed somewhere in the corner.



So, students can have a conversation face-to-face while sending a question or getting teacher's feedbacks on the computer with a headset a student sends his/her texts in native language to teacher, and the teacher gives audio feedbacks in target language through the voice chat program. After listening the feedback through the headset, he/she speaks out the feedbacks to others recording his/her speech with sound recording software. Then he/she sends the recorded audio file to the teacher. The teacher puts those audio files together for transcription later and uploads them into his/her blog for students to review the class.

<b>The Community Language Learning Activities</b>	<b>Applied technologies</b>
Translation & group work	Voice chatting
Recording	Recording sound software
Transcription & analysis Reflection and observation Listening	White board Blogs Web surfing Media player software

This system configuration in the classroom could cut down students' anxiety. Because the teacher, an authority, sits outside of their sight, they could visually feel

comfortable and free. In addition the teacher could save his physical movement efforts and time for feedbacks because they give student feedbacks in front of his/her computer. Above all this system could reduce teacher's anxiety and a burden of being a perfect bilingual because he/she can immediately reach outside helpers such as colleges or friends to get some advice of the feedback for students through the instant messenger. Also, teacher can instantly show students authentic resources related to the conversation via the Internet with a white board program. After finishing the class, teacher can upload teaching material on the class blog and students can review what they learned in the class.

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