COMMUNITY LANGUAGE LEARNING

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Jim and Sally were talking about their experience with counseling and therapy. Jim said, "After 12 years of therapy, my counselor said something that made me cry." "What did he say?" Asked Sally. He said, "No hablo inglés."

COMMUNITY LANGUAGE LEARNING

- Key Questions for self-quizzing before and after.
  - With community language learning, what metaphors define the student and teacher?
  - With this approach, how would a teacher respond to a student complaint?
  - With CLL, who generates the content for class?
  - What is the human computer?
  - What are the good points and bad points of CLL?

COUNSELING LEARNING

- "Community Language Learning draws on the counseling metaphor to redefine the roles of the teacher (the counselor) and learners (the clients) in the language classroom."
  - Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching (2 edition). Cambridge: Cambridge University Press.

TRUST & SUPPORT

- What to remember?
  - Charles Curran developed it in the 1960s and 1970s. He was a Jesuit priest and counsellor.
  - Learning is people.
  - Build relations of trust, support, and cooperation.
  - Help learners overcome negative feelings.
  - Build positive energy.

HUMANISTIC

- Teachers generally care about students.
  - But CLL uses the counseling and caring metaphor and makes a method with specific "humanistic techniques."
  - Teachers teach language in clearly defined ways, which value and respect students' feelings and emotions.

NON-DEFENSIVE

- The teacher responds non-defensively.
  - Student: "I don't like your class. It's not the way I learned in high school. We did more translation."
  - Teacher: "I see. You are concerned about the way we do class. You think translating is a good way."

CLARITY

- The teacher explains activities clearly.
  - The procedure is clear.
  - The time limit is clear.
  - (The reason is clear).
  - This gives students a feeling of security.

STUDENT GENERATED

- Students generate content.
  - This makes them more willing to learn.
- Students use their native language.
  - This provides security.
  - Move from the familiar to the unfamiliar.

HUMAN COMPUTER

- Human Computer and Recordings.
  - Students converse using the L1.
  - The teacher translates utterances into chunks.
  - The L2 chunks are recorded.
  - The final recording: a student-made conversation.
- Recordings (and transcripts) are used in many ways.

HUMAN COMPUTER

- What is the human computer?
  - S says part of the conversation.
  - T repeats it as often as the student wants.
  - T doesn't correct.
  - S self-corrects by imitation.

MERITS

- What's good about it?
  - Learners get a lot of autonomy (freedom).
  - Good for students who have trouble speaking.
  - It can help to build a community of learners.
  - It can be good for an occasional lesson.

DEMERITS

- What are some problems with it?
  - It might be hard to "get the ball rolling" on tape.
  - Autonomy is hard for some teachers and students.
  - It requires highly bilingual teachers.
  - It requires teachers to know about counseling.
  - We resist the need to teach in a traditional way.

STEPS

- Richard and Rogers list a 8 Step Process.
  - Translation, Group Work, Recording, Transcription, Analysis, Reflection and Observation, Listening (to the teacher's analysis) and Free Conversation.
  - BBC learning English sets out a 5 Step process.
  - bit.ly/cll5steps

STAGE 1: REFLECTION

- Sit in a circle. (Teacher is outside the circle).
  - Think silently about what you want to talk about.
  - When ready, list up your ideas (topics) for conversation.
  - From your list, choose one topic for conversation.

STAGE 2: RECORDING

- One student starts the conversation.
  - In your L1, tell the teacher what you want to say.
  - From behind, the teacher translates phrases into English.
  - When ready, we push the "record button."
  - The student says the phrases to the group.
- Repeat this process with the other students.

STAGE 3: DISCUSSION

- How did the conversation go?
  - How did you feel about recording your voice?
  - (This part is not recorded).

STAGE 4: TRANSCRIPTION

- Students listen to the tape.
  - They write down the conversation.
  - Teacher helps only when asked.
    - Over time, students become more independent.

STAGE 5: ANALYSIS

- Students review the transcript.
  - What tenses were used?
  - What new words were used?
    - What are some problems?

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