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**Chapter Seven**

### **Community Language Learning (CLL) – Expanded Summary**

#### **Overview and Background**

The Community Language Learning (CLL) method, developed by Charles A. Curran, is based on the principles of Counseling-Learning. It treats language learning as both an intellectual and emotional experience. Curran believed that adult learners often face anxiety and fear in language learning, so the method focuses on building trust, security, and community to promote effective communication. The teacher acts as a counselor, guiding learners through stages of dependence toward independence and mutual interdependence.

#### **Goals of CLL**

1. Help students use the target language for real communication.
2. Foster learner independence and responsibility.
3. Promote reflection on the learning process.
4. Address emotional as well as cognitive needs.
5. Build a supportive community among learners.

## Role of the Teacher (Language Counselor)

The teacher functions as a counselor, facilitating communication and emotional comfort. Early on, the teacher provides translations and reassurance, later withdrawing support as learners grow confident. The teacher listens empathetically, encourages reflection, and nurtures learner security and autonomy.

## Role of the Students

Students progress through emotional and linguistic stages of development, from dependence on the teacher to full independence and interdependence with peers. They are encouraged to share responsibility for their learning, cooperate with one another, and engage in reflection.

## Five Stages of Learning

1. Dependence – Learners rely heavily on the teacher.
2. Self-Assertion – Learners begin to take small risks.
3. Independence – Learners start initiating communication.
4. Interdependence – Learners collaborate and support each other.
5. Independence and Reflection – Learners achieve autonomy and self-awareness.

## Principles of Community Language Learning

1. Whole-person learning: engaging emotions and intellect.
2. Security and trust: learning flourishes in a safe environment.
3. Interdependence: cooperation replaces competition.
4. Reflection: learners evaluate both emotional and linguistic growth.
5. Translation: native language is a bridge to understanding.
6. Gradual progression: emotional readiness determines pace.
7. SAARRD (Security, Aggression, Attention, Reflection, Retention, Discrimination): essential psychological conditions for successful learning.

## Techniques and Classroom Procedures

A typical CLL session begins with students sitting in a circle. They express themselves in their native language; the teacher translates their messages into the target language and has them repeat it for recording. The conversation is later replayed, transcribed, analyzed, and reflected upon. Over time, learners take greater initiative and rely less on the teacher.

## Common Techniques

Technique	Purpose
Tape-recording students' conversation	Provides authentic material and

	encourages ownership.
Transcription of conversation	Supports analysis and review of language used.
Reflection on experience	Builds emotional awareness and consolidates learning.
Small group work	Promotes collaboration and peer support.
Teacher reformulation	Offers gentle correction and feedback.
Self-evaluation	Develops learner autonomy and responsibility.

### Use of the Native Language

Learners begin by speaking in their native language, which allows them to express themselves fully and maintain fluency. The teacher translates into the target language, gradually reducing dependence as students gain confidence.

### Error Correction and Evaluation

Errors are seen as a natural part of learning. Correction is indirect and supportive, focusing on fluency and confidence rather than accuracy. Evaluation relies on reflection and self-assessment rather than tests or grades.

### View of Language and Learning

Language is viewed as a tool for authentic communication and human connection. Learning occurs through interaction, emotional support, and reflection rather than rote memorization. The method values learner autonomy, empathy, and mutual understanding.

### Strengths

- Encourages a sense of safety and trust.
- Supports emotional and cognitive learning.
- Promotes learner reflection and autonomy.
- Builds genuine communication skills.
- Creates cooperative classroom dynamics.

### Limitations

- Can be slow-moving in the beginning stages.
- Requires skilled, empathetic teachers.
- Not ideal for large or very young classes.
- Some learners may prefer more structure.

- May underemphasize form and accuracy.

### **Conclusion**

Community Language Learning redefines teaching as a counseling and facilitative process. It emphasizes emotional safety, reflection, and learner collaboration. By fostering empathy and community, it allows students to grow linguistically and personally, transitioning from dependence on the teacher to interdependence with peers and independence as communicators.