Counseling-Learning Theory Applied to
Foreign Language Learning
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English Learning Theory of Behaviorism has many defects when we think of affective factors of the process in learning English.

First, learning is seen as merely a cognitive process without consideration for the affects and conflicts of the learner (Curran, 1968, 295).

Secondly, serious defects in the pattern practice hypothesis have been shown in both the language laboratory and in the classroom.

Third, according to Bradford, there are important goals in language learning that have been relegated to secondary position in behavioristic methodology.

We cannot teach a foreign language without affective, psychological factors. Teachers understand their students well, and students know one another among them.

These groups facilitate their learning smoothly. So we should place greater stress upon humanistic psychology (Allport, Maslow and Rogers) than upon Structuralism (Wundt, Titchener) and Behaviourism (Watson, Skinner).

Counseling is the most effective way to know students and to know their roles of the group. Counseling is a series of direct contacts with individual which aims to offer him assistance in changing his attitudes and behavior. There has been a tendency to use the term counseling for more casual
and superficial interviews, and to reserve the term psychotherapy for more intensive and long-continued contacts directed toward deeper reorganization of the personality.

C. R. Rogers published "Counseling and Psychotherapy" in 1942. In this book he advocated a new theory, non-directive counseling. Before Rogers, "Clinical Counseling" was published by E. G. Williamson and J. G. Darley in 1937. Rogers said that their counseling was counselor-centered, directive, non-democratic, authoritative and diagnosis is not necessary for good therapy.

I begin with Carl R. Rogers' theory. Next I treat of Charles A. Curran, who was inspired by his counseling theory, and Paul G. La Forge, who recognized affective factors in learning a foreign language. I want to make it clear how they applied Rogers' theory to the Foreign Language Learning.

To complete this dissertation I am most greatly indebted to Professor Shoroku Aoki for his useful advice and personal encouragement. Also, to Dr. Paul G. La Forge of his kind demonstration of CLL, Prof. Masamichi Tanaka, Prof. Toshihiko Yamaoka, and other Professors by whom I have been directly or indirectly inspired, I would like to express my hearty thanks.

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CHAPTER I

Fundamental thoughts of Carl R. Rogers

Rogers described four hypotheses of his new approach as follows;

(A) It relies much more heavily on the individual drive toward growth, health and adjustment. Therapy is a matter of freeing (the client) for normal growth and development.

(B) This therapy places greater stress upon... the feeling aspects of the situation than upon the intellectual aspects.

(C) This newer therapy places greater stress upon the immediate situation than upon the individual past.

(D) This approach lays stress upon the therapeutic relationship itself as a growth experience.

According to these hypotheses, he developed his counseling theory.

(A) This newer approach differs from the older one in that it has a genuinely different goal. It aims directly toward the greater independence and integration of the individual rather than hoping that such results will accrue if the counselor assists in solving the problem. The individual and not the problem is the focus. The aim is not to solve one particular problem, but to assist the individual to grow, so that he can cope with the present problem and with later problem in a better-integrated fashion. If he can gain
enough integration to handle on problem in more independent, more responsible, less confused, better-organized ways, then he will also handle new problems in that manner.

If this seems a little vague, it may be made more specific by enumerating several of the ways in which this newer approach differs from the old. In the first place, therapy is not a matter of doing something to the individual, or of inducing him to do something about himself. It is instead a matter of freeing him for normal growth and development, of removing obstacles so that he can again move forward.

(B) It is finally making effective the long-standing knowledge that most maladjustments are not failures in knowing but that knowledge is ineffective because it is blocked by the emotional satisfactions which the individual achieves through his present maladjustments. The boy who steals knows that it is wrong and inadvisable. The parent who nags and condemns and rejects knows that such behavior is unfortunate in other parents. The student who cuts class is intellectually aware of the reasons against doing so. The student who gets low grades in spite of good ability frequently fails because of the emotional satisfactions of one sort and another which that failure brings to him. This newer therapy endeavors to work as directly as possible in the realm of feeling and emotion rather than attempting to achieve emotional reorganization through an intellectual approach.

(C) The significant emotional patterns of the individual,
those which serve a purpose in his psychological economy, those which he needs to consider seriously, show up just as well in his present adjustment, and even in the counseling hour, as they do in his past history. For purposes of research, for understanding of the genetics of human behavior, past history is very important. For therapy to take place, it is not necessarily important. Consequently, there is much less stress on history for history's sake than formerly. Curiously enough, when there is no probing for the facts of the history, a better picture of the dynamic development of the individual often emerges through the therapeutic contacts.

(D) In all the other approaches mentioned, the individual is expected to grow and change and make better decisions after he leaves the interview hour. In the newer practice, the therapeutic contact is itself a growth experience. Here the individual learns to understand himself, to make significant independent choices, to relate himself successfully to another person in a more adult fashion. In some respects this may be the most important aspect of the approach we shall describe. The discussion here is somewhat parallel to the discussion in education as to whether school work is a preparation for life or it is life in itself. Certainly this type of therapy is not a preparation for change, it is change.

Rogers said that counseling was counselor-centered, directive, non-democratic, authoritative and diagnosis is not
necessary for good therapy. ¹

So no one liked their counseling called directive. He said his counseling was non-directive.

To clarify the characteristics of this, I would like to consider what counseling is. Counseling is a process between the two persons, dynamic interaction. In this process the one (counselor) gives the other (client) the professional advice by mainly using language and facilitates the client's personality.

He mentions some tentative Principles and Hypotheses of a student-centered teaching as follows. (Client-centered Therapy, 1951)

(1) We cannot teach another person directly; we can only facilitate his learning.

This is a hypothesis with which any thoughtful teacher will agree. It is indeed only a formal restatement of the old adage that "You can lead a horse to water but you can't make him drink." Operationally, however, most teachers utterly ignore this basic hypothesis. Watch a faculty group concerned with the formation of a curriculum. How much shall we cover in this course? How can we avoid overlap between these courses? Isn't that topic best taught in the third year? What percentage of our first-year

course shall be given to this topic? These are samples of questions discussed—and they are all of them based on the hypothesis, which every faculty member knows is false, that what is taught is what is learned.

(2) A person learns significantly only those things which he perceives as being involved in the maintenance of, or enhancement of, the structure of self.

Here is a hypothesis which is basic to personality theory as we have come to understand it. Many would differ with it, and point out the degree of learning that takes place in subjects which surely have no relevance to the self. Perhaps the meaning of the hypothesis can be illustrated by referring to two types of student in, let us say, a course in mathematics or statistics. The first student perceives this mathematical material as being directly relevant to his professional purpose, and thus directly involved in his long-range enhancement of self. The second student is taking the course because it is required. For the maintenance and enhancement of self he regards it as necessary that he stay in the university. Therefore it is necessary that he pass the course.

(3) Experience which, if assimilated, would involve a change in the organization of self tends to be resisted through denial or distortion of symbolization.

The structure and organization of self appears to become more rigid under threat; to relax its boundaries when
completely free from threat. Experience which is perceived as inconsistent with the self can only be assimilated if the current organization of self is relaxed and expanded to include it.

These hypotheses have to do with the fact that learning, particularly if it is significant, is often a threatening thing. There are times when the new material of education is immediately perceived as making for the enhancement of self, but in a great many other instances the new material threatens the self or, more exactly, some value with which the self has become identified. This is very obviously true in the social sciences. To learn the objective facts about prejudice may threaten prejudices which are valued. To learn about the distribution of intelligence in the population may disturb beliefs with which the individual is identified.

(4) The educational situation which most effectively promotes significant learning is one in which (1) threat to the self of the learner is reduced to a minimum, and (2) differentiated perception of the field of experience is facilitated.

The two parts of this hypothesis are almost synonymous, since differentiated perception is most likely when the self is not under threat. If we take this hypothesis as a description of what education should provide, it will be seen that such education would be far different from present-day programs.

It may be objected that learning goes on in spite of,
even because of, threat. Witness the platoon which is likely to be fired upon as it goes into enemy territory, and because of this threat it learns rapidly and effectively about the terrain. It is true that when reality provides the threat, the learning of behaviors which will maintain the self goes on apace. If the desired training has no other goal than to maintain the self as it is, then threat to self may not impede the progress of learning. But in education this is almost never true. What is desired is growth, and this involves change in the self. Whenever such a broader goal is envisaged, then threat to the self appears to be a barrier to significant learning. In order to build up the relationship between the counselor and client, Rogers also says about "The necessary and sufficient conditions of therapeutic personality change (1957)" as follows:

(1) contact (psychological)
(2) in congruence, vulnerable and anxious-client
(3) relationship--congruent and integrated--counselor
(4) unconditional positive regard
(5) internal frame of reference--empathic understanding
(6) 4 & 5 perceive at least--communication

(1) Contact

Meaningful, positive personality change will occur between relationship. Relationship with psychological contact must be necessary.

(2) Client

To give a commonplace example, each of us senses this
quality in people in a variety of ways. One of the things which offends us about radio and TV commercials is that it is often perfectly evident from the tone of voice that the announcer is "putting on," playing a role, saying something he doesn't feel. This is an example of incongruence. On the other hand each of us knows individuals whom we somehow trust because we sense that they are being what they are, that we are dealing with the person himself, not with a polite or professional front. It is this quality of congruence which we sense which research has found to be associated with successful therapy. The more probability there is that change in personality in the client will occur.

(3) Relationship

Counselor must be congruent, genuine and integrated person in the relation. In this relationship it means that he is free and himself and his present experience is explained by his real self-concept. Whether it is conscious or unconscious, it is the opposite of the surface explanation. It is not necessary for the counselor to be a model person in his real life aspects (and it would be impossible). In this relation, this time, it is sufficient for him to be a real-self.

(4) Unconditional Positive Regard

As the counselor has an experience to accept all the clients' aspect warmly, he experiences unconditional positive regard. There is no condition about acceptance. That is "only when you are..., I love you," not a feeling. It means
prizing a person as well as J. Dewey uses this word. It is choosing, evaluative attitude--You are right at this point, but you are wrong at this point--the opposite.

It accepts client's good, positive nature, social explanation as well as his bad, awful, defensive, abnormal feelings. It also accepts client congruence as well as his incongruence. It means to take care of clients, but isn't a possessive care, or the satisfaction of counselor himself. It is separated, and to have his own feeling.

(5) Empathic Understanding

The counselor experiences accurate empathic understanding of the experience of the client-self. He perceives the client's private word as if it were his own word and does not lose his own--this is empathy. It is very important for the therapy.

He perceives client's anger, awfulness, and confusion as if they were your own experience, and it is important not to be involved in your own anger, awfulness and confusion. The counselor knows the client world and walks around in it and tells what he knows but also can tell what the client is not aware of it.

(6) Communication

The client perceives minimally that the counselor perceives acceptance and empathy to him. As for the client it is to accomplish the communication with these attitudes. If so, there is an attitude in the relationship. According to
the hypothesis, the process of therapy can start.

Attitude cannot be perceived directly. So it is right to say that the client perceives the acceptance and understanding through the counselor's language and behavior. Rogers says that these six conditions are useful whether the scene of the psycho-therapy or not.

The first condition is dichotomous, but the rest is continuum. In these six conditions he lays special stress on (3) congruence, (4) unconditional positive regard and (5) empathic understanding. No other conditions are necessary if these six condition exist, and continue for a while, and the constructive process of personality change will occur.

Finally he mentions the speciality of counseling as follows:¹

1) person to person relationship
2) aimed and intentional relationship
3) temporary
4) interview centered and use the language as immediate language
5) dynamic, reciprocal interaction
6) helping relationship
7) person-centered
8) permissive, accepting and understanding attitude
9) warm relationship from empathy, but not warm from sympathy

¹ On Becoming a Person, Houghton Mifflin Company, Boston, 1961, pp. 39-42
CHAPTER II

Fundamental thoughts of Charles A. Curran

2.1 His thoughts

Curran applied counseling to foreign language learning and teaching.

Learning that takes place is often mainly motivated by the threat of personal humiliation and embarrassment. Blackboard exercises, for example, can produce this kind of self-defense motivation. Oral quizzes, too, when they have humiliating tones, can be experienced in a similar way. These may indeed move students to learn out of personal anxiety and the fear of a low grade of some similar personal humiliation and embarrassment.

Curran proposed, however, that this type of learning, with its defensively negative foundation, was often not really constructive. But the emotional tone of such learning may, in fact, even cause the person later to suppress and reject it—so seriously painful were its psychological memories. He has therefore called this type of negative experience "defensive learning."¹ It frequently happened that people who received good grades in their previous

¹ Counseling-Learning in Second Languages, Apple River Press Charles A. Curran, 1976, pp.11-16
language classes were reluctant and even resistant to investing in that particular language again. So, within his communication system, they made rapid progress in the languages that they were approaching for the first time. But by contrast, they seemed almost impaired in the language of their high school or college classes. Similarly, in two separate instances of men who were once successfully trained military translators, their memories of this "total immersion training" were so painful that they could not initially function as language experts in his research group. Having left the pressured military situation, they were psychologically resistant to using that language again.

These negative evidences of some types for formal language classes and language training are unfortunately common.

The CLL teacher fosters dedication to learning through a system of commitment mechanisms called "SARD," which stand for Security, Attention-Aggression Retention-Reflection and Discrimination.

Security

As "whole person," we seem to learn best in an atmosphere of personal security. Feeling secure, we are then freed to approach the learning situation with an attitude of willing openness. Both the learner's and the knower's level of security determines the psychological tone of the entire learning experience; it is the foundation on which the other elements of SARD are built.
Attention-Aggression

In dealing with attention, we also raise the issues of boredom and guilt. From childhood on, we have been commanded to pay attention—a phrase which often leaves us guilt-ridden when we do not or cannot comply. We would propose, however, that rather than seeing in attention negatively, we accept it as a natural phenomenon.

As a further dimension of attention, we have found that real learning takes place somewhere on a continuum between newness and boredom: something too new is also too strange for us to hold in memory, whereas, something too familiar can deteriorate into boredom before we can learn it adequately. What we are seeking, then, is a learning area balanced between newness and boredom.

Within the scope of Attention, we would also include Learner-Aggression. Once they have learned something, they quickly take over and teach it back—either to the adult who taught them or to their own peers. So they will commonly play "teacher" after school, or make excited statements like, "I bet you can't do that, but I can." By having this self-assertion approved and encouraged by the adults around them, children then grow in the sense of their own self-worth and esteem. They need this genuine convalidation\(^1\) of their early ego-assertions, or expressions of "will to power" to

\(^1\)Consensual Validation
use Alfred Adler's term. Having received this, a child is encouraged to assert himself or herself through what they have learned. But a balanced personality has also learned the necessity and value of the opposite force: "the will to community." One example of this is the small child who receives a bat and a ball as gifts. Out on the play ground, he soon realizes that he must give up part of his ego-assertion and possession—either the ball or the bat—if he wishes to play someone else, an older boy, say.

Retention and Reflection

In addition to psychological security and aggressive attention, Retention is also basic. Retention is the final process of absorbing what is studied into oneself and being able to retrieve and use it later with ease.

Retention is further supported and aided by a second "R"—Reflection. Reflection allows the "learning space" that a student needs to make the learning material his own. A five or ten minute "silent-time," for example, can be introduced to further this reflection process as well as other aids which help this. Other methods can also further this reflective, self-investing process.

Discrimination

Discrimination is the final SARD element. In order to master a language, the student must accurately identify the sounds he is hearing, their meanings as words, and their grammatical usage. Without conscious concentration on such
discrimination, persons may assume they know something when, in fact, they still do not. This is the common reason for learning self-deception. We have found that these six SARD concepts offer a psychological "measuring-stick" for any learning situation. They can help us determine the quality and effectiveness of a particular learning experience, in the sense of the "whole person" in Counseling-Learning.

Curran's book, Counseling-Learning: A Whole-Person Model for Education (1972) presented the findings from over twelve years of research in a model of Counseling-Learning: creative affiliation between teacher and learners. The following five statements while not exhaustive, are basic to an understanding of the Counseling-Learning Model.

Each one is thoroughly discussed by Curran elsewhere. These resumes therefore serve only as an introduction.

(1) All final human learning is value learning.
(2) Resistance is inherent in any adult situation.
(3) Human learning is whole-person learning.
(4) Human learning is persons.
(5) Human learning moves through a five-stage process of internalization.

(1) A basic concept underlying the Counseling-Learning model is that all whole-person, human learning is, in fact, value learning. This concept is treated by Curran in his book, Counseling and Psychotherapy: The Pursuit of Values (1968-
1976). ¹ By "Values," Curran means conscious or unconscious self-investments, that is, such self-investments are either determined by oneself or pre-determined by the cultural, family, religious, neighborhood, value in which one is born into.

What the Counseling Learning model offers is a means of understanding these personal learning conflicts in such a way that learners as well as teachers may deal constructively with negative as well as positive feelings. As a result, both can make genuine investments in the learning relationship and so experience less discouragement with one another and the material to be internalized or learned. Personal learning conflicts and confrontations then, in this sense, can always have a positive tone because the student's anger, anxiety and similar psychological disturbance—understood and responded to by the teacher's counseling sensitivity—are indicators of deep personal investment. Even indifference, seen this way, proves often to be a form of defense against anxiety and fear of failure rather than resistance to learning.

(2) Another basic concept of the Counseling-Learning model is that in most adolescent or adult learning there is an inherent

resistance to the new knowledge being presented. This results from the developmental process that produces self-awareness or self-consciousness after twelve or so. The learner's need for personal self-assertion often begins to show itself against the knower—seemingly impeding the acceptance of and submission to, the learning process. This is an additional cause of clash in any learning situation. This resistance is generally not conscious or at least not always made evident to the teacher—particularly as we move into adult learning—but rather is often disguised in the form of questions or similar tactics. If the learner is to make the foreign language his own and so make it operational—be able to speak English—there must be an acceptance of an initial state of ignorance and in this sense, humiliation. This is difficult for adult to do. This does not mean total helplessness but rather a kind of dependence on another with which adolescents and adults are generally not comfortable. This is why, in the Counseling-Learning modality, native experts were trained in counseling sensitivities. This then provided the necessary security at the beginning of the learning process which enabled adolescent or adult learners to regress to a childlike—not childish—trust in the language-counselor-expert. As a result, they could, with less anxiety and resistance, accept and submit to strange language sounds and structures and to the process of learning. This produced too, a growing closeness to and deep sense of supportive community from the other learners—the opposite of our
usual classroom competitive individualism.
(3) Once this trust has been established in the Community Language Learning setting, it becomes clear how human learning is whole person learning. As adults, we are extremely skilled at masking our feelings. But once we are free to feel about the language learning experience and are understood in our feelings, then we are free to know-feel the language. It is in proportion as teachers are skilled in an ability both to understand these feelings and to recognize them—that is, adequately cognize them in their responses—that learners in the Counseling-Learning modality are able to assimilate or internalize the second language in an authentic total-person way. In other words, they can invest in it and so make it a personal value goal. Such investment is basic to the growth of a new language self.

Current literature is concerned with this when it talks about having real communication in the classroom. Real learning, in Counseling-Learning terms, means learning that is brought about by an interaction between the knowers and the learner in which both experience a sense of their own wholeness. In the first stages of the learning process, for example, this can mean that the material to be internalized is generated by the learners in a childlike but real conversation, limited only in the extent of words used. Such conversation, however, demands the aid and support of the language expert. Both learner and knower are therefore deeply engaged: the learner willingly
accepts his need for help; the knower gives this help in such a way that it can be easily utilized. Such a mutual process gradually frees the learner from his dependency on the knower. The teacher, in this sense, willingly strives for and accepts the final goal of being no longer needed by the learner.

In this kind of real communication, knower and learners are struggling together in a common learning task. They are not against one another in an adversary relationship but supporting one another to achieve mutual goals. It is this engagement that makes possible a whole-person entry into the language. This total-self commitment enables learners then to take maximum advantage of prepared texts, dialogues, games, etc. These become further constructive tools to be utilized for the discrimination and internalization of language facility.

(4) We come then to the notion of learning as an intensely personal experience. This resulted in Curran's expression, "learning is persons." As students in such research groups came together, for example, their central purpose was to share and communicate as persons, much as they would in an ordinary conversation. The difference, however, was that they did so in a foreign language, through their other-self1 which at first was the language-counselor-expert.

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Each student's natural urge for independence soon produced a slow emergence of a new inner language self as words and phrases were picked up and so internalized. Such an arrangement also created a strong sense of support, responsibility, and belonging from all members of the group. This secure and deeply personal engagement and commitment together, came to be called "Community Language Learning."

(5) Learning in this modality moves through a five-stage process from dependency to a basic independence. This five-stage process can be seen from varying point of view such as the gradual growth from dependency on the expert to the learner's in dependent linguistic competence; the personal learning group process as it moves toward a deep sense of community; the changing functional relationships between knower and learner; and other aspects of the five stages. To go into detail about each is beyond the scope of this dissertation. So I quote some passages from the original sources.

STAGE I

The client is completely dependent on the language counselor.
1. First, he expresses only to the counselor and in English, what he wishes to say to the group. Each group member overhears this English exchange, but is not involved in it.
2. The counselor then reflects these ideas back to the client in the foreign language in a warm, accepting tone, in simple language using cognates preferably, in phrases of five or six words.
3. The client turns to the group and presents his ideas in the foreign language. He has the counselor's aid if he mispronounces or hesitates.
on a word or phrase. This is the client's maximum security stage.

STAGE II

1. Same as above.
2. The client turns and begins to speak the foreign language directly to the group.
3. The counselor aids only as the client hesitates or turns for help. The client's small independent steps are signs of positive confidence and hope.

STAGE III

1. The client speaks directly to the group in the foreign language. This presumes that the group has now acquired the ability to understand his simple phrases.
2. Same as (3) above.
   This presumes the client's greater confidence, independence and proportionate insight into the relationship of phrases, grammar and ideas. Translation given only when a group member desires it.

STAGE IV

1. The client is now speaking freely and complexly in the foreign language. Presumes group's understanding.
2. The counselor directly intervenes in grammatical error, mispronunciation or where aid in complex expression is needed.
   The client is sufficiently secure to take correction.

STAGE V

1. Same as IV.
2. Counselor intervenes not only to offer correction but to add idioms and more elegant constructions.
3. At this stage, the client can become counselor1 to group in stages I, II, and III.

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Stage in Language Counselor-Client Relationship from Dependency to Independence

I
Total dependence on language counselor. Idea said in English, then said to group in foreign language, as counselor slowly and sensitively gives each word to the client.

II
Beginning courage to make some attempts to speak in the foreign language as words and phrases are picked up and retained.

III
Growing independence with mistakes that are immediately corrected by counselor.

IV
Needing counselor now only for idioms and more subtle expressions and grammar.

V
Independent and free communication in the foreign language. Counselor's silent presence reinforces correctness of grammar and pronunciation.
The CLL class takes on three basic configurations: first, the entire class group or larger units composed of ten or twelve students, second, small groups composed of five or six students, third pair or triad groups. There are difficulties with each of these configurations which point to a basic problem with short-term counseling.¹ In short-term counseling, the teacher explains the purpose of the activity and sets a time limit. The teacher awaits the reaction of the students before proceeding further. As applied to a speaking experience with the large group configurator, the teacher is faced with a dilemma. So much anxiety is generated by the presence of the teacher that the students never really function adequately in the foreign language. On the other hand, the presence of the teacher is necessary for learning to occur. The small group configuration provides a more relaxed learning environment when the teacher does not participate. However, the students are apt to relax to such an extent that they use their native language in place of the foreign language. Pair and triad groups give the individual a chance to broaden relationships inside the class. However, the intensive experience of speaking the foreign language can also become physically fatiguing. In order to face all these problems squarely, the CLL teacher must use all three configurations in a flexible but not permissive way. Second

CLL is supportive learning. In contrast to teacher-centered forms of language learning based on textbooks and lengthy grammatical explanation by the teacher, CLL is student-centered. This means that the teacher maintains silence in the group and allows the learning to be shared by the students themselves. Students, however, find very great difficulties in functioning without some kind of well-defined social structure and purpose. The lack of structure implied by the terms student-centered and short-term counseling may be excuses for lack of action by the teacher in presenting supportive structure for the students.

Third CLL is group reflection. A reflection period follows each CLL group experience. The CLL reflection period, if properly employed, can become an effective force for learning. In accommodated CLL, it consists of two parts: a period of silent evaluation by each participant, and a period of sharing or reporting. During the silent period, a short report is prepared in writing. The reports are then shared with the whole group. The problem here is boredom. Some variety must be introduced into this format; otherwise students will become bored with reflection as with any other repetitive experience.

CLL is a learning contract, a contract, as described by Beck is a mutual agreement to participate in a process with a particular set of people. The initial task of a CLL group

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is to become more than a collection of individuals, to become, indeed, a community. Community as opposed to group is formed by an agreement to work together with others toward a goal. Evaluation of the goals through reflection is part of the interpersonal process. The problem here is a lack of focus on the skills necessary for communicating in the foreign language. The CLL group may become so focused on process that the content goals become dim.

Content, as used here, refers to grammatical skills necessary for speaking in the foreign language. The contracts have to contain a definition clear enough that the content goals can be readily grasped by the students.

CLL is language learning. According to Curran, the learner grows into the new language like a living person. There is birth and childhood (Stage I & II) adolescence (Stage III & IV) and finally adulthood (Stage V).

The problem facing the teacher arises from individual differences among the students. Some students may show evidence of ability at Stage I or II, whereas others may be more advanced at Stage IV or V. These cases appear frequently.

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2.2 The comparison between the theory of C. R. Rogers and that of C. A. Curran

The early conceptions of counseling included a belief in the intellectualized prescription. It was thought that if one diagnosed the difficulties and told the person what was wrong, then he should simply be able to change this.

The non-directive counseling began with C. R. Rogers. His conception of openness and non-directiveness meant not so much the absence of limits, as was sometimes supposed, but rather that one should not predetermine goals and solutions, intellectually arrived at, for the client.

Rather, one should grope with the client through his confusions and conflicts to solutions which are perhaps never clear and distinct in the problem-solving, but are nevertheless more adequate for the client.

Rogers (1951:29) himself states that in client-centered therapy the counselor must assume the internal frame of reference of the client, to perceive the world as the client sees it, to perceive the client himself as he is seen by himself, to lay aside all perceptions from the external frame of reference while doing so, and to communicate something of this empathetic understanding to the client. Especially this empathetic understanding is a crucially important characteristic which every teacher ought to possess.

Curran has applied this kind of counseling in the field
of foreign language learning. As he describes this relationship, the teacher-knower, as counselor, brings to the student a deep understanding of the student's anxieties, insecurities, and feelings of inadequacy. He listens without evaluation and without going off on tangents of his own. At all times, he appears to the student to be more interested in the students and what the student is saying, than in the mechanics of language.

In this way, the teacher-counselor helps the students to become increasingly aware of their worth as persons. As a result, "the learners, like clients related to a counselor, grow confident and secure in their ability to trust the knower and to abandon themselves to the knowledge which he represents." (Curran, 1972:5)

Curran also begins:

For various reasons, many attempts to arrive at different learning motivation and methods have been described as permissive. This term was thought to mean that there was no necessity for self-discipline and the rigor demanded by established learning precepts. According to this misinterpretation, permissive methods were considered soft and, in a way, debilitating. Real character was developed only by making learning "tough." Given this premise, even the spontaneous enjoyment of learning was somehow suspect.

But he went on to change the focus from an external discipline to an internal one:

In its Latin context, disciplina was not only what was learned, but the whole personal learning experience itself. It implied an internalizing of
what was learned and the self-control necessary to bring about fruition in the person himself. This is quite different from an external conformity to the teacher's ideas, or an ability to reproduce knowledge when demanded by competition and testing.

In a review of his book\(^1\), Arnold makes the following comment:\(^2\)

This (research in counseling and learning) is a giant step beyond the original practice of non-directive counseling that turned every learning situation into a counseling situation and thus aroused a great deal of resentment among students who came to seek information about a particular area and instead were forced to participate in a group catharsis. Humanistic education was a confusion about the necessary and mutually supportive and constructive relationship between limits and the change process.

Curran's thought reflects not only the principles of Carl Rogers's view of education, but also basic principles of the dynamics of counseling, in which the teacher-counselor, through careful attention to the client's needs, aids the client in moving from dependence and helplessness to independence and self-assurance.

He also put Carl Rogers' philosophy into action and to overcome some of the threatening affective factors in second language learning. The threat of the all-knowing teacher, of

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making blunders in the foreign language in front of classmates, of competing against peers—all threats which can lead to a feeling of alienation and inadequacy—are presumably removed. The teacher-counselor allows the learner to determine the type of conversation and analyze the foreign language inductively. It is interesting to note that the teacher can also become a client at times: in situations in which explanation or translation seems to be impossible, it is often the client-learner who steps in and becomes a counselor to aid the teacher. The student-centered nature can provide extrinsic motivation and capitalize on intrinsic motivation.

Extrinsic motivation includes nation, hierarchy, home, teacher and institution. These conditions are not always the same. The motivation in learning activity influence intrinsically. Foreign Language Learning is a kind of our behaviors and is dissolved by drive or motive. By achieving the goal, our needs go into satisfaction. To be more vigorous in the learning activity, it is very important to stimulate and to enforce their drive. That is Motivation and we can not think about the foreign language learning without it. It is a key to learning. Six desires or needs of human organs are commonly identified by Ausubel.

He explained as follows: (1) the need for exploration, for seeing "the other side of the mountain," for probing the unknown; (2) the need for manipulation, for operating on the environment and causing change; (3) the need for activity,
for movement and exercise, both physical and mental; (4) the need for stimulation, the need to be stimulated by the environment, by other people, or by ideas, thoughts and feelings; (5) the need for knowledge, the need to process and internalize the results of exploration, manipulation, activity and stimulation, to resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge; (6) finding the need for ego enhancement, for the self to be known and to be accepted and approved of by others.

There are other possible factors that could be listed in accounting for motivation. Maslow\(^1\) listed hierarchical human needs, from fundamental physical necessities (air, water and food) to higher needs of security, identity, and self-esteem, the fulfillment of which leads to self-actualization. Other psychologists autonomy, affiliation, order, change, endurance, aggression, and other needs. The six needs listed above appear to capture the essence of most general categories of needs, and are especially relevant to second language acquisition.

The ideas of self-concept and self-actualization in personality dynamics, attributed to Rogers and Maslow respectively, have added much to our comprehension of the person. One can see, of course, that to make any investment in the

other, one must first, in some form, have invested in one's own self-concept and self-ideal. It is also evident that for this investment to have any real significance, it must first be actualized in the self and in some measure at least, fulfilled.

Nonetheless, the actual self investment of going out to the other in a genuine commitment and the concepts of engagement and involvement that this implies, are more sharply and cleanly suggested by the Word Values. In this sense, then, we can say that man is his Values and so, by his Values, one can know in a measure what he is. And a relationship will contain as much or as little as each one chooses to invest in it.

I discover within the person, under certain conditions, a capacity for the restructuring and reorganization of self and consequently the reorganization of behavior, which has profound social implications.

Curran held that the language-learning process was not merely a cognitive process, but involved the whole human person. The emotional reactions of those struggling with foreign-language acquisition were similar to the emotional conflicts of a client in a counseling process. Consequently, the educative process of the counseling relationship was seen to possess many useful insights for the educative process of the language learner in a classroom group.

The threat of being called on to speak a foreign tongue
is not only psychological; the whole psychosomatic system is directly involved. This is particularly true if one must speak that language in the presence of others who know it well.

Just as language learners come to recognize upon reflection, the reasonable substructure embedded in the spontaneous flow of their conversations, so teachers attempting to internalize any particular approach to teaching seem to arrive at operational connections between abstract theoretical statements and concrete experience. Curran refers to this process for language learners. What emerged was the realization that, while life, in terms of a foreign language communication, is spontaneous, free, personal and intense and so is emotional and somatic as well as intellectual and voluntary, it is not without some internal form or order. Upon abstraction and reflection, one grows to see this internal form and order as being basically necessary for adequate communication and understanding. In this sense, rules of grammar and vocabulary, while dead structures that need to be brought alive when they have been memorized or learned, were, in these experiences, first contained in their spontaneous expressions. Somewhat as people may be surprised in the study of anatomy to discover that the skeletal structures are contained in the living people that they know and love, so our students were surprised and excited to see that grammar and vocabulary were really alive and basic to the rich, warm communications they were having with one another in the foreign language.
CHAPTER III

Fundamental thoughts of Paul G. La Forge

3.1 His thought

La Forge worked in Japan from 1958 to 1965 as a missionary and teacher of English at Nanzan. He attended Curran’s seminar in 1968 and was inspired by Community Language Learning. After studying his method in the United States, he came to Japan in 1971 again. He has been teaching English at Nanzan high school and junior college since then.

During that time he practiced and researched teaching English with Community Language Learning. He found that shyness caused underachievement in oral English. Students have a lot of cognitive knowledge, that is, reading ability and vocabulary. English language teaching and learning in Japan was textbook-centered, teacher-centered and grammar-centered.

The students don't have interests in speaking English and cooperation with each other. There is no real education in school. By real education, he means education, that is free from constraints of textbooks, teachers and grammar.

Counseling-Learning themes will be exemplified in three ways.

First, the skill to be employed is English Conversation, as opposed to writing and grammatical skills. The Japanese
have been notorious for their inability to speak English or other foreign languages.

Second, the group life is called CLL. Stevick has made a useful distinction between classical CLL and CLL in general as follows:

I have found it very useful to distinguish between CLL in general, and what I call the "Classical CLL (CCLL) method" in particular. CCLL was the first CLL method, which was developed by Curran and his associates in their research seminars in Chicago. ...CCLL was the only existing form of CLL, we did not distinguish the one from the other. I'm not even sure how clearly Curran and his associates saw this distinction in those days. And the difference between CL and CLL was very fuzzy for me at first. So we tended to confuse the range of applicability of CCLL (a method or a technique) with the range of validity of CL (a way of looking at how people behave). Those of us who were impressed by CL tended to claim that CCLL was more widely usable than it was. (Teaching Languages: A way and ways, 1980, pp.114-115)

In my opinion, Classical CLL (CCLL) is applicable in Japan to English education at the elementary level in junior high school.

CCLL can also be used with foreign languages other than English at all educational levels. A counseling approach with CCLL is a maturational growth process. The first principle of the foreign language grows like a seed which develops into the roots, stem, and finally into a mature plant. But for senior high school, college, university and adult level English education, a long tradition of teaching English through memorizing, reading, and translation has been established in Japan.
In my opinion, the overhear\textsuperscript{1} associated with CCLL is no longer necessary. Still a counseling approach can be highly beneficial in cultivating and developing English speaking skills. A counseling approach with accommodated CLLL is an integrative growth process. Japanese student of English learn to employ the analytic structures they have memorized to satisfy their effective needs in the immediate social situation. Once they have acquired the skill of handling the demands of the social situation, the grammatical structures of English are recalled rather rapidly and are used correctly. Accommodated CLLL is highly effective because interpersonal learning mechanisms characteristic of Japanese society fit readily into CCLL group life.

Third, CL/CLL themes introduced will be extended to include a sociolinguistic viewpoint. If the interpersonal learning mechanisms characteristic of a society, commonly called culture learning mechanisms can be introduced into the educational structure of the classroom together with a pertinent pedagogy, the learning effectiveness will be greatly enhanced.

La Forge divided groups into three,\textsuperscript{2} small, large and pair. It is very useful for the group to be divided into

\textsuperscript{1}A more detailed explanation can be found in Curran, 1972, p.130.

\textsuperscript{2}cf. p. 23. Curran also devided groups into three. But La Forge describes this configuration more detailed.
small groups. But it is difficult for the students to learn new expression from students. On the other hand, in large groups the silence of the teacher makes the students anxious. Pair group is also useful. In ordinary classroom, especially if the number of students is large, the teacher loses contact with the whole group in dealing with individuals. So he often uses this pair group.

In fact he got a hint from Judo Practice. In Judo, members are paired off in two long lines for feinting practice (Uchikomi) or a brief wrestling session (Randori).

The point of each encounter is to become stronger in single tactics or to grapple with a strong opponent for a short time. In this way, the strong become stronger and the weak members are not overwhelmed.

3.2 The comparison of the view of the three advocates

In chapter II (pp. 26-32), I made a comparison between the theory of C. R. Rogers and that of C. A. Curran. In this section, adding the theory of P. G. La Forge to the former two, I make a comparison of the three advocates.
<table>
<thead>
<tr>
<th>C. R. Rogers</th>
<th>C. A. Curran</th>
<th>Paul G. La Forge</th>
</tr>
</thead>
<tbody>
<tr>
<td>a portion of the client-centered orientation on education lies in its implicit belief that the best of learning is facilitated when the whole man learns, in a way that involves his feelings and his viscera as well as his intellect</td>
<td>language-learning process was not merely cognitive process, but involved the whole human person</td>
<td>Even though the learners have much cognitive knowledge, they are poor at speaking foreign languages. Because the teacher didn't pay any attention to the emotional and personality factors.</td>
</tr>
<tr>
<td>He places greater stress upon... the feeling aspects of the situation than upon the intellectual aspects.</td>
<td>The ability to both recognize and respond to feelings is an important factor in initiating the counseling process.</td>
<td>Emotional support and acceptance are supplied by the group to each student.</td>
</tr>
<tr>
<td>None</td>
<td>CLL takes place in groups. The method is student-centered in that it is the students who specify the syllabus through their evolving conversations, and in that the students take place in a relaxed and secure atmosphere in which the teacher acts as helper rather than as instructor and evaluator.</td>
<td>He divides the group into three kinds; small, large and pair groups. Because it is a manifest fact, too easily overlooked by educators, that man is born into and lives in social interdependence.</td>
</tr>
</tbody>
</table>

I: Cognitive aspects  II: affective aspects  III: methodological aspects

I. According to these comparisons, three advocates make much of cognitive and affective aspects. But they all think affective aspects are more important than cognitive ones. Then we make sure what they think of affective aspects.
II. Now we see a clear similarity among the three. As I mentioned at the beginning of chapter I, Rogers emphasizes that human beings are essentially emotional and affective. Curran and La Forge also assert that the student should acquire affective language in order to facilitate the person's development.

III. We see some differences among the three. Rogers says nothing about the methodology of language teaching. Curran describes that CLL takes place in groups. La Forge divides this large group into three kinds; small, large, and pair groups because human beings are born into and lives in social interdependence.
CHAPTER IV

Some considerations in Carrying out CL

The counseling-Learning has focused our attention on the all important human being, on the whole person, on significant affective factors which facilitate or interfere with the foreign language learning process, and on innovative method of teaching. The counseling-Learning has provided a positive thrust in language teaching and a fresh perspective. It releases us from the slavery of traditional notions of education and teaching, and helps us to focus on the total human being.

There are two points, however, at which Curran's theory does not fully account for the affective side of many students' behavior. The first point arises from the anxiety of the student who does not feel comfortable to a group. As Curran himself makes much of the negative affect that may come from having to admit that someone else knows something that one needs to know and does not know. Certainly the uncomfortable feeling is commonly observed in our daily classes. And just as widespread and, in my observation, much more disturbing for many students, is the anxiety that comes from feeling that one is not learning as fast as expected, or as fast as one's classmates. Another is the anxiety that, in terms of one's career needs or lifetime goals, one is wasting one's time with poor
method, inappropriate content, and so on. I wish Curran had integrated the ways of solving these sources of negative emotion more clearly into his formulation of five stages.

He only confines himself largely to only one kind of anxiety which students might feel at the beginning of learning in his overall schema of development from non-knower to knower.

The second point arises from observation of people who have finished a training course and control the language well enough so that they can carry on their daily routine with fluency and rather good grammatical accuracy. Many of these people, resident in a country where the language is spoken, report an urgent need for continued formal instruction in order to maintain or improve their command of the language. Curran's own experience with language learners is rich in a few settings, but seems to be very limited in many areas.

When these few affective and practical problems are settled, CLL would be of greater value to the development of the whole person.

Today, language classes are fundamentally different from those of the past. The current trend toward learner-centered, contextually—real activities designed to involve the learners actively is parallel to many of the techniques used in the CLL class. But one who only notices the surface characteristics has missed the essence of CLL because its core does not reside in the activities or techniques themselves. Its focus is not on prescribing specific language teaching
activities but on creating an entirely new approach to education--one in which the teacher gives up his sense of power and authority in the classroom in favor of entering into the world of the students. The teacher's role is to facilitate a feeling of security and self-esteem within his students which will enable them to rely confidently on him and each other, without feeling foolish in their ignorance, as they progress from a state of linguistic dependence to independence. The emphasis is on the intensely personal growth of each individual in the group as he enters into a creative affiliation with the teacher. This approach requires a fundamental change in the teacher's perspective as he gives up his role of answer man--know all, and adopts the counseling skills and sensitivities which will allow him to relate to the students from their perspective and become an understanding counselor who fully appreciates their struggles.

The CLL approach is mechanically applicable for ESL classes composed of students with heterogeneous linguistic backgrounds. One of the ways that CLL builds security is by using the students' native language in class, at least at the early stages. CLL requires teachers well trained not only in linguistics, so that they could work comfortably without a text, but also in translation and counseling skills. In addition, these teachers would need to be native-like, if not native, in the target language as well as highly
proficient in the students' native language. And where would these teachers receive their training?

Besides there are four problems of the Counseling Learning model that I wish to deal with here:
(1) the host of affective variables operating within any one learner, thus making it difficult to generalize about what type of approach is optimal for each learner
(2) the variety of cognitive styles utilized by learners—Curran's non-defensive learning principle, for example, may be foreign and ineffective for some L2 learners
(3) the theoretical and practical unsuitability of relying on inductive, learner-initiated responses in CLL
(4) the difficulty of carrying out CLL within the budgetary and curricular constraints placed on most institutional foreign language programs. It should be clear at the outset that the critique which follows is based upon my opinion which does not cover all the possible variations of CLL.

The counselor-client analogy in education in general is useful and productive. Too much of education is anxiety producing and filled with defensive learning. But the counseling learning model is weakened, actually, if only one definition of the relationship is accepted. With a wider conceptualization of the counselor's role we can be free to apply counseling learning to wider contexts: a teacher can assert himself, be a leader and even control the material and pace, and still be an excellent, empathetic, and
understanding counselor. One might even go so far as to claim that an adaptation of behavior modification techniques would not be inconsistent with a broader notion of a counselor's role.

CLL tends to stress the counseling role of the teacher and the client role of the student, who gradually achieves independence. But in that process of achieving independence the client turns into a counselor of sorts. Somewhere in between, theoretically, the roles must do a great deal of switching back and forth. In fact is there any reason to assume that a foreign language teacher must always, in even the early stages of language, adopt a counseling role? It is true that language teaching is not a one-way street: language teachers and students are, together, facing a mutual problem of communication. And this problem, as Counseling-Learning proponents and others recognize, extends far beyond the mastery of linguistic skills alone. The intricate wearing of interpersonal, cultural, and linguistic factors necessary for a successful language class can become all too simplified in global notions of counselor-client interaction. While the counseling Learning model stresses the importance of the whole affective domain, curiously, the model seems to de-emphasize variation among learners in favor of viewing all persons as having somewhat the same needs, drives, and motivations. It is important to recognize, and deal with, the tremendous variation in human behavior. With multiple
affective variables operating in different degrees in different learners, CLL may not be equally effective for all learners.

The complexity of affective variation mounts as one undertakes further examination of such factors as extroversion, self-esteem, social distance, and cognitive style. The affective grid operating within a particular learner, and between learner and teacher, is impossible to generalize. It is therefore unlikely that one method will be optimal in meeting all the affective needs of a group of learners—especially the learners from cultures which we encounter in English as a foreign language class.

When all is said and done theoretically, we are all left with the practical, curricular and budgetary constraints of the institutions in which we operate. Curricular constraints usually involve commitments to time periods and a particular set of objectives. Many of the CLL lessons may have succeeded because the waiver of institutional constraints, coupled with a healthy Hawthorne Effect, gave rise to howling success. In CLL the teacher constrained to provide spontaneous grammatical explanations, not always readily available in a reference text, a skill which requires very keen linguistic insights. Few institutions have such expert teachers.

We can see that the Counseling Learning model of foreign language teaching has brought a fresh new perspective to the language teaching profession—a perspective which we need to
examine carefully. But no model is ever ideal for all situations, so our task as educators is to discern how we may fruitfully adapt CLL to our own classes and curricula. As we seek to adapt the positive aspects of CLL—and there are indeed some promising aspects—to our own situations. We would do well to attend to the possible tempering factors which have been outlined. The questions are left unanswered in CL. CL has dealt straightforwardly with many of the central issues facing us. It has questioned the role which we play in our classrooms and has proposed innovative changes which are well worth considering. It has made us aware once again of our students as people—those individuals who so often seem to be forgotten in our concern with new techniques and statistical research findings. It has taken some of the research in learner variables and made it operational in the classroom. Perhaps most importantly, it has forced us to look at ourselves and evaluate what we do. We must consider this seriously.
CHAPTER V

Conclusion

We cannot teach a foreign language without considering affective students' psychological factors. All the teachers have to understand their students well, and students know one another.

In chapter I, I described the basic principles of C. R. Rogers. Especially I studied four hypotheses.

(A) individual drive toward growth
(B) feeling aspects
(C) the immediate situation
(D) relationship itself

These hypotheses differ from traditional ones which emphasize cognitive aspects, in that they make much of affective aspects.

In chapter II, Curran applied counseling to foreign language learning and teaching. Curran held that language learning process was not merely a cognitive process, but involved the whole human person. He called his language learning approach Community Language Learning (CLL). The learning process moves through a five-stage process from dependency to independence. It is important that Curran points out language learning process resembles the process of developing human beings.

In chapter III, I studied fundamental thoughts of Paul G. La Forge. He knows Japanese culture mechanism and age-
hierarchy. La Forge's practice of CLL fits for Japanese students very well, compared with that of Curran. There are some reasons for this.

(1) After six years of English study, progress in speaking English occurs rapidly if the cognitive reservoir of English is tapped on the affective level with CLL.

(2) CLL relies upon reflection, a cultural heritage that can be readily found in Japan.

(3) CLL occurs in groups. Education of youth in Japan was carried on in small groups around a teacher. CLL fits into this cultural tradition.

We found a clear similarity among the three. Rogers says human beings are essentially emotional and affective. And the rest also assert that the student should acquire affective language.

In chapter IV, I considered some problems of carrying out Counseling Learning.

(1) the host of affective variables operating within any one learner, thus making it difficult to generalize about what type of approach is optimal for each learner

(2) the suitability of CLL considering the variety of cognitive style utilized by learners

(3) the inadequacy of relying on learner-initiated responses

(4) the budgetary and curricular difficulties of carrying out a CLL approach.

Finally I am concluding this chapter by raising several problems to be detected in further research. There are:
1. The permeability and feasibility in junior or senior high schools
2. How do we treat the students who are not in favor of grouping?
3. We cannot teach systematically because of the lack of syllabus.
4. It should be evidenced by more strictly conditioned empirical tests between CLL and normal teaching method.
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ABSTRACT

The English Learning Theory of Behaviorism has many defects when we think of affective factors in learning a foreign language. (1) learning is seen as a merely cognitive process without consideration of the affects and conflicts of the learner. (2) serious defects in the pattern practice hypothesis have been shown in both the language laboratory and in the classroom. (3) there are important goals in language learning that have been relegated to secondary position in behavioristic methodology.

We cannot teach a foreign language without considering students' psychological affective factors. All teachers should understand their students well, and students should know one another.

First I described the basic principles of Carl R. Rogers. Especially I studied his four hypotheses. (A) individual drive toward growth (B) feeling aspects (C) the immediate situation (D) the relationship between counselor and client These hypotheses differ from traditional ones which emphasize cognitive aspects, in that they make much of affective aspects.
Next I studied Charles A. Curran's method of Foreign Language teaching. He applied counseling theory to foreign language learning and teaching. He held that the language learning process was not merely a cognitive process, but involved the whole human person. He called his language learning approach Community Language Learning (CLL). The learning process moves through a five-stage process from dependence to independence. It is important that Curran points out that the language learning process resembles the way in which human beings develop.

Also I studied the fundamental thoughts of Paul G. La Forge, who shows an understanding of Japanese culture mechanism and age-hierarchy. La Forge divides classes into three types of group; small, large, and pair groups.

La Forge's practice of CLL fits Japanese students very well, compared with Curran's. There are some reasons for this.

(1) After six years of English study, progress in speaking English occurs rapidly if the cognitive reservoir of English is tapped on the affective level with CLL.

(2) CLL relies upon reflection, which is a part of Japan's cultural heritage.

(3) CLL occurs in groups. Education of youth in Japan has often been carried on in small groups around a teacher. CLL fits into this cultural tradition.
We found a clear similarity among the three views. Rogers says human beings are essentially emotional and affective. And the other two also assert that the student should acquire affective language.

Rogers says learning is facilitated when the whole man learns, in a way that involves his feelings and his viscera as well as his intellect. Curran and La Forge say that the language learning process is not merely a cognitive process, but involves the whole human person. We can see some differences between the three. Rogers says nothing about the methodology of language teaching. Curran and La Forge say that CLL takes place in groups. La Forge divides the group into three types.

Finally I considered some problems in carrying out Counseling Learning.

(1) the host of affective variables operating within any one learner, which makes it difficult to generalize about what type of approach is optimal for each learner.
(2) the suitability of CLL considering the variety of cognitive style utilized by learners.
(3) the inadequacy of relying on learner-initiated responses.
(4) the budgetary and curricular difficulties of carrying out a CLL approach.