



Theme: “Humanistic approach methods: Community Language Learning (CLL)”

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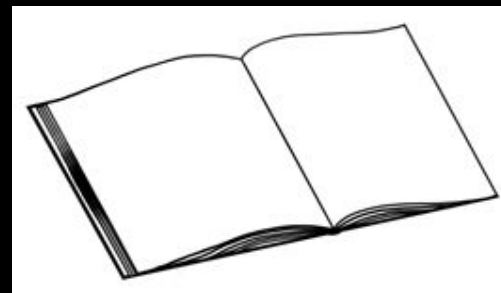
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COMMUNITY LANGUAGE LEARNING (CLL)

Community language learning (CLL) is a language-teaching approach in which students work together to develop what aspects of a language they would like to learn. The CLL approach was developed by Charles Arthur Curran, a professor of psychology at Loyola University Chicago, and counseling specialist.



- Sixty percent of today's world population is multilingual.
- Contemporary and a historical perspective, bilingualism or multilingualism->norm throughout history foreign language learning has always been an important practical concern .
- English today is the world's most widely studied foreign language.
- Five hundred years ago it was Latin, for it was the dominant language of education, religion, and government in the Western world.
- In the sixteenth century, French, Italian, and English gained in importance of political changes in Europe, and Latin became displaced.



LEARNING GOALS



- **CLL improves communicative proficiency of all the skills including reading, writing listening and speaking.**
- **Gradually it focuses on the grammatical, discourse, functional, sociolinguistic of communicative competence.**
- **It used to engage the learners in the pragmatic and functional use of language.**
- **It enhances the productivity of the language in scientific ways.**
- **CLL usually appreciates the learners to engage in linguistic interaction with real-life objectives.**
- **Fluency is the first priority rather than accuracy.**

PRINCIPLE



CTL

- ✓ *Building a relationship*
- ✓✓ *Creating a secure atmosphere*
- ✓✓✓ *Communication*
- ✓✓✓✓ *Being sensitive as a teacher*
- ✓✓✓✓✓ *Knowing the limits as a student*
- ✓✓✓✓✓✓ *Sharing feelings and experiences*
- ✓✓✓✓✓✓✓ *Creating an accepting atmosphere*
- ✓✓✓✓✓✓✓✓ *Counseling as a teacher*



Which features are representative of Community Language Learning?

- **Sitting in a semicircle in front of the board.**
- **Asking students to translate sentences into English.**
- **Recording the sentences students have said.**
- **Having students transcribe what they have said.**
- **Asking their feelings about the course of the lesson.**
- **Reflecting on the teacher's performance.**
- **Pairing students and asking them to write a dialogue.**
- **Getting feedback from learners regarding their experience.**
- **Standing behind learners to reduce anxiety.**

CLL Techniques



The SS relax and listen to their own voices speaking the TL on the tape. Another possible technique is for the teacher to read the transcript while the students simply listen, with their eyes open or shut. A third possibility is for the SS to mouth the words as the teacher reads the transcript.

Transcription

The teacher transcribes the students' tape-recorded target language conversation. Each student is given the opportunity to translate his or her utterances and the teacher writes the native language equivalent beneath the target language words. Students can copy the transcript after it has been completely written on the blackboard or on large, poster-sized paper, or the teacher may provide them with a copy. The transcript provides a basis for future activities.



Small group tasks

There are a lot of activities that could occur with students working in small groups. Teachers who use small group activities believe students can learn from each other and can get more practice with the target language by working in small groups.



Tape recording student conversation

This is a technique used to record student-generated language as well as give the opportunity for community learning to come about. By giving students the choice about what to say and when to say it, students are in a good position to take responsibility for their own learning. Students are asked to have a conversation using their native language as the common language of the group.



Reflection on experience

The teacher takes time during and/or after the various activities to give the students the opportunity to reflect on how they feel about the language learning experience, themselves as learners, and their relationship with one another. As students give their reactions, the teacher understands them—shows that he has listened carefully by giving an appropriate understanding response to what the student has said. He does not repeat what the learner says, but rather shows that he understands its essence.

We do not learn from experience... we learn from reflecting on experience.

-John Dewey

Human computer

A student chooses some part of the transcript to practice pronouncing. She is 'in control' of the teacher when she tries to say the word or phrase. The teacher, following the student's lead, repeats the phrase as often as the student wants to practice it. The teacher does not correct the student's mispronunciation in any way. It is through the teacher's consistent manner of repeating the word or phrase clearly that the student self-corrects as he or she tries to imitate the teacher's model.

Role of the SL and the TL

There are **5 stages** of learning language by this method.

- 1. "Birth" stage: feeling of security and belonging are established.**
- 2. As the learners' ability improve, they achieve a measure of independence from the parent.**
- 3. Learners can speak independently.**
- 4. The learners are secure enough to take criticism and being corrected.**
- 5. The child becomes an adult and becomes the knower.**



Role of the Students

Students = clients

- Learn through interacting with the community**
- Accomplished things collaboratively**
- Expected to listen attentively to the counselor**
- Provide meanings they wish to express**
- Repeat target utterances without hesitation**
- Support follow members of the community**
- Report deep inner feelings**
- Become counselors of others**

Role of the Teacher

Teacher = counselor

- ◆ Respond calmly and nonjudgmentally
- ◆ Having a supportive manner
- ◆ Help the client to understand the problems better
- ◆ Provide a safe environment

Feedback. Evaluation and Assessment.

Feedback in communicative language learning

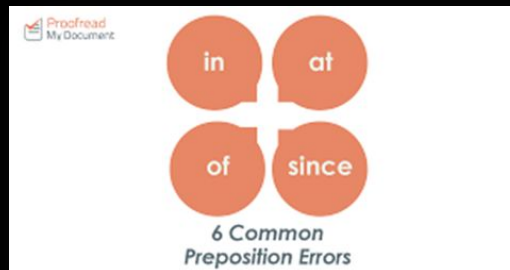
- ✓ An animated discussion on a relevant topic;
- ✓ Using their language skills to the full;
- ✓ What they have done?
- ✓ Making a lot of errors ;
- ✓ No-one was taking responsibility for dealing with these errors.



An ALTERNATIVE APPROACH

- ✓ To note down persistent or interesting errors and then prioritize them before the next lesson,
- ✓ selecting a small number that will be of use to the class as a whole.
- ✓ to base a whole lesson around a teaching point that has emerged during the previous day's discussion: for example, a number of errors in reporting questions might lead to a lesson that clarified the main rules in that area of the language.

- Basing homework exercises on errors made during communicative activities can also help to give them a focus.
- For example, if there are persistent errors with prepositions, the teacher might devise a short gap-fill exercise using authentic examples from the discussion. This will hopefully have the effect both of dealing with the errors and reassuring the learners that the teacher has taken some action as a result of their discussion.



Community Language Learning

- ⇒ This method advises teachers to consider their students as “whole persons”.
- ⇒ **Whole-persons learning** means that teachers consider not only their students’ intellect, but also have some understanding of the relationship among students’ feelings, physical reactions, instinctive protective reactions, and desire to learn.
- ⇒ According to Curran (1977), adults often feel threatened by a new learning situation and he believed that a way to deal with the fears of students is for teachers to become “language counselors”.



Working with the Whole Person

This approach seeks:

- To bring together the individual's context with an understanding of the nature of personhood.
- To create learning tasks chosen in collaboration with the learner to enhance their development toward the goal of a more complete personhood.
- To foster and live in practice a more responsible engagement with the nature of effective participation in the human order and the planetary sphere.
- The aspiration of an educator to promote personhood immediately transforms the nature of the relationship between the educator and those learning.

Lesson plan

Date:	Teacher name: A. Assylbekova	
Grade: 10	Number present:	absent:
Theme of the lesson: Conditionals		
Learning objectives	10.6.17 - use if / if only in third conditional structures use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics	
Lesson objectives	All learners will be able to: <ul style="list-style-type: none">• Creating conditions for the formation of grammatical skills on the topic " Conditional sentences»	
Resources	Worksheets, audios, videos, CD, grammar books , PPT https://www.youtube.com/watch?v=CXKj7bm4Ops	
Plan		
Planned timings	Planned activities	
Beginning the lesson	Organizational moment T: Good morning, children! P: Good morning, teacher! T: How are you? P: I'm fine Warming up Introduce the theme and lesson objectives of the lesson.	
Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: What two things would have improved the lesson (consider both teaching and learning)? 1:		

Pros and Cons of CLL

- Learners appreciate the autonomy CLL offers them and thrive on analysing their own conversations.
- CLL works especially well with lower levels who are struggling to produce spoken English.
- The class often becomes a real community, not just when using CLL but all of the time. Students become much more aware of their peers, their strengths and weaknesses and want to work as a team.
- In the beginning some learners find it difficult to speak on tape while others might find that the conversation lacks spontaneity.
- We as teachers can find it strange to give our students so much freedom and tend to intervene too much.
- In your efforts to let your students become independent learners you can neglect their need for guidance.

Conclusion

Although CLL is primarily meant as a 'whole' approach to teaching , it equally useful for an occasional lesson, especially with teenagers. It enables us to refocus on the learner while students immediately react positively to working in a community. They take exceptionally well to peer-correction and by working together they overcome their fear of speaking. Also quieter students able to offer corrections to their peers and gladly contribute to the recording stage of the lesson. It's a teaching method which encompasses all skills while simultaneously revealing learners' styles which are more or less analytical in their approach to language learning. All of which raises our awareness as a teacher and that of our students.



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**Thank you for your
attention!!!**

