



**PONTIFICIA  
UNIVERSIDAD  
CATÓLICA  
DEL ECUADOR  
SEDE AMBATO**  
SERÉIS MIS TESTIGOS

**DEPARTAMENTO DE INVESTIGACIÓN, POSTGRADOS Y  
AUTOEVALUACIÓN**

**Tema:**

**"COMMUNITY LANGUAGE LEARNING IN TEACHING ENGLISH  
AS A FOREIGN LANGUAGE THROUGH GROUP WORK  
TECHNIQUES"**

Tema de Investigación previo a la obtención del título de "Diploma Superior en  
Nuevas Tecnologías de la Enseñanza del Idioma Inglés"

**Autor:**

**HÉCTOR DANIEL LLERENA CULCAY**

**Director:**

Ing. LUIS TORO

Nº de ingreso:	006477
Precio:	
canje:	Donación: <input checked="" type="checkbox"/> Compra.
Fecha de factura:	
Fecha de ingreso:	02092011

Ambato – Ecuador

AGOSTO 2011



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR  
SEDE AMBATO**

**DEPARTAMENTO DE INVESTIGACIÓN, POSTGRADOS Y  
AUTOEVALUACIÓN**

**HOJA DE APROBACIÓN**

Tema:

"COMMUNITY LANGUAGE LEARNING IN TEACHING ENGLISH AS A  
FOREING LANGUAGE THROUGH GROUP WORK TECHNIQUES"

Autor: HÉCTOR DANIEL LLERENA CULCAY

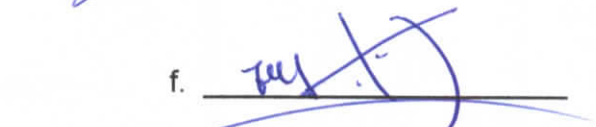
LUIS TORO, Ing.  
DIRECTOR DE TEMA DE INVESTIGACIÓN

f.



Telmo Enrique Viteri Arroyo, Ing.  
JEFE DEL DIPA

f.



Hugo Altamirano Villarroel, Dr.  
SECRETARIO GENERAL PROCURADOR  
PUCE SEDE AMBATO

f.



**DECLARACIÓN DE AUTENTICIDAD  
Y RESPONSABILIDAD**

Yo, Héctor Daniel Llerena Culcay portador de la cédula de ciudadanía No. 180415466-2 declaro que los resultados obtenidos en la investigación que presento como informe final, previo la obtención del título de DIPLOMA SUPERIOR EN NUEVAS TECNOLOGÍAS COMUNICATIVAS DEL IDIOMA INGLÉS son absolutamente originales, auténticos y personales.

En tal virtud, declaro que el contenido, las conclusiones y los efectos legales y académicos que se desprenden del trabajo propuesto de investigación y luego de la redacción de este documento son y serán de mi sola y exclusiva responsabilidad legal y académica.

A handwritten signature in blue ink, appearing to read 'HECTOR LLERENA', is written over a horizontal line. The signature is stylized and somewhat illegible due to overlapping loops and lines.

Héctor Daniel Llerena Culcay

CI. 180415466-2

## GRATEFULNESS

Anything of what is worthwhile to create can be done alone, but rather it should be made with the collaboration of others. Therefore, I desire to express my deepest gratefulness to the group of people and Institution whose orientation and support were indispensable for the realization of this project.

In a special way my gratefulness to Luis Toro; who was the one that encourages me to work in this project and who with his unconditional support, together to his experience; worked shoulder to shoulder with my person

Finally, my thankfulness to God and my parents who are the authors of my formation.

*Llerena Culcay Héctor Daniel*

## DEDICATION

With the dawn of the following day it arises a hope that strengthens, to arrive to the wanted summit, but this would not be achieved without the effort of our parents, day by day during our stage of students so that we are some people of well, some excellent professionals, becoming trained to conquer all obstacle that the life gives us, offering us all its support and love in the good and bad moments of the life.

With the heart full with love and the overflowing soul of happiness I give thanks to God, to my parents and family for their self-denying affection and sacrifice surrendered toward my person.

*Llerena Culcay Héctor Daniel*

## **RESUMEN GENERAL**

En el Ecuador, al igual que en muchos países, el Inglés es el idioma que se enseña oficialmente en diversos establecimientos educativos, fiscales y privados. La primacía de la que goza este idioma se debe al beneficio práctico que se obtiene de su aprendizaje, al ser la lengua más difundida a escala mundial. En el marco del convenio de cooperación técnica que el Gobierno del Ecuador mantiene con Gran Bretaña, el Ministerio de Educación impulsa el desarrollo del Proyecto de Reforma Curricular de Inglés, Cradle, cuyo objetivo es establecer bases firmes en el manejo del idioma. Pero existen muchas quejas por parte de la sociedad y hasta por parte de la Presidencia de la República, en el sentido de que los estudiantes reciben el Idioma Inglés alrededor de 12 años pero no se tienen resultados. Esta investigación trata sobre el método “Community Language Learning” para mejorar la enseñanza del Idioma Inglés en el Ecuador mediante diferentes técnicas que junto con la información obtenida ha permitido contribuir con metodologías actuales en la enseñanza del Idioma Inglés.

## ABSTRACT

In Ecuador, the same as in many countries, English is the language that is taught officially in fiscal and private diverse educational establishments. The primacy of which enjoys this language is due to the practical benefit that one obtains of its learning, because it is the language more diffused to world scale. In the mark of the agreement of technical cooperation that the Government from Ecuador maintains with Great Britain, the Ministry of Education impels the development of the Project of Reforma Curricular of English, Cradle, whose objective is to establish firm bases in the handling of the language. But many complaints exist on the part of the society and until on the part of the Presidency of the Republic, in the sense that the students receive the English Language around 12 years but results are not obtained. This investigation tries on the method "Community Language Learning" to improve the teaching of the English Language in Ecuador by means of different techniques together with the obtained information that has allowed to contribute with current methodologies in the teaching of the English Language.

## TABLE OF CONTENTS

Justification	1
Introduction	3
<b>CHAPTER I</b>	
1. Community Language Learning	5
1.1.OVERVIEW	5
1.2. Comparing Client-Counselor Relationships in Psychological Counseling and CLL	8
1.3 Theory and Technique	8
1.4 Comparison of the information-transmission model and the social-process	9
1.4.1. Stage 1 dependent:	10
1.4.2. Stage 2 self-assertive:	10
1.4.3. Stage 3 resentful and indignant:	10
1.4.4. Stage 4 tolerant:	11
1.4.5. Stage 5 independent:	11
1.5. Assessment	11
1.6. Importance of Community Language Learning	14

## CHAPTER II

2. Objectives	16
2.1. Advantages of CLL	16
2.2. Disadvantages	18
2.3. Key Features	18
2.4. Typical Techniques	19
2.4.1. Tape Recording Student Conversation	20
2.4.2. Transcription	20
2.4.3. Reflection on Experience	20
2.4.4. Reflective Listening	20
2.4.5. Human Computer	20
2.4.6. Small Group Tasks	21
2.5. Techniques	21
2.6. Principles	22
2.7. Summary of CLL	23

## CHAPTER III

3. How was CLL designed?	24
3.1. CLL class	24
3.2. How it works in the classroom?	25
3.2.1. Stage 1- Reflection	25
3.2.2. Stage 2 - Recorded conversation	25
3.2.3. Stage 3 – Discussion	26
3.2.4. Stage 4 – Transcription	26
3.2.5. Stage 5 - Language analysis	26
3.3. Length of stages	27
3.4. For and against CLL	27
3.4.1. Pros	27
3.4.2. Cons	28
3.5. Working with monolingual or multilingual classes	28
3.6. Working with large classes	29
3.6.1. Stage One – Investment:	29
3.6.2. Stage Two – Analysis:	30
3.6.3. Stage Three – Reflection:	30
3.6.3.1. Birth:	31
3.6.3.2. Self:	31
3.6.3.3. Separate Existence:	31
3.6.3.4. Adolescence:	31
3.6.3.5. Independence:	31
3.7. Applying Community Language Learning Today	33
Conclusions	35
Recommendations	37
Bibliography	38
Annexes	40

## JUSTIFICATION

In Ecuador, English is a required school subject, but only grammar and translation have been focused upon at school. Therefore, many people have been complaining that in spite of studying English for six years at school and six years at high school they can't speak it. As more and more demands to acquire communicative competence arise, some educators have recently turned their attention to listening and speaking. Nevertheless, in the same traditional classroom it may be impossible for students suddenly to learn to speak and listen to English. This is because there are many outdated teachers who keep teaching EFL in the same traditional way. So, they do not apply new teaching methods.

As mentioned earlier, it is often the case that Ecuadorian students are not used to speaking in the classroom due to anxiety. Now the CLL approach seems to work well to fill the gap. La Forge (1979) wrote an article about using CLL for oral English at junior college in Japan for four years. Despite a six-year background of English study, the students had no experience of hearing English spoken by a native speaker. Therefore, their cognitive knowledge of English was quite high, but their effective use of English was almost at just the first stage of CLL. He found that "as the students continued to struggle to make themselves understood during reflection periods over two months, the quality of the English showed a remarkable improvement." In CLL context, Japanese students could change their attitude in foreign language classrooms toward success in acquiring the target language. La Forge suggests that English teachers should not abandon all the traditional methods, but they should at least introduce a CLL reflection period into their classrooms. Consequently I consider that Community Language

Learning can work in the educational system of Ecuador because we have similar problems with the teaching methods that have been applied in other countries without success and with the problem learner's anxiety that blocks them to learn English language.

## INTRODUCTION

By developing this project I want to contribute with the methodology applied in Ecuador in order to improve the way of teaching English Language. This because there are many complaints from the society about the time that students apply studying English, but there are no effective results.

From this perspective, being humanist promotes the development of learners as a whole. And as I consider myself a humanist teacher, I believe that Community Language Learning is the right method enclosed in the Humanistic Theory. So, this method doesn't consider learners as brains to be filled, but rather as whole persons. And that is because in this method language is more than a system for communication.

The first chapter of this project is about an overview of Community Language Learning where we talk about the roles of teacher and learner inside this approach. Moreover, we see some differences about Client-Counselor Relationships in Psychological Counseling and CLL. And we can see the importance of CLL.

The second chapter encloses topics about Objectives, Advantages, Key Features, Typical Techniques, and Principles of CLL. The Community Language Learning Method was created for adult learners. So, one advantage is that teachers can use native language to help learners with understanding. Thus, the teacher's role is "Language Counselor" (understand and guide learners to overcome their fears). And this is another advantage

because teachers take away learners' fears. Meanwhile, the strategies that can be applied are: Tape-recording Student Conversation, Transcription, Reflection on Experience, Reflective Listening, group work, etc. Of course, the materials have an important role inside this method.

In the third chapter, we can see how CLL was designed, how it works in the classroom within its stages, working with monolingual or multilingual classes, Working with large classes, and Applying Community Language Learning Today. Therefore, inside CLL it is not necessary a text book because it would inhibit growth so that materials are developed as course progresses. On the other hand, the learner's role is "negotiator or interactor". So, there is no set syllabus and it emerges from learner's intention and the teacher's reformulation. So, the learning may be unsystematic. Moreover, the classroom is set up where the teacher has learners sited in a circle, and the teacher remains on the outside. However, another disadvantage is that shy students may feel the classroom embarrassing, but it can be overcome as the learners get self-confidence.

Finally, this project brings to a close with some conclusions and recommendations that help to understand the importance of applying new methodologies in the way of teaching English Language. Moreover, there are some lesson plans with Community Language Learning that will help to plan a class.

# CHAPTER I

## 1. Community Language Learning

### 1.1. Overview

The age of audiolingualism, with its emphasis on surface forms and on the rote practice of patterns, began to wane when the Chomskyan revolution in linguistics turned linguists and language teachers towards the “deep structure” of language. Psychologists began to recognize the fundamentally affective and interpersonal nature of language learning. The decade of the 1970s was a chaotic but exceedingly fruitful era during which L2 learning and teaching increasingly recognized the importance of the affective domain, hence the birth of an affectively based teaching method *The Community Language Learning Method (CLL)*. ([http://www.englishraven.com/method\\_community.html](http://www.englishraven.com/method_community.html))

It could be said that, the birth of CLL began thanks the contribution of Noam Chomsky. Then we have the model developed by Charles Curran with its basis on humanism. In this model learners are really valued as a group work which needs to face fears.

In the early seventies, Charles Curran developed a new education model he called "Counseling-Learning". This was essentially an example of an innovative model that primarily considered affective factors as paramount in the learning process. Drawing on Carl Rogers' view that learners were to be considered not as a *class*, but as a *group*, Curran's philosophy dictated that students were to be thought of as "clients" - their needs being addressed by a "counselor" in the form of the teacher. Brown (1994:59), in commenting on this approach also notes that "In order for any learning to take place, what is first needed is for the members to interact in an interpersonal relationship in which students and teacher join together to facilitate learning in a context of valuing and prizing each individual in the

group." Curran was best known for his extensive studies on adult learning, and some of the issues he tried to address were the threatening nature of a new learning situation to many adult learners and the anxiety created when students feared making "fools" of themselves. Curran believed that the counseling-learning model would help lower the instinctive defenses adult learners throw up, that the anxiety caused by the educational context could be decreased through the support of an interactive community of fellow learners. Another important goal was for the teacher to be perceived as an empathetic helping agent in the learning process, not a threat.

What can be valued of CLL is that it is targeted to reduce learners' fears when trying to speak L2. In other words it manages to take away learners' anxiety by developing a natural relationship between Knower – learner or vice versa.

Community Language Learning (CLL) (also called Counseling Language Learning) is the name of a method developed by Charles Curran, a Jesuit priest and professor of psychology, and Paul La Forge. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago. His application of psychological counseling techniques to learning is known as Counseling-Learning. Community Language Learning represents the use of Counseling-Learning theory to teach languages. Inspired by the humanistic psychology of Carl Rogers, it aimed to remove the anxiety from learning by changing the relationship between the teacher and student. As the name indicates, CLL derives its primary insights and organizing rationale from Rogerian counseling. Counseling is one person giving advice, assistance and support to another person who has a problem or is in some way in need. Community Language Learning draws on the counseling metaphor to redefine the roles of the teacher as counselor and the learners as clients in the language classroom. CLL is cited as an example of a "humanistic approach". Another language teaching tradition with which CLL is linked is a set of practices used in certain kinds of bilingual education programs and referred to by Mackey as language alteration. In language alteration, a message/lesson/class is presented first in the native tongue and then again in the second language. Students know the meaning and flow of a L2 message from their recall of the parallel meaning and flow of a L1 message. They begin to holistically piece together a view of

the language out of these message sets. In CLL, a learner presents a message in L1 to the knower. The message is translated into L2 by the knower. The learner then repeats the message in L2, addressing it to another learner with whom he or she wishes to communicate. CLL learners are encouraged to attend to the “overhears” they experience between other learners and their knowers.

The Counseling-Learning educational model was also applied to language learning, and in this form it became known as Community Language Learning. Based on most of the principles above, Community Language Learning seeks to encourage teachers to see their students as "whole" persons, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced. Students typically sit in a circle, with the teacher (as counselor) outside the ring. They use their first language to develop an interpersonal relationship based on trust with the other students. When a student wants to say something, they first say it in their native language, which the teacher then translates back to them using the target language. The student then attempts to repeat the English used by the teacher, and then a student can respond using the same process. This technique is used over a considerable period of time, until students are able to apply words in the new language without translation, gradually moving from a situation of dependence on the teacher-counselor to a state of independence.

*([http://www.englishraven.com/method\\_community.html](http://www.englishraven.com/method_community.html))*

Consequently, Community Language Learning is a model that works as a therapy to face learners' anxiety because it treats them as clients and gives confidence. It has been a great contribution to teachers who has problems to manage student's fears when speaking before others.

## 1.2. Comparing Client-Counselor Relationships in Psychological Counseling and CLL

(<http://ecmd.nju.edu.cn/UploadFile/19/9185/76.doc>)

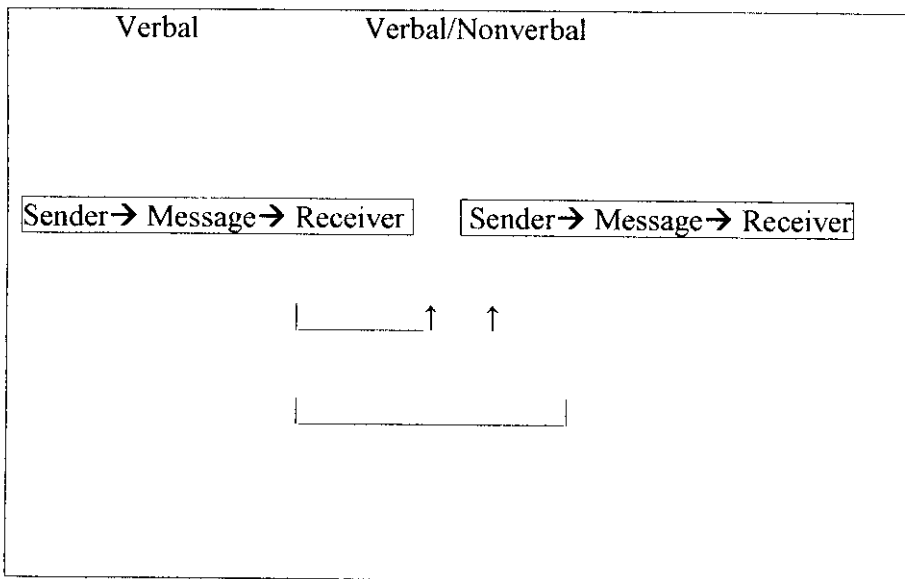
Psychological counseling - (client-counselor)	Community language learning - (learner-teacher)
1. client and counselor agree to counseling	1. Learner and knower agree to L2 learning
2. client articulates problem in language of affect	2. Learner presents to the knower in L1 a message he wishes to deliver to another
3. counselor listens carefully	3. Knower listens and other learners hear
4. counselor restates client message in language of recognition	4. Knower restates learner's message in L2
5. client evaluates the accuracy of counselor's message restatement	5. Learner repeats the L2 message form to its addressee
6. client reflects on the interaction of the counseling session	6. Learner replays and reflects on the messages exchanged during the class

### 1.3. Theory and Technique

CLL is based on the theoretical assumption that language as social process is different from language as communication. "Communication is more than just a message being transmitted from a speaker to a listener. The speaker at the same time is both subject and

object of his own message. Communication involves not just the unidirectional transfer of information to the other, but the very constitution of the speaking subject in relation to the other. Communication is an exchange which is incomplete without a feedback reaction from the destine of the message (La Forge 1983).

#### 1.4. Comparison of the information-transmission model and the social-process model (based on La Forge 1983)



The interactional view of language underlying CLL is further elaborated by La Forge: “Language is people; language is persons in contact; language is persons in response”. CLL interactions are of two distinct and fundamental kinds: interactions between learners and interactions between learners and teachers (knower). Interactions between learners are unpredictable in content but typically involve exchanges of affect. Learner exchanges deepen in intimacy as the class becomes a community of learners. The desire

to be part of this growing intimacy pushes learners to keep pace with the learning of their peers.

Interaction between learners and teachers is initially dependent. The learner tells the teacher what he or she wishes to say in the target language, and the teacher tells the learner how to say it. Gradually, the learner becomes able to speak a word or phrase directly in the foreign language, without translation. More and more direct communication can take place with the counselor providing less and less direct translation and information, until after many sessions, or many years, the learner achieves fluency in the spoken language. The learner has at that point become independent. Interactions between learner and teacher are compared to the stages of human growth and undergo several stages with typical characteristics at each stage:

- 1.4.1. **Stage 1 dependent:** The learner is like an infant, completely dependent on the knower for linguistic content. The learner repeats utterances made by the teacher in the target language and overhears the interchanges between other learners and knowers.
- 1.4.2. **Stage 2 self-assertive:** Learners begin to establish their own self-affirmation and independence by using simple expressions and phrases they have previously heard.
- 1.4.3. **Stage 3 resentful and indignant:** Learners begin to understand others directly in the target language. Learners will resent uninvited assistance provided by the knower at this stage.

1.4.4. **Stage 4 tolerant:** The learner functions independently, although his knowledge of the foreign language is still rudimentary. The learner becomes secure enough to take criticism from the teacher. He must learn how to elicit from the knower the advanced level of linguistic knowledge the knower possesses.

1.4.5. **Stage 5 independent:** Learners refine their understanding of register as well as grammatical correct language use. They may become counselors to less advanced students while profiting from contact with their original knower.

A typical classroom could be described as such: A group of learners sit in a circle, while the teacher stands outside the circle, answering students' questions and translating the native language into the target language. A student whispers a message in his mother tongue. The teacher then translates it into the target language. The student repeats the message in the foreign language with the help of the teacher. While some of the students convey messages, others are encouraged to overhear these messages. Finally, real communication begins to occur among the learners.

CLL combines innovative learning tasks and activities with conventional ones. The types of learning and teaching activities include: 1. Translation, 2. Group work, 3. Recording, 4. Transcription, 5. Analysis, 6. Reflection and observation, 7. Listening, 8. Free conversation.

## 1.5. Assessment

CLL advocates a holistic approach to language learning on the grounds that true human learning is both cognitive and affective. Such learning takes place in a communicative

situation where teachers and learners are involved in an interaction. Language learning is thought to develop through creating social relationships. Success in language learning follows from a successful relationship between learner and teacher, and learner and learner. Learning is viewed as a unified, personal and social experience. The learner is no longer seen as learning in isolation and in competition with others.

CLL has both advantages and disadvantages. The affective advantages are evident. CLL is an attempt to overcome some of the threatening affective factors in L2 learning. The threat of the teacher, of 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. It creates a warm, sympathetic and trusting relationship between the teacher and learners and recognizes that language learning is a sensitive process. The counselor allows the learner to determine the type of conversation and to analyze the foreign language inductively. The learner-centered nature of the method can provide extrinsic motivation and capitalize on intrinsic motivation. In addition, the cultural aspect of the target language learning is enhanced in that students are found to have freedom and high motivation in the community language learning class.

But there are some practical and theoretical problems with CLL. The counselor-teacher can become too non-directive. The learner often needs direction, especially in the first stage. Supportive but assertive direction from the counselor could strengthen the method. Another problem with CLL is its reliance upon an inductive strategy of learning. Inductive learning in the early stage of language learning is not effective and

less successful. The third problem is the success of CLL depends largely on the translation expertise of the counselor. Translation is an intricate and complex process that is often easier said than done. If subtle aspects of language are mistranslated, there could be a less than effective understanding of the target language. The fourth problem is communication under way in class is constrained by the number and knowledge of fellow learners. The fifth problem is CLL method is too demanding for language teachers who must be proficient in the culture of the target language and have knowledge in many other fields. Therefore, it places high demands on language teachers, who must be highly proficient and sensitive to nuance in both L1 and L2. They must be familiar with and sympathetic to the role of counselors in psychological counseling. They must also be relatively non-directive and be prepared to accept even encourage the “attack” from the learners. They must operate without conventional materials, depending on student topics to shape and motivate the class. They must be culturally prepared to deal with different learners.

Despite its weaknesses CLL is a potentially useful method for the foreign language teaching if the teachers adapt it properly to their curricula.

*(<http://ecmd.nju.edu.cn/UploadFile/19/9185/76.doc>)*

Community Language Learning allows students to develop their fluency step by step. This happens because the counselor helps them to increase their vocabulary. So, at the beginning learners acquire basic language from the knower and as the time pass they internalize and start producing their own phrases. In this way they become less dependent from counselor.

### **1.6. Importance of Community Language Learning**

“Curran's approach is beyond simply a methodical pedagogy, but is rather a veritable philosophy of learning which provides profound, even quasi-theological reflections on humankind! It encourages holistic learning, personal growth, and self-development. Learning a language is not viewed necessarily as an individual accomplishment, but rather as a collective experience, something to be disseminated out into the community at large at a later stage in the second-language acquisition process”

The basic principle of the methodology is to establish interpersonal relationships between the teacher and learners to facilitate learning. Community Language Learning was designed to ease the anxiety of Foreign Language Learners in educational contexts and promote group dynamics. In CLL, the aim is to involve the learner's whole personality. The teacher understands the fears of the learner and vulnerabilities as they struggle to master another language.

By being sensitive to the learner's fear, the teacher can turn the negative energy of those fears into positive energy and enthusiasm for learning. This methodology is not based on the usual methods by which languages are taught rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages.

As a result, the learner is not thought of as a student but as a client. The language-counseling relationship begins with the client's linguistic confusion and conflict. Then

slowly the teacher-counselor makes an effort to enable him to arrive at his own increasingly independent language adequacy. Strive

CLL differs from other methods by which languages are taught. It's based on an approach modeled on counseling techniques that alleviate anxiety, threat and the personal and language problems a person encounters in the learning of foreign languages. The social dynamics occurring in the group are very important and a number of conditions are needed for learning to take place.

- Members should interact in an interpersonal relationship.
- Students and teachers work together to facilitate learning by
  - Valuing each other,
  - Lowering the defense that prevent interpersonal interaction
  - Reducing anxiety
  - Constituting a supportive community.
- Teacher's role is that of a true counselor.
  - They are not perceived as a threat
  - They don't impose boundaries and limits
  - They concentrate on the learners needs

## CHAPTER II

### 2. Objectives

The Community Language Learning method does not just attempt to teach students how to use another language communicatively, it also tries to encourage the students to take increasingly more responsibility for their own learning, and to "learn about their learning", so to speak. Learning in a nondefensive manner is considered to be very important, with teacher and student regarding each other as a "whole person" where intellect and ability are not separated from feelings. The initial struggles with learning the new language are addressed by creating an environment of mutual support, trust and understanding between both learner-clients and the teacher-counselor.

*([http://www.englishraven.com/method\\_community.html](http://www.englishraven.com/method_community.html))*

The main objective of Community Language Learning is to overcome with learners' anxiety at the moment to speak, so that the knower plays an important role to achieve this challenge. The teacher's ability to give students self-confidence and make them trust on him/her is crucial to succeed.

#### 2.1. Advantages of CLL

*"The strengths of the method include creating a supportive community to lower student anxiety and help them overcome threatening affective factors, such as making errors or competing with peers"*

In the beginning of the course, the learners are totally dependent on the teacher's translation, but over time they are able to engage in more direct communication as they move towards independence. In addition, learners are not limited in their topics of conversation, regardless of their language proficiency. Learners are free to talk about the affairs of daily life. This approach to language learning encourages the meaningful use of language which the learner can store, synthesize and use in new situations. CLL allows learners to practice the structure or characteristic patterning of sentences and conversations. Moreover, it is believed that from the teacher's translation, learners will be able to induce a grammar far more complex than they are able to use on their own. One key reason this method seemed to work, was that it allowed the learners to continue using their L1, while promoting the L2. It is important to be aware of its existence, so that when the need arises, the strengths of CLL can be utilized.

- CLL is an attempt to overcome the threatening affective factors in EFL and ESL.
- The counselor allow the learners to determine type of conversation and to analyze the language inductively
- The student centered nature of the method can provide extrinsic motivation and capitalize on intrinsic motivation.

*(<http://ecmd.nju.edu.cn/UploadFile/19/9124/25.doc>)*

One of the most important advantages that Community language Learning provides is that learners are able to use their mother tongue. In this way they minimize anxiety and maximize self-confidence. Besides they can accumulate vocabulary of the target

language and then internalize it, so that they can increase their production of L2 progressively and of course they reduce L1.

## **2.2. Disadvantages**

- The counselor/teacher can become too nondirective. Students often need directions.
- The method relies completely on inductive learning. It is worthwhile noting that deductive learning is also a viable strategy of learning.
- Translation is an intricate and difficult task. The success of the method relies largely on the translation expertise of the counselor.

One of the greatest disadvantages inside CLL for teachers, because they need to be really patient with beginners who just want translation and translation, so that the process of learning for the target language becomes slow. And it can cause problems to other learners who have a superior level.

## **2.3. Key Features**

The Community Language Learning method involves some of the following features:

1. Students are to be considered as "learner-clients" and the teacher as a "teacher-counselor".
2. A relationship of mutual trust and support is considered essential to the learning process.

3. Students are permitted to use their native language, and are provided with translations from the teacher which they then attempt to apply.
4. Grammar and vocabulary are taught inductively.
5. "Chunks" of target language produced by the students are recorded and later listened to - they are also transcribed with native language equivalents to become texts the students work with.
6. Students apply the target language independently and without translation when they feel inclined/ confident enough to do so.
7. Students are encouraged to express not only how they feel about the language, but how they feel about the learning process, to which the teacher expresses empathy and understanding.
8. A variety of activities can be included (for example, focusing on a particular grammar or pronunciation point, or creating new sentences based on the recordings/transcripts).

#### **2.4. Typical Techniques**

Larsen-Freeman, in her book *Techniques and Principles in Language Teaching* (1986:45-47) provides expanded descriptions of some common/typical techniques closely associated with Community Language Learning. The listing here is in summary form only.

*<http://members.fortunecity.com/nadabs/communitylearn.html>*

#### **2.4.1. Tape Recording Student Conversation**

Students choose what they want to say, and their target language production is recorded for later listening/dissemination

#### **2.4.2. Transcription**

Teacher produces a transcription of the tape-recorded conversation with translations in the mother language - this is then used for follow up activities or analysis.

#### **2.4.3. Reflection on Experience**

Teacher takes time during or after various activities to allow students to express how they feel about the language and the learning experience, and the teacher indicates empathy/understanding.

#### **2.4.4. Reflective Listening**

Students listen to their own voices on the tape in a relaxed and reflective environment.

#### **2.4.5. Human Computer**

Teacher is a "human computer" for the students to control - the teacher stating anything in the target language the student wants to practice, giving them the opportunity to self correct.

### 2.4.6. Small Group Tasks

Students work in small groups to create new sentences using the transcript, afterwards sharing them with the rest of the class)

## 2.5. TECHNIQUES

- Build relationship
- Explain procedure
- Set time limit
- Language for communication
- Human Computer

a- teacher stands behind students

b- Teacher repeats, doesn't correct

c- Interaction among students

d- Students feel in control / responsible

- Native language + translation
- Reflect on experience, talk about feelings
- Teacher = counselor => he understands, he listens
- Accepting, non-threatening atmosphere, Non-defensive learning => security, involvement, attention, reflection, retention, discrimination
- One task at a time

- Cooperation, no competition
- Language Experience Approach: create a story after an experience, feelings are the main focus
- Teacher-student centered: both are decision-makers
- Syllabus designed by students at the beginning
- Creative thinking + self-evaluation
- Integrative Test: Paragraph writing or oral interview

## 2.6. PRINCIPLES

- Tape Recording
- Transcription
- Reflection on Experience
- Reflective Listening
- Human Computer

a- teacher stands behind students

b- Teacher repeats, doesn't correct

c- Interaction among students

d- Students feel in control / responsible

- Small Group Tasks

## 2.7. SUMMARY OF CLL

THEORY OF LANGUAGE	THEORY OF LEARNING	OBJECTIVES	SYLLABUS	ACTIVITY TYPES	LEARNER ROLES	TEACHER ROLES	ROLES OF MATERIALS
<p>Language is more than a system for communication. It involves whole person, culture, educational, developmental communicative processes.</p>	<p>Learning involves the whole person. It is a social process of growth from childlike dependence to self-direction and independence.</p>	<p>No specific objectives. Near- native mastery is the goal.</p>	<p>No set syllabus. Course progression is topic based; learners provide the topics. Syllabus emerges from learner's intention and the teacher's reformulation.</p>	<p>Combination of innovative and conventional. Translation, group work, recording, transcription, reflection and observation, listening, free conversation.</p>	<p>Learners are members of a community. Learning is not viewed as an individual accomplishment, but something that is achieved collaboratively.</p>	<p>Counseling/ paternal analogy. Teacher provides a safe environment in which students can learn and grow.</p>	<p>No textbook, which would inhibit growth. Materials are developed as course progresses.</p>

## CHAPTER III

### 3. HOW WAS CLL DESIGNED?

Community language learning (CLL) was primarily designed for monolingual conversation classes where the teacher-counselor would be able to speak the learners' L1. The intention was that it would integrate translation so that the students would disassociate language learning with risk taking. It's a method that is based on English for communication and is extremely learner-focused. Although each course is unique and student-dictated, there are certain criteria that should be applied to all CLL classrooms, namely a focus on fluency in the early stages, an undercurrent of accuracy throughout the course and learner empowerment as the main focus.

*(<http://www.teachingenglish.org.uk/think/articles/community-language-learning>)*

#### 3.1. CLL class

Here is what you may find in a CLL class:

- Students determine content.
- Clients/learners establish an interpersonal relationship and trust in their native language.
- They sit in a circle with the teacher/counselor on the outside of the circle.
- Learners start a conversation.
- Learners speak in their native language.
- The counselor provides translations and explanations.
- Learners repeat the utterances as accurately as they can.
- The conversation goes on and may be taped for later use.

### **3.2. How it works in the classroom?**

It works in a typical CLL lesson where we have five stages:

#### **3.2.1. Stage 1- Reflection**

It can start with students sitting in a circle around a tape recorder to create a community atmosphere.

- The students think in silence about what they'd like to talk about, while teacher remain outside the circle.
- To avoid a lack of ideas students can brainstorm their ideas on the board before recording.

#### **3.2.2. Stage 2 - Recorded conversation**

Once they have chosen a subject the students tell teacher in their L1 what they'd like to say and teacher discreetly come up behind them and translate the language chunks into English.

- With higher levels if the students feel comfortable enough they can say some of it directly in English and teacher gives the full English sentence. When they feel ready to speak the students take the microphone and record their sentence.
- It's best if you can use a microphone as the sound quality is better and it's easier to pick up and put down.

- Here they're working on pace and fluency. They immediately stop recording and then wait until another student wants to respond. This continues until a whole conversation has been recorded.

### **3.2.3. Stage 3 – Discussion**

Next the students discuss how they think the conversation went. They can discuss how they felt about talking to a microphone and whether they felt more comfortable speaking aloud than they might do normally.

- This part is not recorded.

### **3.2.4. Stage 4 – Transcription**

Next they listen to the tape and transcribe their conversation. Teacher only intervenes when they ask for help.

- The first few times you try this with a class they might try and rely on you a lot but aim to distance yourself from the whole process in terms of leading and push them to do it themselves.

### **3.2.5. Stage 5 - Language analysis**

Teacher sometimes should get students to analyze the language the same lesson or sometimes in the next lesson. This involves looking at the form of tenses and vocabulary used and why certain ones were chosen, but it will depend on the language produced by the students.

- In this way they are totally involved in the analysis process. The language is completely personalized and with higher levels they can themselves decide what parts of their conversation they would like to analyze, whether it be tenses, lexis or discourse.
- With lower levels you can guide the analysis by choosing the most common problems you noted in the recording stages or by using the final transcription.

### **3.3. Length of stages**

The timing will depend entirely on the class, how quickly they respond to CLL, how long you or they decide to spend on the language analysis stage and how long their recorded conversation is. Be careful however that the conversation isn't too long as this will in turn make the transcription very long.

### **3.4. For and against CLL**

#### **3.4.1. Pros**

- Learners appreciate the autonomy CLL offers them and thrive on analyzing 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.

### **3.4.2. Cons**

- 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.

### **3.5. Working with monolingual or multilingual classes**

According to many studies CLL works well with both monolingual and multilingual classes. With the multilingual low-level classes I, as the teacher-counselor, reformulated their English in the same way you might do with higher levels. However, the first few attempts at CLL work better with a monolingual class as the instructions can be given in L1. It's important that the learners understand their and your new roles in the language learning process.

### 3.6. Working with large classes

For the first lesson it's important to record the conversation as a whole class even though this can limit student-speaking time. It's more practical in terms of giving instructions before you start and for moving from one student to another when they need you to translate or reformulate what they want to say. The next time you use CLL however, you could split the class into two groups. This gives them more speaking time.

- Make sure the groups are far enough away from each other for the recording stage but not so far that you can't move freely from one group to another.
- A further alternative is that they swap tapes for the transcription stage. The language is obviously less personalized but their listening skills are being challenged in a different way and they still feel part of a whole class community.

In CLL, it is therefore the learner who to a great extent decides what is happening. The approach (at least in the beginning stages) is based around a set technique, within which the students are free to determine content. A typical CLL lesson using this technique would have the following stages:

**3.6.1. Stage One – Investment:** The students sit in a circle with a tape recorder in the middle. The knower is outside the circle. The first student who wants to say something calls the knower over and quietly says what she wants to say in his or her own language. The knower repeats this in English, using a non-threatening and encouraging tone of voice. The student has the chance to repeat and practice the utterance, with help if

necessary from the knower, before finally recording it on the tape. Another student who wishes to reply then repeats the process. This continues until a full conversation has been recorded. It can take about twenty to thirty minutes on this phase, though Earl Stevick suggests that it should be limited to ten. He however was using it with a much larger group. He describes a class of twelve. In his situation each individual would obviously have been involved in the conversation relatively infrequently and a longer session could have led to a demotivating drop in pace.

**3.6.2. Stage Two – Analysis:** Between one session and the next (or possibly immediately, on the board) the knower transcribes the complete conversation, and the students then listen again to the tape while following the transcript. They then have the chance to ask for any explanation they want, and if they wish, to ask for practice activities on specific points.

**3.6.3. Stage Three – Reflection:** The students then have the chance to reflect on the whole experience, and to decide how useful it was, if they could have done things differently and so on. Again, the knower's job is not to "tell them where they went wrong" but to help them discover for themselves how they could have made the session maximally useful.

The learner is seen as passing through five psychological stages as learning progresses, which Curran likens to progressing from childhood to adulthood:

**3.6.3.1. Birth:** the learners know nothing of the target language, and are completely dependent on the knower for everything they want to say.

**3.6.3.2. Self:** the learners start to get an idea of how the language works and to use it for themselves, but still seek the knower's help. They may, for instance tell the knower what they want to say directly in the target language, looking to the knower only for confirmation or correction.

**3.6.3.3. Separate Existence:** they start to use the language without referring to the knower, and may even be resentful of his/her attempts to help.

**3.6.3.4. Adolescence:** learners continue to express themselves independently, but may be aware of gaps in their knowledge, and start to turn back to the knower.

**3.6.3.5. Independence:** learners can continue their learning independently. They no longer need the knower, and may start to act as counselors for less advanced students.

Alan Maley criticises CLL as being one of several humanistic approaches to emerge in the 70s which evolved separately from mainstream language teaching and which all imposed their own "fairly rigidly-prescriptive" method. Not everyone agrees - Earl Stevick suggests that while there may have been a certain resistance to adaptation of the method at the outset "the followers of Curran were never inhibited from devising their own techniques within the Counseling-Learning Approach." Stevick himself talks of

incorporating Suggestopaedic concert readings into his CLL lessons, and virtually any writer on the method will describe a "typical" lesson as including features, which are slightly different from the outline that have given here.

If a certain amount of flexibility is possible, is it also possible to incorporate CLL into your courses as just one technique amongst many which you use? The answer to this will probably depend on your teaching situation:

- At complete beginner level, the group needs to be fairly small or the students spend the whole time just waiting for others to record their utterances. Jo Bertrand (5) discusses the possibility of dividing large classes into groups and having them work simultaneously, but it is hard to see how this would be possible (without the presence of a second or third knower in the class) until the students have reached at least the "separate existence" stage.
- If you teach students whose language you don't understand, again the method will not be possible at beginner level.
- How much time do you have to spend? CLL isn't something that can be fitted into a lesson as a "filler". Each session will involve at least an hour's work, though this might be split between two lessons. And in my experience, it's not something that works well the first time you do it – or for that matter the second or the third. It's a method which involves the students in making their own choices about how to learn, evaluating their success, trying out something different, reflecting on that ... and so on. It's not until they've been through several sessions that things really start to work.

And obviously, if you want to use the method as it was intended to be used, you will need some knowledge of counseling. While there is nothing in the conversation stage of the lesson that precludes it being used as a technique in a far more teacher-guided class, bear in mind that if you intervene in a more "authoritative" way without being asked for help – for instance, by deciding who will speak and what they'll talk about in stage one, or by giving unsolicited explanations and deciding what to practice in stage two – you are no longer using CLL.

### **3.7. Applying Community Language Learning Today**

*“Community Language Teaching is not a method; it is an approach, which transcends the boundaries of concrete methods and, concomitantly, techniques. It is a theoretical position about the nature of language and language learning and teaching”*

Applying CLL today to teach language broadens its appeal. There are some different techniques that have surfaced, such as: learners in conversation circle, transcription of student-generated text using technology, small group tasks, reflecting on experience, listening sessions, recordings of student-generated conversations, and transcriptions.

Games and songs complement these activities. The humanistic approach of CLL, which views learners and teachers as a community, and the teacher as a facilitator more than teacher, fits in nicely with current trends in education. (<http://iteslj.org/Articles/Koba-CLL.html>)

Community Language learning Approach follows a process that makes learning practical and interesting. Nowadays, the use of technology helps it to apply new techniques that facilitate the development of the basic stages that come from Birth, Self, Separate Existence, Adolescence until Independence of learners in trying to produce the target language. Apart from following the stages of this approach, we as teachers must be conscious that we can combine CLL with other useful methods. In other words, we should apply eclecticism in order to extract all the benefits that will help learners to succeed with the learning of a English Language.

## Conclusions and Recommendations

### Conclusions

- Community Language Learning is the most responsive of the methods which is reviewed in terms of its sensitivity to learned communicative intent. It is applied in various settings; it is used as an aid for language learning, under the radar, academically. The value of CLL has been its emphasis on whole-person learning; the role of a supportive, non-judgmental teacher; the passing of responsibility for learning to the learners. The teacher must also be relatively non-directive and must be prepared to accept and even encourage the adolescent aggression of the learner as he or she strives for independence.
  
- CLL is primarily meant as a 'whole' approach to teaching. It enables 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 are 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 four skills while simultaneously revealing learners' styles which are more or less analytical in their approach to language learning. Learning is Dynamic and Creative

- CLL seems to be particularly useful with both kids and lower-level to intermediate learners. With higher-level learners it's useful to have a task which will raise the level of challenge. Also, The language focus resulting is relevant and authentic, tailored to the learners real linguistic needs. Besides it can produce personalized, memorable speaking, it helps keep classroom discourse in English and focus on problems of accuracy and complexity and it's a good way to focus on pronunciation. It can consolidate and extend textbook work. Learners in general respond well to the procedure and it's particularly motivating for children.

## Recommendations

- Try to keep a good work atmosphere, because it challenges students and stimulates their curiosity and intrinsic motivation between other aspects. Let 2students begin to speak when they are ready. Then give them a chance to speak, less teacher talking time that is obtrusive and unnecessary and more room for student talking time.
- We as teachers should expect learners to be successful. Teacher's expectations can have great influence, positively or negatively, on learners. Don't insist on perfect pronunciation, complete sentences, near native grammar. Leave most accuracy work for other moments.
- There is no perfect method. It depends on the situation because any method is suitable only for a certain environment. So, I would recommend that teachers should be open-minded and apply eclecticism to take advantage of all the methods according to the level and the age of learners

## BIBLIOGRAPHY

- HORWITZ, E. K., and COPE, J. A. (1991). "Foreign Language Classroom Anxiety"
- SCOVEL, T. (1991). "The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research"
- RICHARDS, J.C, Approaches and Methods in Language Teaching, Second Edition.
- RICHARDS, J.C and RODGERS, T, Cambridge University Press, Rs.195/-, Page Nos. 90 to 98.
- [http://www.englishraven.com/method\\_community.html](http://www.englishraven.com/method_community.html)
- <http://www.teachingenglish.org.uk/think/articles/community-language-learning>
- <http://eltnotebook.blogspot.com/2007/02/community-language-learning-part-one.html>
- <http://www.google.co.in/search?hl=en&q=community+language+learning&start=70&sa=N>
- <http://www.englishclub.com/tefl-articles/history-english-language-teaching.htm>
- [http://en.wikipedia.org/wiki/Community\\_language\\_learning](http://en.wikipedia.org/wiki/Community_language_learning)
- <http://www.ihes.com/bcn/tt/articles/cll.html>
- <http://www.onestopenglish.com/support/ask-the-experts/methodology-questions/methodology-community-language-learning/146410.article>
- <http://ecmd.nju.edu.cn/UploadFile/19/9185/76.doc>

- <http://iteslj.org/Articles/Koba-CLL.html>
- <http://ecmd.nju.edu.cn/UploadFile/19/9124/25.doc>
- <http://socyberty.com/languages/community-language-learning-method/>

## ANNEXES

### INSTRUCTIONAL ACTIVITIES

#### COMMUNITY Language LEARNING

#### LESSON PLAN

**Course title** : Teaching French/ESL to Adult Learners (1st session)

**Place** : Private Language Institute

**Frequency** : Twice a week

**Time** : 2 hours (Evenings)

**Number of Stud:** 10

#### Objective (Approximately)

To be able to greet people, introduce oneself/others, ask for/give information  
(The students design the syllabus in some way)

#### Materials

- Chairs in a circle
- Tape recorder

#### Introduction

1) Teacher greets students , introduces himself & students introduce themselves  
(native language)

2) Teacher explains what students will be doing:

a- Conversation in French/ESL with teacher's help (+ time limit)

b- Conversation tape-recorded

c- Create a transcript

d- Various activities using the language on the transcript

- pronunciation (Human Computer)
- create sentences (group work)
- conjugate verbs
- reconstruct conversation
- describe a picture

### **Lesson Presentation**

**1) Teacher gives clear directions:**

- Student raises his hand, teacher comes behind him
- Student says *phrase/sentence in native language*
- Teacher helps him say it in target language
- Record target language only
- Listen to recording

- 2) **Teacher sits and asks students how they feel about the experience**
- 3) **They listen to the conversation**
- 4) **Teacher plays tape again + writes French/ESL sentences on the board  
+ waits for volunteers to give native language equivalents  
(Students don't write anything down)**
- 5) **Teacher writes French/ESL translation**
- 6) **Teacher asks students to relax and just listen while he reads/plays the transcript  
3 times.**

### **Post-Lesson Activities**

#### **1) Human Computer: practice pronunciation**

- Stud. Raises hand , teacher comes behind him
- Stud. says a word/sentence/number of sentences in any language
- Teacher gives back only correct French/English and stops only when student stops.

2) **Group work:** create new sentences based on transcript each group reads his sentences

### **Closure**

Teacher asks the students to talk about the experience .

## ASSESSMENT

Paragraph writing or Oral Interview

## PRACTICE SENTENCES

**(Suggestions: they would be in French/English)**

- 1) Good evening
- 2) How are you?
- 3) I'm fine , thank you /I'm not well
- 4) Why?
- 5) Because I have a headache
- 6) What is your name?
- 7) My name is ...
- 8) Nice to meet you / Pleased to meet you
- 9) Why are you studying French?
- 10) I have always wanted to study French.
- 11) Where are you from?
- 12) I'm from ....

School:  
 p: 9-4  
 ent teacher:

### Lesson Plan

Method used: Community Language Learning  
 Cognitive target: Local Heroes  
 Time: 80'  
 Supervisor:

Objectives	Language and functions	Procedures	Attitudes and values	Time	Evaluation criteria	Materials
<p>At the end of the lesson plan, Sts will be:</p> <p><b>Listening Objective:</b>            Understanding simple familiar phrases and statements about local heroes and Real Life Dramas.</p> <p><b>Speaking Objective:</b>            Taking part in small conversations and impromptu story telling about True Life Dramas and Local Heroes</p>	<p><b>Language:</b>            -Key words: Positive and negative adjectives (Sensitive, cruel, brave, etc)            -Past forms of verbs.</p> <p><b>Functions:</b>            -Past Tenses (review)            -Asking for and giving information about local heroes</p>	<p><b>Routines:</b> T. greets Sts, says a prayer, calls the roll, and writes the date on the board.</p> <p><b>Warm up:</b> Jazz chant about local people. T. provides Sts with a copy of a jazz chant about community helpers (local heroes). T. reads it 2 times for Sts to listen, and then Sts do it 2 times along with the T.</p> <p><b>Presentation:</b> T. presents to Sts 3 situations, taken from magazine articles, dealing with real life dramas in which common people saved someone and became heroes. T. emphasizes the use of key words to describe people, as well as the use of Past Tenses to narrate situations.</p> <p><b>Practice:</b> In groups of 5 people, Sts make up (improvise) a story dealing with a real life drama ( fire, car accident, natural disaster) and common people as heroes. Stories must follow a coherent sequence. Sts present in front of the class.</p>	<p>Politeness when interacting with others.</p> <p>Respect towards other people.</p> <p>Self-esteem when performing in the new language.</p>	<p>5'</p> <p>8'</p> <p>10'</p> <p>12'</p>	<p>Sts participate actively during the activity</p> <p>Sts show understanding by their attitude while the T. is explaining.</p>	<p>Copies of the Jazz Chant</p> <p>Posters, drawings, or pictures. Magazine articles</p>

Sts: students

T: teacher

s: student

Objectives	Language and functions	Procedures	Attitudes and values	Time	Evaluation criteria	Materials
<p><b>Reading Objective:</b> Identifying sentences in the Past Tenses in texts made out of familiar content.</p> <p><b>Writing Objective:</b> Using the appropriate vocabulary and verb tenses when completing exercises and writing short paragraphs.</p>		<p>- In pairs, Sts ask and answer each other the questions in exercise 11 (p. 21 from Sts book)</p> <p>In groups, Sts Read an article (provided by the T. ) about "Heroes among us." They will look for verbs and sentences in the Past Tenses. Then , a member of each group tells the rest what the article was about, and the sentences they've found.</p> <p>In pairs, Sts write a 15 lines paragraph about the importance of helping people and how can we become true heroes in our life. Some Sts read their paragraphs in front of the class.</p> <p><b>Closing Activity:</b> T. assigns Sts to do exercise 10 as a homework. -Both T. and Sts make a summary of what they've learned about local heroes. - T. says farewells to Sts</p>	<p>Respect for other peoples' opinions and ideas</p> <p>Politeness when interacting with others.</p> <p>Neatness and organization in every task performed</p>	<p>5'</p> <p>12'</p> <p>23'</p> <p>5'</p>	<p>Sts use and utter sentences accurately</p> <p>Sts recognize verbs in Past Tenses easily</p> <p>Sts use correct structure when writing sentences</p> <p>Formative evaluation of the homework</p>	<p>Articles from magazines</p>

**Extra Activity:** Chat Time: T. and Sts talk about topics of interest.

**Curricular Adaptation:** T. gives individual attention to Sts with special needs.

