



THE ROLE OF COMMUNITY LANGUAGE LEARNING IN MODERN LANGUAGE TEACHING

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Abstract. This article examines the efficacy of Community Language Learning (CLL) in mitigating affective barriers and enhancing oral communication skills among first-year EFL students at the Uzbekistan State World Languages University. The paper outlines practical, confidence-building classroom activities—such as The Human Computer, The Recorded Circle, Playback and Pride, and Reflective Review—designed to lower psychological barriers and foster communicative agency. The findings suggest that by shifting the linguistic locus of control to the students and ensuring emotional security, educators can successfully cultivate both oral fluency and learner autonomy within contemporary communicative frameworks.

Keywords: Community Language Learning (CLL), affective filter, speaking proficiency, language anxiety, learner autonomy, humanistic glottodidactics

Introduction

Students struggle to communicate effectively in English, despite having the necessary vocabulary to express their ideas and feelings. The first course students of the Uzbekistan State World Languages University continue to struggle with speaking skills due to limited vocabulary, and low level of English proficiency.



Students who lack an extensive vocabulary may prefer silence rather than expressing their ideas. This might lead to a lack of confidence and shyness when speaking in class. The modern foreign language education balances advanced cognitive science and technical training with a profound emphasis on psychological safety and communicative agency. Among the humanistic methodologies that emerged in the late 20th century, Community Language Learning (CLL)—originally formulated by Charles A. Curran as an application of his Counseling-Learning theory—occupies a unique conceptual space (Nurhasanah, 2015). While contemporary classrooms often rely heavily on digital platforms and structured communicative tasks, CLL provides vital insights into mitigating affective barriers, enhancing student participation, and reframing the teacher-student dynamic. Community Language Learning (CLL) is a creative language teaching method developed by Charles A. Curran in the 1970s. This method emphasizes the importance of emotional security and learner-centered introduction. Language Learning has changed over the years. Past time teachers were in the center, but now attention is given to students' active participation. CLL encourages students to actively construct their knowledge through meaningful communication and peer interaction. Modern language pedagogy deeply values learner autonomy and communicative agency (the student's power to express their own identity). CLL achieves high effectiveness through three main psychological mechanisms: Lowers the Affective Filter: According to Stephen Krashen, high anxiety, low self-esteem, and defensiveness act as a mental block that prevents input from reaching the brain's language acquisition device. CLL completely removes this block by creating a non-judgmental, secure environment. In traditional classrooms, students practice artificial dialogues (e.g., buying a train ticket they don't need). In CLL, every single word practiced originates from the student's own mind and current emotional state. The language is immediate, real, and memorable. CLL does not



throw students into the deep end. It models a natural developmental path, moving from complete dependence on the teacher to absolute linguistic autonomy.

CLL Activities to Enhance Student Confidence

The implementation of classic CLL principles using a modern, communicative teaching style. These activities are designed to build confidence by removing performance pressure: Confidence-Building Activities

- ✓ **The Human Computer: Individual Safe Practice.** A student wants to practice a complex sentence or pronunciation. They turn to the teacher (the computer) and say it. The teacher repeats the sentence back with correct pronunciation and natural intonation—but with zero criticism or facial judgment. The student can press the 'button' and ask the teacher to repeat it as many times as they want until they feel confident. The student controls the pace, removing the fear of looking 'slow' in front of peers.
- ✓ **The Recorded Circle: Collaborative Text Generation.** Students sit in a close circle with a smartphone or voice recorder in the middle. A student states an idea they want to express in their native language (L1). The teacher stands behind them and whispers the correct English (L2) translation into their ear. Once the student feels ready, they record themselves speaking that English sentence clearly.
- ✓ **Playback & Pride: Acoustic Affirmation.** The teacher plays back the recorded conversation to the class. Because the teacher's whispering was whispered, the audio tracks only contain the students speaking English fluently and connectedly. Hearing their own voices sound clear and accurate provides an immense, immediate psychological boost to their self-esteem.
- ✓ **Reflective Review: Modern Cognitive Closure.** The teacher transcribes the recorded sentences onto the board. Instead of pointing out errors, the teacher



highlights the strong grammar patterns the students created. The class then discusses how they felt during the speaking process. This links the linguistic structures directly to positive emotional experiences, facilitating long-term retention.

These activities reduce students' fears, meaning they speak freely and are not afraid to make mistakes. The classroom environment for students in this case is very active and supportive. Group exercises strengthen listening and speaking skills.

Conclusion

In conclusion, Community Language Learning (CLL) is playing an important role in modern language teaching methodologies. Although they are not suitable for every situation and student, their emphasis on communication, collaboration, and emotional support plays an important role in modern methodologies. By encouraging active participation and reducing students' fear of speaking, the CLL method helps them become more confident and effective users of the language learners. Although implementing this method requires careful management—particularly regarding syllabus constraints, high-stakes testing, and the demands of real-time translation—its core philosophy remains profoundly pertinent for contemporary EFL instruction. Future pedagogical research should focus on hybrid models, exploring how the humanistic, anxiety-reducing parameters of Community Language Learning can be seamlessly integrated into modern communicative frameworks to build both fluent speakers and resilient, autonomous learners.

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