

COMMUNITY LANGUAGE LEARNING

Hajara Yahaya Bello
Shehu Shagari College of Education, Sokoto
hajarayahayabello@gmail.com

ABSTRACT

There has been a controversy over the most effective methods and approaches for learning languages as a second language (L2). The arguments have attracted several language and learning theorists with their conflicting theories and views to the domain of language and learning. Community language learning (CLL) is one of the numerous approaches and methods indicated for foreign language learning by language theorists La Forge and Taylor. This is concerned with the aspects of community language learning with inter, I ion of comparative analysis with other language learning approaches to illuminate its effectiveness and reliability. The writer intended to portray that language learning is more than we often think, unlike language acquisition which is naturalistic. Language learning being a conscious process of accumulating the grammar and vocabularies of a second language is a gradual process which involves teaching language using several methods, approaches and techniques, organized or planned, and programmed. Therefore, this paper primarily aims to survey length and width of the community language learning approach to language learning and to recommend that L2 teacher should Endeavor to incorporate the advantages of all available language teaching that will enhance language development of second language learners.

INTRODUCTION

Community Language Learning (CLL) is one of the ‘designer’ methods of language acquisition that arose in the 1970’s and forms part of the Humanistic Approach to language learning. The key features of these methodologies is that they flout orthodox language teaching, they have a guru (regarded by devotees of the method with something approaching religious awe), and they all developed from outside language teaching (Alan, 2017). The founder figure of CLL was Charles Curran, an American Jesuit priest, whose work in Counselling Learning (a general learning approach based on Rogerian counselling ideas and practices) was applied to language teaching (Alan, 2017). Community language learning (CLL) is Language-Teaching Method in which students work together to develop what aspects of a language they would like to learn. It is based on the Counseling-Learning approach in which the teacher acts as a counselor, while the learner is seen as a client (UKESSAYS, 2017).

Community Language Learning (CLL) was primarily designed for monolingual conversation classes where the teacher-counselor would be able to speak the learners’ L1. 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. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors (Bilgin,2014).

Perhaps the enduring 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 (where it belongs); and the abolition of a pre-planned syllabus(Jack C., Theodore S. & Rodgers, 2001).

Rhalmi, 2013 said that, an innovative methods of language teaching was developed during the 70s to redress the shortcomings of the audio lingual method. One of these methods came to be known as Community Language Learning. 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
 - and 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

DEFINITION AND CONCEPTION OF COMMUNITY LANGUAGE LEARNING

There is no pinned down or any iron-clad definition of community language learning per say, and in fact, no literature on the topic goes further a mere description of the community language learning situation. Therefore, suitable definitions of the concepts that makes up a better understanding of the issues in community language learning as well as the approach itself.

Morphologically, the term community derives from .two separate morphemes-Co" standing for company" and unity" suggesting protection" (self-advanced, Abdul H.E.M et .al, 2006). A paper presented in the sociology of education, UsmanuDanfodio University Sokoto. Sociologically a community can be seen as a group of people living together within a geographical location sharing the same belief, culture, mutual protection as well as ensuring the continued co-existence, harmony, solidarity and continuity.-Abraham Maslow. Hornby A.S and Penwell, in their "progressive English Dictionary," the community as "group of persons living in the same place and having common interests, occupations or same nationality, religion, etc.

Learning

Learning according to the Hornby A. S. and Penwell progressive Dictionary is knowledge gained by study". Learning which one may understand as the internalization of information or knowledge for effective comprehension and consequent performance is a long life process. Zandevi (1980) ^defines learning as "a relatively permanent change in behavior, or

capability that results. From experience" Mukherjee (1978) opines that learning is "influence from some performance of the organism manifesting a change in behavior". From the definitions above, it is inferable that learning involves a change in behavior, its stability or permanence, internal processes, comes through experience and is continuous, though all these are subject to the individual's central nervous system. (CNS) N.I Junaidu et al (2000) "Reading in education" UDU Sokoto and Travers (1977), learning is "a permanent change in behavior as a result of exposure to conditions in the environment". Sociologists would define learning as the acquisition of knowledge for self and societal development.

The educationists would like to see learning as the accumulation of knowledge especially through education for a complete development useful to self and society. Learning, whether through the "classical conditioning theory" (Thorndike), "operant conditioning", sustained by constant reinforcement (B.F. Skinner), or through (Pavlov's) "Law of effect", (Piagetian) "cognitive theory" as well as Chomskian innate tendencies through a supposed preprogrammed "language Acquisition Device", is a unique part and parcel of the human life. It is most pertinent to note, therefore, that anything at all about learning has undeniable bearings in any paragon of knowledge acquisition, language inclusive.

Language

Language is a set (finite or infinite.) of sentences, each finite in length and constructed out of an infinite set of elements" Naom Chomsky (1959). Critchley (1945), defines language as "the transmission and reception of ideas and feelings by using of verbal symbols." In Edward Sapire's view (1921), language is nothing but a "purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbol", Language' after all, it is claimed, as "people", "person in contact, and as "response". It is upon these premises of the above terms, community, language and learning that this paper will survey the rest aspects of the presentation topic.

COMMUNITY LANGUAGE LEARNING

Community language learning can be referred as a community of foreign language learners. It is a group of prospective language whose effectiveness of learning is sustained by mutual interests in language learning under a secure learning environment where every individual learner is free to express his or her self, feelings, emotions in the interactive section guided by the counselor-teacher. It makes for self-actualization and confidence on the part of the learners. It is one of the severally proposed methods and approaches of language learning and teaching consequent of a perennial problem of getting the most appropriate methods and approaches to language especially where it is foreign to the learners.

The Origin of Community Language Learning

Community language learning originated and developed from the early works Roger, C.R, (1951) and Charles A. Curam (1976) out of their convictions that their psychological counseling-learning approach to learning, in general can be applied to language learning as well. It was the metaphor of these counseling-learning techniques that CLL drew its bases and hence its procedures, which linked to bilingualism and the humanistic approaches, Moskwitz (1978). Closely linked to CLL, is another set of approach which Mackey

(1972), would call " language alternation.

Short-Term and Long-Term Objectives and Goals Of Community Language Learning Approach

In the same manner, as the counseling-learning techniques and relationship between a counselor and client, in learning generally, CLL has the following immediate objectives and perceived goals on the long run.

Immediate Objectives of CLL

The objectives of CLL are the desire to:

- Reduces or get rid of self-pity in the learner of a target foreign language.
- Enhances self-actualization and self-esteem of the learner in the learning process.
- Encourages mutual care and good rapport and harmony among learners of L2
- Makes students proud of themselves
- Instill the spirit of self-sharing of ideas and knowledge among learners in community language class situation or environment.

Long-Term Goals of CLL

As knower learner and learner-learner interactive forum, the expected outcomes of the CLL approach to language learning include:

- Drawing the learner closer to the R.P in the target language.
- Eventual realization of the imagined communicative competence of the learners of L2
- To draw the attention of native speaker closer to the target language.

THE THEORETICAL FRAMEWORK OR CONSTRUCTION

There are limitless numbers of theories attracted to learning processes generally in education. Some of these theories have been tested and found relevant to CLL model of language learning as presented below:

Theories of Language and the CLL

In the first place, La Forge's Theory of language as a "Social Process" has insignificant bearing upon CLL approach, not only because it deviates far away from the conventional information-transmitting models of message ideation, encoding , transmitting, reception, decoding and feedback, because it does not entail a community of L2 learners from CLL procedures. Besides, the ""symmetrical and asymmetrical interactions in CLL class according to Munby (1°78) are absent in the "social process" model. Apart from its links with the procedures of bilingual education and the humanistic techniques earlier mentioned, the CLL approach linked to the psychological language theory of developmental stages in humans Viz-dependent, semi-independent, indignant, tolerant and independent level, all with specific responsibilities from the parents, personified by the teacher.

Theories of Learning and CLL Approach

All theories earlier examined- Thorndike, B.F. skimmers, Pavlov, etc, are not in consonance with CLL techniques. Such other learning theories as "putative learning" theory and behavioral theories based on intellectualism and behavioral responses to stimuli are not workable in the CLL context. The theories have undermined the underlying principles of CLL, i.e, the central issue of cordial relationships and intimacy between the teacher and learners as well as those of the learners. The learner's development linguistically from the stage to the last stage where he becomes a "knower," makes Curran C.A. (1.972), see "learning" as a unified personal and social experience void of isolation and competition with co-learners. This, Curran referred is as "consensual validation"-the point at which the teacher is virtually free from his manual tasks but assumes responsibilities upon learner's demands. At this stage, a learner uses the target language freely at his volition outside the language community. It is critically clear now that community language learning theory stands far away from other conventional and approaches.

METHODS AND APPROACHES ADOPTABLE AND ADAPTABLE TO CLL

Virtually all other approaches in language teaching may induce learning in CLL class with their attendant defects. However, the appropriate techniques used in CLL class are found in the various activities characterizing the mode of learning. In summary, these include translation, group discussion, exercise recording, through transcription, analysis reflection to listening and free conversation.

Activities Involved In CLL Class

The various activities that go with CLL account for its effectiveness in language and its uniqueness among other approaches and methods. See section 3.1 above.

The Teacher's Tasks

The teacher's task in CLL can be best to the roles of a loving mother nursing her beloved baby. Like the mother, the teacher-counselor in community language learning supplies the linguistic needs of the learner- client. The consciousness on the part of the learner's of their inadequacy and lack of self-reliance in the target language is emotionally expressed in the learner's conversation with the knower and among learners.

In the CLL situation, the linguistic needs of the learner can be conveniently compared to Abraham Maslow's theory of Needs. This emphasizes needs of every living person from the lowest to the highest stratum of the Maslow's "Needs". So the physiological needs once satisfied give rise to the need for safety, then the need for belonging, status and lastly, self-actualization. Psychologically/ these match the five developmental stages in human both in language and otherwise. One thing to note here is that these bring along with them unpredictable psychological conflicts and crises. These are where the roles of parents come in. In supportive, corrective, and advisory forms, etc. Below are some tasks performed by the teachers during CLL class:

- Relating student's affective feelings to his cognitive language by being empathic towards his latter's linguistic problems.
- Supporting, correcting and counseling them on their demands. In times of conflicts in

their language learning according to J. Rardin, i.e, in grammar, etc.

- Providing secured learning environment to foster quick and conducive atmosphere. Goes with Bernard Shaw's opinion that if anyone is responsible for creating an environment for learning, it is the teacher. However so much security might inhibit learning. And in La Forge's view learner's security is never absolute. Giving translation and interpretation of the LI and L2 to student during class session
- Guides the language development of the learner until the point of the latter's psychological freedom and self reliance co-validation" i.e. the inner becomes known
- Organizes, manage and coordinates the CLL classes.
- This ensures indiscriminate coexistence among learners of diverse socio- economic, religion and cultural background.

The Learner's Task

The learner's tasks are seen in their roles as members of a language community. They share collective responsibility for the success or failure of the CLL class.

- Learners freely interact;
- They repeat utterances from knower
- They support one another
- They express their emotions, feelings and happiness or dissatisfaction with the language class during a recess period.
- They make utterance recorded into a tape for subsequent replay *and* practice.
- Learners at the last stage of the language development become teachers to the junior learners.
- They must be attentive to overhear the language interaction among themselves or between themselves and their teacher-counselor.

Learners' language development parallels the five stages of human development biologically and psychologically from infant stage, childhood, late childhood, adolescence/ to the independent adult stage. Virtually everything that happens to a child in acquiring the language of the immediate environment equally happens to adults learning a language as L2.

Teaching Aids/Instructional Materials in CLL

Materials use in CLL class may range from teacher's brief summary on the board, transcribed conversations, scripts and mini-drama presentation by learners, with the use of overhead projector, tape recorder and audio-visuals etc. while teaching machines were largely employed at the earlier stage of the approach. Today, 'computer assisted learning becomes vogue in language learning among the upper class of the society. Materials and techniques depend on teacher's volition and direction of learning.

Procedural Mechanism in CLL

The CLL approach proceeds in highly systematic progress. As a "whole person" process, it is learning by doing. The CLL class progresses thus: compliments and introducing, teacher's objectives and guidelines, conversation initiation by students in LI, as the case may be. Student's repetition of L2 may be recorded to checkmate the reflection of utterances of L2 in

L1 in order to check selection of items for onward explanation.

The Community Language Learning Curriculum

The CLL approach is a not method based. Therefore, the methodologies and techniques involved are foreign to the syllabuses of English courses. The teacher intention, learners needs etc, at any particular stage determines the nature of language learning. These means that the systematic arrangement of curriculum from the objectives to the evaluation stage is no feature of CLL processes sensitive to learner's linguistic needs, as well as endowing, students with critical thinking skills, inferential inductive and deductive learning and enhances a sense of self-fulfillment at the end of successful teaching of the target language. They highlighted other advantages of the CLL approach as below. --

- It gives comfort to students in conversation circles.
- Few students feel anxious acting in the presence of other
- It aimed at communicative language competence like the native speakers of languages.
- Serve, as an antidote to the adult language learners.
- Encourages counseling cum language learning
- The absence of competition among learners which others cited as a weakness.
- It is participatory and encourages equality among members at the same level.
- The student feels more free and secure in a CLL class environment.

In fact, there is no end to the list if merits of the CLL approach as proffered its proponents and exponents like Roger and La. Forge. The no defensive notion relationship in CLL classes makes for free and confidence in self-expression of the language community members.

Barriers

There are numerous problems militating against Bilinguals or when learning a foreign language. This is because language learning in a bilingual multilingual community, in most cases pares way for native and non-native speakers of any target language. Language learners in most cases interpret phenomena based on cultural perception.

In multicultural environment native students turned to develop some attitudes of not willing to speak in the target language to their colleague due to inferiority complex or lack of self-confidence. Foreign students grew up from entirely different cultural environment, therefore, ideologies, identities, perception and logic formed in the earlier age is determined from the way and manner of expression. Based on this they have to modify and redefine the earlier status in multi-cultural environment for easy acceptance especially if they fall into the category of minority. This is as result of domino-effect, there for affecting both the native and no-native speakers of foreign language

CONCLUSION

This paper explores the entire realm of the CLL approach scope -wide with the intention to illuminate the essentials of the topic. It is shown that the methodology is not found on methods of teaching language. It is the property of psychological counseling techniques and successful. CLL is also seen, to have no drawn-out syllables. It solely depends on teacher's

creative initiatives. Fine, and good, this paper never attempts a criticism or a critical assessment of CLL, but presents an overview of the approach to shower a beam of light into its often estimated effectiveness for the teaching and learning of the second language.

RECOMMENDATIONS

The CLL approach to language learning has proven more sensitive to and caring for the linguistic needs of L2 learners. Therefore, it would be most suitable for adult's learners. If adopted in the primary and secondary school language syllabuses, it will provide children of learning ages the skill of fluency in language usage. Individual second language learners, I advice should embrace the approach if their principal objective is to use the language in the "Pronunciation"

REFERENCES

- Alan Maley, (2017) *Methodology: community language learning Level: Starter/beginner, Elementary, Pre-intermediate, Intermediate, Upper intermediate, Advanced one stop English number one for English teachers Macmillan publishers Ltd*
- Brow, H.D (1977). *Some Limitations of CLL models of second language teaching.*
- Chomsky (1957) *Syntactic Structure: The Hague Monton.*
- Community language learning (CLL) <https://www.slideshare.net/LilyLim1/community-language-learning-ctl>
- Curran A.C. (1976) *Counseling Learning in Second Language*
- Elaine L. & Mona E, (2017) *Article Pedagogy: Encouraging Links between Linguistic Theory and Teaching Practice. Research Article sage journal*
<http://journals.sagepub.com/doi/pdf/10.1177/0033688217730143>
- Elif Bilgin, (2014) *Community Language Learning.*
<https://prezi.com/hu1rd9xbdhej/community-language-learning/>
- Emily Schaber, (2016) *Creating A Spanish Language Learning Community In A Virtual Environment: El Segundo Capítulo.*
<https://elearningindustry.com/spanish-language-learning-community-virtual>
- Jack C. Richards and Theodore S. Rodgers. (2001), *Approaches and Methods in Language Teaching.* (2nd edition) Cambridge University Press. pp 90-99.
- Krashen, S.D and Turrel, T.D. (1983). *The Natural Approach. Language acquisition in the classroom*
- La. Forge. P.G (1975), *Community Language Learning: the Japanese case.*
- Martinet, A (1970) *Elements of General Linguistics Paris; Armand Colin.*
- Mohammed Rhalmi, (2013) *Community Language Learning*
<http://www.myenglishpages.com/blog/community-language-learning/>
- Putri W. D. and Megawati, (2011) *Community Language Learning (CLL)*
<https://novaekasari09.wordpress.com/2011/06/12/community-language-learning-ctl/>
- Rardin J. (1976). *A Counseling Learning Model for Second Language Learning.*
- Sapir E. (1921) *Language, New York: Harcourt Brace*
- Sapir, E (1921) *Language an Introduction to the study of speech. New York Harcourt publishers' Inc.*
- Stella Anyawu (2000) in Armand et al. (eds) *Language Education: Issues and insight Owerri Barcoz publishers Inc.*
- Targer G. (1949). *The field of Linguistic Normal Okla: Battenberg Press.*
- Taylor, B.W. (1980) *Exploring Community Language learning*
- UKESSAYS (2017) *Community Language learning.*

