

# Community Language Learning In English Teaching

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## Abstract

Community Language Learning (also known as Counseling Language Learning) first developed by Charles A Curran; professor of Psychology and Paul La Forge enthused by the humanistic psychology of Carl Rogers. It aspires at removing the apprehension from learning by altering the relationship between the teacher and student. Community Language Learning focuses on encouraging teachers to perceive their learners from a holistic standpoint, where their feelings, intellect, interpersonal relationships, and thirst to learn are tackled and equalized. This procedure is in vogue over a sizeable period of time, until learners are adept in the art of applying words in the foreign language without translation, eventually shifting from a condition of reliance on the teacher-counselor to a zone of self-sufficiency. The importance of Community Language Learning has been its emphasis on complete person learning with the passing of responsibility for learning to the learners. It calls upon teachers to recognize and accept the tussle students face as they try to learn some other language. Also, by relating story narrating technique students' capacity to converse English in terms of grammar, vocabulary, pronunciation, and fluency will improve.

**Keywords:** Community Language Learning, teacher-counselor, psychology, ability to speak.

Over the past few centuries, there have been tremendous approaches in foreign languages' teaching. It is often observed that before beginning a new chapter in the class teacher acquaints the students with what they are going to be doing in the class. The teacher does it, knowingly that any distinct learning involvement can be challenging. When students have a notion of what they are going to learn in class, they often feel more confident because

they will learn better when they are confident.

Curran conceived that students should be provided an opportunity to affirm themselves, to participate actively, and to put themselves in the ever-continuing process of learning. Students should be given an opportunity for choosing the language they wish to learn or to work on. English as the International language plays an imperative role in the

present scenario. It means the students must be able to converse in English as their routine conversation in the classroom despite their different backgrounds from language, natural sciences, and social science. In learning of a particular language, the most bottom-line concept is psychology. Marion E. Bunch remarks that:

Learning is a basic and central component of the distinctive activities that constitute the subject matter of psychology. Learning including retention, on which it depends, is at the heart of perception, thinking, imagination, reasoning, judgment, attitudes, personality traits, systems of values, and the development and organization of the activities that constitute the personality of the individual (3).

This approach aims at building a strong personal connection between the teacher and student so that there is no blockade to learning. It includes various learning activities:

- **Translation-** Teacher translates or interprets a message in the target language, and the learners' recapitulates the teacher's translated message.
- **Group work-** learners come on board in multitudinal group

activities, such as group discussion of a particular topic, striking a conversation, analyzing a topic's summary for presentation, preparing a short story to present to the teacher and the rest of the class.

- **Recording-** learners record conversations in the target language.
- **Analysis-** learners analyze the text of target language sentence structure in order to emphasize on a specific lexical usage or the grammar rules in general.
- **Listening-** learners listen to the lecture delivered by the teacher involving elements they might have brought forth in class reciprocal actions.
- **Free conversation-** learners involve themselves in free conversation with the teacher where they share their feelings they have about the target language they are learning.

There are five stages of Community Language Learning where the learners go through five psychological stages as learning advances, which Curran compares to the progressing from childhood to adulthood:

- **Birth:** The learners are not acquainted with the target language

and are fully reliant on the teacher for everything they desire to learn.

- **Self:** the learners begin to draw an idea of how the language works and use it for their own use, but still ask for teacher's assistance.
- **Separate existence:** They embark to use the language without implying on the teacher.
- **Adolescence:** The learners continue to express themselves independently, but are aware of loopholes in their knowledge and commence to look towards the teacher.
- **Independence:** The learners continue their learning process autonomously. They are no longer in need of the teachers, and may start to perform as counselors for those students who are still struggling with their target language.

Curran's approach encourages holistic learning, personal growth, and self-development. Learning a language is not seen as a combined experience. The indispensable principle of this methodology is to endow interpersonal relationships between the teacher and learners to promote learning. The main purpose behind this approach was to comfort the nervousness of learners learning foreign language in

educational contexts. This approach is not based on the regular methods by which languages are taught rather it is structured upon counseling techniques and caters to the personal and language problems which a person confronts in the learning of foreign languages thereupon, the learner is not seen as a student but as a client.

Community Language Learning allows learners to practice the arrangement or emblematic order of sentences and conversations. Moreover, learners are not restricted in their topics of conversation, inconsiderate of their language dexterity. It is the most impressionable of the approaches, which is investigated in terms of its sensitivity to learned communicative intent.

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