

## Effectiveness of Community Language Learning Method on English Grammar: A Study of JNV Papumpare of Arunachal Pradesh

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### Abstract

*Language learning has always been an important sign of child development. Learning a first language happens naturally in sync with a child's growth and development, and the learning of a second language becomes challenging, especially if it's a language as distant as from the first language. Community Language Learning (CLL) is a method that attempts to remove the challenging aspects of learning a language. The present paper examines the effectiveness of CLL with respect to English language learning as opposed to the traditional methods practiced in Indian classrooms, and also its impact on the attitude of the learners towards the language learning.*

### INTRODUCTION

As in India today, English is a symbol of people's aspirations for quality in education and a fuller participation in national and international life (NCF-2005). Language is such a normal occurrence in human life that most of us never bother to ponder it. We simply accept it as a human trait, and cannot imagine a life without it. Human growth and development, whether

scientific, socio-cultural or emotional, all owe their existence to language. Apart from this, language and learning have always gone hand in hand. Learning takes place through language and the content of learning is also developed. Now the question of language learning comes. Theories in language acquisition broadly suggest two theories of language learning that side with the universal Nature vs. Nurture debate. **Biological Theory—**

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a theory advocated by Noam Chomsky opined that humans have an inborn trait of developing language skills because of the presence of what he termed a Language Acquisition Device (LAD) in their brains. On the other hand, the **Environmental theory** of B.F. Skinner is antithetical to the biological theory and gives precedence to the environment and the factor of nurture in language learning.

Curran (1963) opined that the educative process of counselling relationships could be useful and insightful for the educative process of language learners. Counselling in the educative process reduces conflict and anxiety and reflects cognitive and emotional development. The same is agreed by Kavaliauskiene (2009), who said that the complete removal of the mother tongue in the learning of English causes stress to the learners, who seek security in their mother tongue to learn a foreign language. She also emphasises that the role of the mother tongue is important for the learning of English and improving language accuracy, fluency and clarity. Similarly, Lakshmi (2016) squashes the popular belief that influence of mother tongue is a hindrance to learning of English language, and that instead, it can be used as an aid to teach a second language. Apart from the four basic language skills — listening, speaking, reading and writing; she believes translation to be the fifth language skill. According to her, translation need not be a boring and tedious

task but a fun activity for language acquisition. Dutta and Bala (2012) on the classroom practices of teaching English in primary government schools reported that language techniques were not effectively utilised and class interaction was highly teacher and textbook dominated. These shortcomings could be countered by CLL as Kemala Sari, Jismulatif and Syarfi (2015) accounted that in CLL the learners are more active and have great motivation during the process of teaching-learning. Since they are free to explore their ideas and share them with their friends.

The present study was an attempt to provide some empirical evidence for the Environmental Theory. CLL stands for Community Language Learning and was developed by Charles A. Curran by applying the principles of counselling to learn a foreign language. It is a learner-centric and constructivist approach to language learning in a community type environment where the knowledge of mother tongue is used to learn L2, the teacher acts as a counsellor and all possible learning barriers are eliminated as much as possible. The present study attempted to assess effectiveness of CLL, that means the capability of producing a desired result, and was measured in terms of academic achievement, which referred to the extent to which the 6th grade learners had successfully achieved their educational goals. Likewise, english grammar refers to the study and use of the rules in which meanings are encoded into wordings

in the English language according to 6th grade English, CBSE curriculum. Likewise, JNV stands for Jawahar Navodaya Vidyalaya, which is a group of schools run by the Navodaya Vidyalaya Samiti, an autonomous organisation under the MHRD, government of India. The present study was delimited to the English grammar learning and attitude towards English language learning (which encompasses cognitive, behavioural and emotional aspects) of 6th grade learners of JNV, Doimukh in Papumpare district of Arunachal Pradesh.

### **RATIONALE OF THE STUDY**

English is the official language of the state of Arunachal Pradesh and also the medium of instruction in its educational institutions. However, in general, the spoken and written English of the children is poor. Without having a decent grasp of the language, it becomes very difficult to understand any subject content and encourages rote memorisation, which the NCF 2005 is determined to eliminate. The performance of state students in board exams is proof of this. The rationale behind this study was to attempt to come up with an alternate to improve English language learning in the schools of Arunachal Pradesh. CLL has been chosen for the purpose because the society in Arunachal Pradesh by nature is community-driven. Thus, the researcher took advantage of this innate quality of the learners in the learning of a foreign language. Also in India, study on CLL is almost

negligible, and in the state no such study has ever been conducted.

### **OBJECTIVES OF THE STUDY**

1. To study the effectiveness of CLL on academic achievement of 6th grade learners in English grammar.
2. To study the change in attitude of 6th grade learners towards English as a foreign language after practicing the CLL.

### **HYPOTHESIS**

- $H_{01}$ : There exists no significant impact in post-test on the academic achievement of the 6th grade learners due to experimental approach or traditional approach.
- $H_{02}$ : There is no significant impact on the attitude of 6th grade learners towards English as a foreign language after practicing the CLL.

### **METHODOLOGY OF RESEARCH**

#### **Selection of Sample and Variable**

For the selection of samples, all the 40 6th grade learners of JNV were divided equally into experimental and control groups with eight girls and twelve boys each, using the stratified random sampling technique. While CLL and conventional method of teaching were taken as the independent variables, academic achievement and attitude were considered as dependent variables, and time was the extraneous variable.

**Research Design**

Experimental research design was used for the present study as shown in Fig.1.

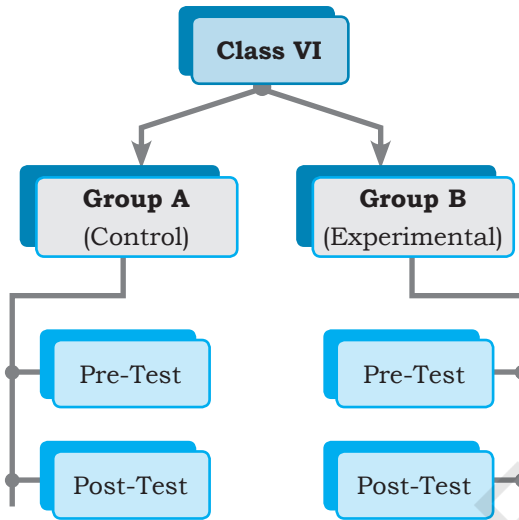


Figure 1: True experimental equivalent group pre-test and post-test design.

**Tools Used**

A self-constructed and standardised 6th grade english grammar achievement test was prepared for the purpose with 70 items from articles, parts of speech, direct-indirect sentence, active-passive voice and present tense. Using split-half estimate the test was found to be highly reliable (0.94), and a subject expert established its content validity. Based on the CLL design by Richard and Rogers (1986) as shown in Table 1, a CLL package was designed for each topic to be taught to the experimental group. Similarly, lessons were prepared using the conventional

method to be taught to the control group. To study the impact of CLL on the attitude of the learners towards English, an attitude scale designed by Mohd. Z. A. Jafre, titled “Attitudes of EFL Secondary School Students Towards English Language Learning” was used.

**Table 1: CLL Design by Richard and Rogers (1986)**

<p>STAGE I</p>	<p>The client (learner) completely depends on the counsellor (teacher).            (1) The client expresses to the counsellor what he/she wishes to say to the group in L1. No one else is involved in the interaction.            (2) The counsellor in a simple language and accepting tone reflects the above ideas in L2 to the client.            (3) The client now directly speaks to the group in L2 expressing the same ideas he did using L1. The counsellor assists the client in correcting errors if any.</p>
<p>STAGE II</p>	<p>(1) The client expresses to the counsellor what he/she wishes to say to the group in L1. No one else is involved in the interaction.            (2) The client directly speaks to the group in L2 expressing the same ideas he did using L1. The counsellor assists the client in correcting errors, if any, however, limits his/her involvement to give independence and confidence to the client.</p>

STAGE III	(1) The client speaks directly in L2 to the group without expressing his/her ideas in L1. (2) The counsellor assists the client in correcting errors, if any, however, limits his/her involvement to give independence and confidence to the client. Translation into L1 is provided only when a member of the group requests for it.
STAGE IV	(1) The client now speaks freely with more complexity in L2. (2) The counsellor directly intervenes without request from the client to correct error, if any.
STAGE V	(1) The client now speaks freely with more complexity in L2. (2) The counsellor intervenes to make corrections, and also add idioms and more refined construction of sentences. (3) By this stage the client can become counsellor to the group in stages I, II and III.

## DATA MANAGEMENT AND DATA ANALYSIS

ANCOVA has been used to analyse the causal relation between the independent variables (CLL and conventional method) and dependent variable (Achievement test) within and between experimental and control group while adjusting the influence of time factor on the statistical analysis. While t-test was applied to analyse the pre- and post-test attitude scale conducted only on experimental group.

## RESULT AND DISCUSSION

The present study attempts to find how effective CLL is in comparison to traditional methods of teaching English language. Based on the data analysis the result and discussion has been done according to the sequence of the objectives:

*Effectiveness of CLL on Academic Achievement*

**Table 2: ANOVA showing effectiveness of CLL on academic achievement**

Source of Variation	Df	SS <sub>x</sub>	SS <sub>y</sub>	MS <sub>x</sub> Mean square variance for X or $\sqrt{X}$	MS <sub>y</sub> Mean square variance for Y or $\sqrt{Y}$
Between Groups	1	81.225	608.4	81.225/1= 81.225	608.4/1= 608.4
Within Groups	38	1815.55	2497.2	1815.55/38= 47.78	2497.2/38= 65.716
Total	39	1896.775	3105.6		

$$F_x = \frac{\text{Mean square variance of among groups}}{\text{Mean square variance of within groups}} = \frac{81.225}{47.78} = 1.699$$

$$F_y = \frac{\text{Mean square variance of between groups}}{\text{Mean square variance of within groups}} = \frac{846.4}{96.47} = 8.77$$

Table 2 shows that calculated  $F_x$  value 1.699 is lesser than table F value 4.08 for df 1, 38 at 0.05 level of significance. Therefore, there is no significant difference in the pre-test scores between the groups and within

the groups. The calculated  $F_y$  value (8.77) is greater than table F value 4.08 for df 1, 38 at 0.05 level of significance. Therefore, there is significant difference in the post-test scores between the groups and within the groups.

**Table 3: ANCOVA showing difference between the experimental and control group**

Source of Variation	Df	SSX	SSY	SXY	SSYX	MSYX or VYX	SDYX
Between Groups	1	81.225	608.4	222.3	404.09	404.09/1 = 404.09	
Within Groups	37	1815.55	2497.2	834.9	2113.262	2113.262/37 = 57.115	7.56
Total	38*	1896.775	3105.6	1057.2			

\* df reduced due to regression of Y on X

$$F_{yx} = V_{yx} \text{ Between Groups} / V_{yx} \text{ Within Groups} = 404.09 / 57.115 = 7.075$$

From Table F, for df (1, 37) Critical F value at 0.05 level = **4.12**

Table 3 reveals that the computed F value 7.075 is greater than the critical F value 4.12 for df 1, 37 at 0.05 level of significance. Therefore, the formulated hypothesis (HO1) “There exists no significant difference between the experimental and control group in their academic achievement on treatment

of CLL to the experimental group and conventional method to control group” gets rejected. It indicates that there is significant difference between the two groups, one that was exposed to CLL and another that was exposed to traditional method in their performance after the treatment.

**Table 4: Showing adjusted mean for Y (post ANCOVA t-test)**

Group	N	$M_x$	$M_y$ Unadjusted	$M_{yx}$ Adjusted	t-value
A	20	26.5	35.5	36.15	2.389
B	20	29.35	43.3	42.64	
General Means		27.92	39.4		

Table 4 depicts that the adjusted mean score of the control group — group A, after treatment of conventional method was found to be 35.5, which is lesser than the adjusted mean score of the experimental (CLL) group, group B, 43.3. The Post ANCOVA t-value came out to be 2.389 which is greater than the critical t-value at 0.05 level of significance for df (38). Therefore, hypothesis (H01) “There exists no significant difference between the experimental and control group in their academic achievement on treatment of CLL

to the experimental group and traditional method to control group,” gets rejected. Henceforth, in both the cases of testing, it is interpreted that the hypothesis was significant and there exists a real difference between the performance of the two groups of 6th grade students who were and were not exposed to CLL. It is concluded that the experimental group, group B that was exposed to CLL was more effective as compared to control group, group A in terms of the teaching of english grammar.

**Table 5: Effect of CLL on attitude of the learners towards english language**

Test	Mean	Standard Deviation	No. of Samples	SE <sub>d</sub>	Calculated t- value	Df	t-value (0.05)
Pre-Test	M <sub>1</sub> = 151.2	σ <sub>1</sub> = 17.58	n <sub>1</sub> = 20	1.28	6.17	38	2.02
Post- Test	M <sub>2</sub> = 159.1	σ <sub>2</sub> = 15.08	n <sub>2</sub> = 20				

*Effect of CLL on Attitude of the Learners Towards English Language*

Table 5 reveals that the computed t-value, 6.17 is greater than the critical t-value 2.02 for df 38 at 0.05 level of significance. This implies that the H<sub>02</sub> “There is no significant difference in the attitude of VI<sup>th</sup> grade learners of experimental group towards English as a foreign language before and after the treatment of CLL” gets rejected. Therefore, it can be said that the attitude of the VI<sup>th</sup> grade learners of experimental group (M-159.1) is positive as compared to attitude (M-151.2) before the treatment of CLL.

**FINDINGS AND DISCUSSION OF THE STUDY**

Based on the result of the study, it was found that the learners of both the groups showed similar academic achievement prior to the treatment of CLL on experimental group and traditional approach on control group. Likewise, both the groups showed improvement in their academic achievement after the treatment of CLL on experimental group and traditional approach on control group which matches the finding of Puspitasari (2011) and Yuliana (2012). Further,

a difference was found between the performances of the two groups; and the experimental group, was more effective as compared to control group in terms of learning of English grammar. In the same way, difference in the attitude of VI grade experimental group learners towards English as a foreign language after the treatment of CLL. It was found that the attitude after the treatment was higher than before the treatment. It signifies that CLL contributes in improving the attitude of learners towards English language learning.

This finding has been supported by Nagaraj (2010) and Putri and Megawati (2011), who opine that through CLL, teachers can help students overcome their negative feelings and convert them into positive energy. Similarly, both Forge (1971) and Richards and Rogers (1986) reported that CLL gives positive motivation and inner joy and pleasure. Teachers in CLL play the role of not only a facilitator, but also a counsellor. This helps develop healthy teacher-student rapport, which is an important component of classroom socio-emotional climate. Therefore, teachers must be a facilitator for, constructive learning and counsellor, for positive classroom climate. Ameer (2016) promotes establishing rapport to improve language learning.

## **CONCLUSION**

The result of the present study is self-explanatory of the positive effect of CLL on academic achievement and attitude of the learners. Therefore, it

can be concluded that CLL could be successfully used to improve English language learning and also the attitude of learners towards learning English as a foreign language.

However, in the process of the experiment, the researcher experienced some drawbacks. First of all, CLL is very time consuming, especially, if the class is large. Secondly, CLL is more appropriate to be used for communication skill classes rather than teaching curriculum English in school classrooms. CLL proved to be a success in the present study largely because each student got an opportunity to participate in the learning activity. Additionally, the students were not spoonfed but encouraged to develop their own ideas, and to construct their own sentences. The fact that they interacted with the teacher at a personal level, and given the opportunity to speak before the class repeatedly aided immensely to develop confidence in both self and spoken English. So, it can be implied that there is a positive relation between language learning strategies and learner autonomy (Ceylan, 2015).

## **EDUCATIONAL IMPLICATION**

The very purpose of the present study was to examine possibilities that could improve teaching-learning of English in particular and education in general. The findings of the study could be helpful in educational policy and programmes. It is often overlooked that language is not merely a subject to be studied academically, but to



learn a set of skills that would act as a medium of instruction. Any instruction would fail if the communication is not understandable at the receivers end. Therefore, English grammar should be taught beyond the rules, allowing the learners to use their creativity and existing knowledge in applying the grammar rules. Therefore, classroom

transaction must be learner centric. In CLL learners enjoyed this opportunity, which positively impacted their attitude and achievements test. Hence, CLL based modules can be developed to improve communication skills. To make it effective CLL should be introduced in both pre-service and in-service teacher training programmes.

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