

Methods and Materials in Community based Language Learning

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ABSTRACT

Community language learning is an instance of “humanistic approach”. It is inter related with bilingual procedures which is known as “Language alternation” or “Code switching”.

Community language learning is the most powerful & attractive methods of communication. This method is fruitful for learners to grow skills separately and provides a lot of knowledge.

The abroad language learners apprehend fundamental meanings, sound system and cleared the basics of grammar in foreign language.

Keywords : Communication, Language, Teaching Learning, Activities.

Community language learning is an instance of “humanistic approach”. It is inter related with bilingual procedures which is known as “Language alternation” or “Code switching”.

Theory of language:

Some account of community language learning is also attempted by La Forge (1983).

The abroad language learners apprehend fundamental meanings, sound system and cleared the basics of grammar in foreign language. He cites with pride that after several months a small group of students’ proponents of community language learning deals with the theory of language known as language of social process. The information transmitting models are different

from social process model because without subject and object a message is not being transmitted by a speaker to listener.

“Communication is an exchange which is incomplete without a feedback reaction from the destine of the message”. (La Forge 1983:3)

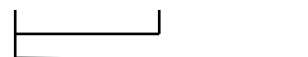
Comparison of the information ...transmission (left) and the social –process model (right) of communication.

Verbal

Sender → Message → Receiver

Nonverbal

Sender → Message → Receiver



Community language learning “Language is people: language is person in contact, language is person in response”.

There are two kinds of interactions.

1. Interaction between learners.
2. Interaction between learner and knower.

Theory of learning

Community language learning is a language of holistic approach. It is divided in two parts. The first is cognitive and other is affective. It is known as a whole person learning. The teachers and learners are involved in an interaction which is sense of their own wholeness. The process of development of a child is divided in five stages.

1. The first stage of development of a child is “Birth” stage. This stage is full of belongingness and feeling of security.
2. The second stage of development of a child is improving abilities of learners. The child grows independence from the parents.
3. The third stage of a child is to make own identity and speaks independently. He keeps his own words.

4. In the fourth stage the child learns how to criticize others.
5. The fifth stage is the last stage of the development of a child in which he improves his style and knowledge and we can say that he is now matured enough. By the end of the process the child is become adult.

“Learning is viewed as a unified, personal and social experience. The learner is no longer seen as learning is isolation and in competition with others”. (Curran 1972: 11-12)

Convalidation and consensual validations is a key feature of classroom learning language. The understanding between the learner and the teacher makes mutual warmth in classroom.

Successful learning requires a lot of ideas which are collected under the acronym SARD.

(Curran 1976: 6)

“S” - “S” is stands for his security. Without security there is nothing in the life of a learner. It is essential because a learner requires or feels secure.

“A” – A shows aggression or attention. For a successful learning attention is measure aspect in his field. A child demonstrates his new knowledge by aggression.

“R” – It shows reflection and retention “to focus on the learning forces of the last hour, to assess his present stage of development, and to re-evaluate future goals”. (La Forge 1983:68)

“D” – Stands for discrimination “have retained a body of material, they are ready to sort it out and see how one thing relates to another”. It “enables the students to use the language for purposes of communication outside the classroom”. (La Forge 1983:69)

Communication language of linguistic are defined in foreign language as introductory session in which a teacher can transmit his knowledge or proficiency in the target language in front of the learners.

Teaching and learning activities

There are different types of teaching and learning activities. Communicative language learning is an amalgamation of activities and innovative learning. The following are included in this:

1. Translation: In the language teaching and learning translation of a language assume main role especially for those who are from rural areas or not in big schools. A learner whispers his word or language in front of the teacher and then the teacher translates or interprets into the main language or secondary language. This process is repeated again and again.
2. Group work: Learners are engaged in different activities like preparing a summary, discussion, conversation. They present their work to teachers.
3. Analysis: Teachers study or analyses in target language correct and ask students to follow grammatical forms and rules properly.
4. Recording: Students record voices and check their pronunciation or rectify necessary words.
5. Transcriptions: Transcription is the main weapon for conversation and utterance during recording for practice.
6. Listening: Learners listen as their teacher speaks and the environment of the class turns monotonous due to involvement of the teacher.
7. Free conversation: Students are free for conversation with other students or teachers as they feel about what they learned and how they know more and more.

(Source Richards & Rogers)

Learners Role

Learners are required to pay attention in class and interact with class members or teachers. They want to express what they want to say in target language. They must try to learn new things.

Learning is a “whole person” process, and at every stage the learner is involved not only in achieving cognitive (language learning) tasks but also in solving affective conflicts and “the respect for the excitement of values” as well. (La Forge 1983:55)

In the first stage of community language learning learner is in an initial stage like an infant child and totally dependent on his teacher for his words. “A new self of the learner is generated or born in the target language.” (La Forge 1983:45)

In second stage the child does not follow teachers. He learns separately long and short words and expressions in his own language. “Child achieves a measure of independence from the parent”. (La Forge 1983:46)

In the third stage they do not like to take help from others either from teachers or parents.

In the fourth stage it is known as adolescence age in which a learner does functions independently.

In the fifth stage a learner don't want to take any help. He thinks that he or she can do his work separately. In that age he can correct sentences of others.

Teacher Roles

The teacher role is like a friend or counselor in which he supports students or learners. He feels emotional to make them curious students.

“One of the functions of the counseling response is to relate affect.... Understanding the language of ‘feeling’, the counselor replies in the language of cognition”. (Curran 1976 : 26)

The teacher attempts a role like a counselor or regular friend who supports in every condition or provide translations to learn new things. He teaches them to accept mistakes and supply different methods of learning which may be fruitful in class material like grammar, phrases, idioms, etc.

“Personal learning conflicts... anger, anxiety and similar psychological disturbance – understood and responded to by the teachers, counseling sensitivity – are indicators of deep personal investment.” (J.Rardin, in Curran 1976: 103)

If the students want to learn for better future he wants safe environment to learn and grow respectively. Safe environment attempts important role in successful learning.

“As whole persons, we seem to learn best in an atmosphere of personal security. Feeling secure, we are freed to approach the learning situation with the attitude of willing openness. Both the learner’s and the knower’s level of security determine the psychological tone of the entire learning experience.” (Curran 1976:6)

The Role of instructional material

Community language learning material is developed by the teacher for the course. The course mainly involves projector or others and not the textbooks. Teaching machines are more powerful instrument in the practice of language learning.

Procedure

Generally community language learning is a class procedure in which students of the class are shifted around a table and discuss on a particular topic. The beginning of the class is silence and each student of the class speaks two or three minutes on his topic and others put a question after his session.

After the session the class is divided in small groups in which single topic is discussed. After the class the teacher encourages the students and the counselor suggests necessary improvements.

The group practices the story dialogue and presents the paper drama to the whole class. The students use music, puppets, drums and their pictures

(La Forge 1983: 81-2)

Conclusion:

Finally, the teacher asks learners to reflect on the language class, as a class or in groups. Reflection helps them to discuss contracts, sense of progress and frustration, feelings towards the knower and personal introduction.

“I had to relax completely and to exclude my own will to produce something myself. I had to include any function of forming or formulating something within me, not trying to do something”. (Curran 1976: 33)

Community language learning is the most powerful & attractive methods of communication. This method is fruitful for learners to grow their skills separately and provides a lot of knowledge.

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