

Original Research Article

Community Language Learning in Tertiary-level Teachers

ABSTRACT

Community Language Learning, or CLL, is a student-centered method that strongly emphasizes building supportive learning communities and interpersonal communication. The study looks into the strategies instructors use to support CLL, the difficulties experienced in putting this strategy into practice, and the outcomes seen in student involvement, participation, and language competency. Interviews with tertiary-level instructors who know CLL were used in the research method to gather qualitative data. The research identified several CLL framework components, such as subject contextualization and sharing in groups, the teacher approaches to collaborative learning, and group discussions and sharing as beneficial practices. These techniques promoted individualized interaction, attentive listening, and direction, which boosted student involvement and engagement. The study did note specific issues with involvement and communication, as well as the language barrier experienced by non-native English speakers while applying CLL. A supportive classroom learning environment and scaffolding strategies to enhance language development were proposed as solutions to these problems. The findings demonstrated CLL's achievements, such as improved student engagement, enhanced communication abilities, learner empowerment, and the emergence of authentic use of language. In addition, the results underscored the significance of student involvement and engagement as success markers. The study also covered the effects of CLL on developing a learner-centered approach and a conducive atmosphere for language acquisition.

Keywords: Community Language Learning, tertiary level, language teaching, student participation, language authenticity

1. INTRODUCTION

The current K-12 curriculum in the Philippines was implemented in 2012. To prepare graduates for employment, entrepreneurship, middle-level skill development, tertiary education, and middle-level skill development, this includes kindergarten, six years of primary education, four years of junior high school, and two years of senior high school (Parrocha, 2023). A person's ability to get into a college and succeed in foundation courses without taking additional classes is called "college readiness." It focuses on the skills and knowledge needed to enroll in college successfully (Baber et al., 2019).

According to a recent report from the Philippine Institute for Development Studies (2020), some SHS students in the Philippines lacked proficiency in English and literacy. Nevertheless, a study by Mamba et al. (2020) showed that graduates showed school readiness alongside languages and literature. One reason for this could be that one of the main goals of the K-12 Program is to help students improve their communication skills across all their academic endeavors and subject areas. However, caution should be exercised because the data used in this study were derived from a multiple-choice test that does not measure actual performance on oral and written tasks.

Community Language Learning (CLL), a teaching method pioneered by Charles Curran, uses the metaphor of counseling to rethink the roles of the teacher (the counselor) and the students (the clients) in the language classroom. As a result, the counselor-client relationship can be seen as the source of the fundamental CLL procedures (Curran, 1970, as cited in Richards & Rogers, 2010).

According to Moskowitz (1978), CLL methods are part of a broader collection of methods for instructing foreign languages, sometimes called humanistic. Humanistic methods are those that combine what the student feels, thinks, and knows with what he is learning in the target language, according to this definition. The goals of the exercises are self-actualization and self-esteem, not self-denial, which is the acceptable way of life.

[The techniques] help build rapport, cohesiveness, and caring that far transcend what is already there... help students to be themselves, to accept themselves, and be proud of themselves... help foster a climate of caring and sharing in the foreign language class. (Moskowitz, 1978, p. 2)

In conclusion, humanistic methods involve the whole person, including the affective realm, which includes one's emotions and feelings, as well as one's linguistic and behavioral abilities.

This study aims to enable tertiary level teachers' narratives to be heard alongside those of researchers and students. According to Pavlenko (2002), researchers can "gain insights into learners' motivations, investments, struggles, gains, and losses as well as into the... ideologies that guide their learning trajectories." (p. 214) By examining the explanatory impacts that shape story developments, that is by taking care of the underlying parts of account, we will want to more readily comprehend how stories are being told and why they are being told with a particular goal in mind. Practitioners and researchers can use narrative research to reconsider how they understand the educational experience.

This paper is an invitation to investigate community language learning as a teaching method "up close" rather than "out there" (Carter, 1983).

2. LITERATURE REVIEW

The earliest study found on Community Language Learning is by Paul La Forge in 1971. His study is descriptive, and the purpose was to share insights of five preliminary demonstrations on Community Language Learning carried out over six months (La Forge, 1971). It is interesting to note that in this study, periods of reflection are deemed essential in the learning process and should not be underestimated. In technology, flipped learning and CLL has been integrated to see successful language acquisition (Liao, 2014). The preliminary findings demonstrated that the experimental group taught using an approach that combined Mobile Learning (ML), Computer-Assisted Language Learning (CALL), and Community Language Learning (CLL) performed better in their language skills than the control group taught using a more conventional approach. Another interesting study conducted for people in the creative field, specifically painters and sellers of bark painting, found that CLL is well accepted by participants (Wompere, 2018). The study is qualitative in nature as data was taken from observations (primary data) and interviews (secondary data) during the teaching process. The study found that some stages or parts of the teaching process had to be skipped because the participants were still in drills or exercises and were learning about words that may play a larger role in their lives.

Most research studies on CLL focused on improvement of students' speaking skills. In another experimental study on CLL, the researcher utilized questionnaires and tests (Natalia, 2017). The first measurement is for classifications of students' high and low interest while the second test on speaking achievement was used to measure students' development of speaking. The experiment group in the study was treated with CLL method while the other used conventional technique. The results concluded that the CLL method was effective in improving students' speaking achievement. In a similar study on students' improvement of speaking skills, Daulay (2019) found the CLL can improve students speaking skills. The study found that CLL was better than lecture in a speaking class. The research design in this study is subjective in nature as its instruments were observations and interviews while one more study on CLL used a quantitative technique. The focus of the data collection is on primary sources obtained from fifty tertiary-level students via Facebook, WhatsApp, and email (Jahan Bari, 2020). Because it encourages small study groups comprised of peers and a counselor-teacher to provide a more efficient learning environment for all learners, the findings of this study confirmed that students found CLL to be the most learner-friendly and effective approach to English language teaching. A different study by Halimah (2018) found that a variety of CLL methods should be used to help students improve their speaking skills. Students' improved EFL speaking ability was found to be the result of using CLL methods to organize speaking-related learning activities. Students feel more intrigued, excited, and confident. Finally, another study found that while there is improvement in speaking skills when CLL methods were applied, the peer correction technique along with CLL methods were also received positively by students (Fayed, 2016).

Albeit much exploration has been finished on CLL, there is a critical absence of work inspecting this technique from the tertiary level educators' viewpoint, making gap. By providing a nuanced understanding of teachers' experiences in the classroom, this study examines this subfield of language learning to fill in some of the gaps. Getting the educator's point of view will underline how the methodology can be improved for both the educator's and student's advantages.

2.1 RESEARCH GAP

The abovementioned studies on Community Language learning focuses on improvement of speaking skills (Natalia, 2017; Daulay, 2019; Jahan Bari, 2020; Halimah, 2018; Fayed, 2016) and very few had pursued studies on CLL and the role of reflection in the method (La Forge, 1971), technology (Liao, 2014), and creative economy (Wompere, 2018). The overall purpose of the studies was improving its participants' speaking skills, if not confidence in them. Moreover, all these studies' participants are students (Natalia, 2017; Daulay, 2019; Jahan Bari, 2020; Halimah, 2018; Fayed, 2016), if not adult professionals (Wompere, 2018). Additionally, while most studies occurred in the primary level (Daulay, 2019; Halimah, 2018; Liao, 2014; Natalia, 2017) and only in the tertiary level (Jahan Bari, 2020; Fayed, 2016), none of which tapped into looking at the teachers' perspectives. Considering this gap, the researcher will focus on the teachers' narratives, experiences, and personal reflections of Community Language Learning as a teaching method in their classroom. Finally, this study will put emphasis on the teachers' overall experiences, retold by the researcher, using Community Language Learning as a teaching method in their face-to-face classroom set-up.

2.2 RESEARCH QUESTIONS AND SIGNIFICANCE OF THE STUDY

The study aims to answer the following research questions:

1. What methods of the community language learning teaching approach are being offered by tertiary level teachers?
2. What barriers, if any, do these tertiary level teachers encounter when attempting to implement the methods of community language learning to impact student learning in their classrooms?

The researcher will answer the following research questions through interviews to understand the experience of tertiary level teachers on Community Language Learning as a teaching method in their classrooms. The answers to the research questions would provide an overview of how educators respond to Community Language Learning based on their experiences, which would benefit the field. Aside from that, educators would gain insight into the workings of CLL in their colleagues' classrooms, particularly through their own personal accounts, from the responses to the research questions. Educators would be given a plan to rethink and reflect on their teaching techniques. Based on the responses from fellow educators, they could enhance their pedagogy. Considering all of this, the study may be able to answer some questions about community language learning and contribute relevant findings to the expanding field of English language teaching.

3. METHODOLOGY

3.1 RESEARCH DESIGN

The research design of this study is qualitative and is assessed through non-numeric and non-quantifiable factors. The study will focus on the interviews with the participants, and their experiences on Community Language Learning as a teaching method in their respective classrooms. There will be no quantitative aspect in the study as this does not aim to measure the effectiveness of the teaching method. In conclusion, this study will highlight the experiences of the participants to be gathered through their interviews.

3.2 PARTICIPANTS

The participants are six (6) Tertiary level teachers in a private university in Manila, Philippines. They are teaching General Education courses, specifically, Purposive Communication and College Academic Skills in English. The said participants use Community Language Learning in delivering their lessons as they have been previously trained in a *Student-Centered Learning* seminar for a semester prior to finally teaching in the university. Due to geographical proximity, availability at a specific time, and willingness to participate, the study employed convenience sampling. An ethics consent form will be released to confirm the confidentiality of the teachers' participation to the study. Finally, the participants will be informed that the data collected from the study will only be used for research or academic purposes only.

3.3 INSTRUMENTS

This research will utilize two instruments. First, an interview to be conducted face-to-face to gather respondents' answers on their experiences in teaching using the Community Language Learning approach or method. After which, respondents will be requested to submit a reflective journal with questions for consideration. These questions are divided into two parts: respondents or the teachers' lived experiences with the Community Language Learning approach, and their overall perceptions on Community Language Learning as a teaching approach.

3.4 RESEARCH ETHICS PROCEDURE

Following the human subjects study ethics protocol, the researcher wrote an official letter to the participants asking for their permission to record the interview. Before the recording began, an informed consent form was obtained from each participant to confirm their participation.

3.5 DATA GATHERING PROCEDURE AND ANALYSIS

To gain a better understanding of how teachers perceive Community Language Learning, the researcher carried out a qualitative narrative inquiry through conventional content analysis (Hsieh & Shannon, 2005). Content analysis is a research tool used to decide the presence of specific words, subjects, or ideas inside a few given subjective information (for example text). Researchers can quantify and analyze the presence, meanings, and relationships of particular words, themes, or concepts using content analysis. The researcher tells participants' life stories in narrative inquiries. Observations, interviews, documents, and audiovisual materials are the four primary qualitative data collection methods (Creswell, 2003), with interviews as the most effective method for gathering participant narratives. In narrative inquiries, interviews are frequently directed in a casual conversational way to urge the participants to uncover their personal stories.

In an interview conversation, the researcher listens to what people themselves talk about their lived world, hears them express their views and opinions in their own worlds, learns about their views and their work situation and family life, their dreams and hopes. The qualitative research interview attempts to understand the world from the subject's point of view, to unfold the meaning of people's experiences, and to uncover their lived world prior to scientific explanations. The qualitative research interview is a construction site of knowledge. An interview is literally an interview, an inter change of views between two persons conversing about a theme of mutual interest. (Kvale, 1996, p. 1)

The researcher conducted semi structured face-to-face interviews with six deliberately chosen tertiary-level teachers who had at least five years of teaching experience and were recognized by administration as individuals who demonstrated a passion for teaching and willingness to implement Community Language Learning methods in their classes for this study. Participants were asked to write about their experiences using Community Language Learning during the interview. Individual accounts were built to address significant common themes. By meeting the requirements of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985), this study attempted to guarantee accuracy and trustworthiness.

Specifically, in this study, categories are derived from data during data analysis in conventional content analysis (Hsieh & Shannon, 2005). Using this method, the researcher's job is to learn more about a phenomenon. The researcher will permit categories and their names to emerge from the data. In turn, new insights will emerge as the researcher becomes more immersed in the data. The information in this study is gathered fundamentally through interviews, consequently, questions that could go either way will be utilized. To get a sense of the whole and immerse oneself in the data, data are read word by word to decipher codes by first highlighting the specific words in the text that convey important ideas or concepts. Then, the researcher moves toward the text by establishing notes of the main connections, contemplations, and initial investigation. Labels for codes that represent more than one fundamental idea emerge during this process. The way various codes are related and linked is then used to group codes into categories. Codes are organized and grouped into meaningful clusters using these emergent categories. The researcher can combine or organize this larger number of subcategories into a smaller number of categories based on the relationships between them. The next step is to create definitions for each code, subcategory, and category. The researcher can recognize the connection among classifications and subcategories further due to their concurrence, antecedents, or consequences (Morse & Field, 1995).

Relevant theories or other research findings are discussed in the study's discussion section with a conventional approach of content analysis. The discussion would incorporate an outline of how the discoveries from the study add to information in the space of interest and ideas for work on teaching and learning. The conventional method of content analysis has the advantage of obtaining direct information from participants without imposing preconceived categories or theoretical perspectives. Instead, the knowledge generated by content analysis is based on the individual perspectives of participants and is grounded in the actual data. The analysis methods were structured to capture the complexity of the emotional responses, and the sampling method was designed to maximize the diversity of those emotions.

4. RESULTS AND DISCUSSION

This section of the paper will present the findings on the interview conducted face-to-face to gather respondents' experiences in teaching using the Community Language Learning approach or method and the respondents' answers to the guided reflective journal. This section is divided into three parts applicable to respondents' tertiary-level classroom:

most effective CLL methods, challenges, and successes of CLL, and their reflections which will also cover their overall perceptions on Community Language Learning as a teaching approach.

Common and Most Effective CLL Methods

Group Discussions and Sharing

Both participants 1 and 2 emphasize the use of organized consultation sessions as a key strategy in implementing CLL. They highlight active listening, personalized interaction, and guidance as essential components of their approach. In addition, participant 3 discusses the use of small group discussions to encourage students to share their understanding of a topic and to facilitate the exchange of ideas within a smaller group setting.

One way I integrate CLL is through organized consultation sessions. I allocate specific time for individual or small-group consultations where students could discuss their language learning goals, challenges, and progress. During these consultations, I follow the CLL approach by actively listening to their concerns, providing empathetic support, and offering guidance based on their specific needs. This personalized interaction fosters a sense of community and trust, which are key elements of CLL (P1).

Using a common language to make it efficient in your teaching. Through organized consultation sessions, focused group activities, and contextualized topics, I have successfully integrated CLL into my teaching practice. By following CLL principles, I create a supportive and inclusive learning environment that encourages active participation, personalized instruction, and the development of communicative competence among my students (P2).

First, I asked my students to watch a video about the use of English to different fields. And then, we had small group discussions of about a portion of the video that most sparked their attention. Students from that small group would then share how they understood the topic and I would also give examples or expound some ideas (P3).

Teacher's Approach and Accommodation to Collaborative Learning

Participant 4 emphasizes the importance of the teacher's approach in creating a supportive and inclusive learning environment. The focus is on the teacher's demeanor and attitude towards the students. Additionally, participant 5 highlights the use of group activities to promote collaborative learning and engagement among students. The teacher's role is seen as a facilitator and supporter of the learning process within the groups.

I believe CLL works when I make myself appear accommodating to my students. This technique works if the teacher is welcoming, hence, what I do in class (P4).

I utilize group activities that allow me to focus on each group's needs while promoting collaborative learning. By dividing the students into smaller groups, I can create a supportive environment where they can engage in meaningful discussions and language practice. During these activities, I rotate among the groups, actively participating as a facilitator and language resource when needed. This approach aligns with CLL's emphasis on interpersonal communication and mutual assistance among learners (P5).

Contextualization and Relevance

Participant 5 emphasizes the importance of contextualizing topics and making them relevant to the students' lives. This connection underscores the motivation and engagement that arise from the application of CLL principles in a meaningful and authentic context. In another note, participant 6 mentions specific practice of journaling, as part of their teaching approach. Although this response is from a single participant, it forms a distinct group based on the shared focus on these supplementary activities.

I strive to contextualize topics that are relevant and meaningful to the students' lives. By incorporating real-life situations and discussing issues that affect them primarily, I create a connection between their language learning and their personal experiences. This contextualization enhances their motivation and engagement while promoting language acquisition in authentic contexts, another key aspect of CLL (P5).

I encourage my students to write journals every day (P6).

Challenges of CLL

Participation and Communication Challenges

Participants 1, 3, and 4 highlight challenges related to students' participation and communication in CLL. This focuses on issues such as students not recognizing their mistakes, shy students being intimidated, and the need for teachers to address boundaries and provide guidance. These challenges are interconnected and relate to the dynamics of student interaction and engagement within the CLL framework.

The possibility of students not recognizing their mistakes. In addition, over-eager and talkative students might consume much of the time. Thus, less talkative, and shy students might be intimidated. If left unsupervised, the conversation might not develop as deeply as when supervised (P1).

There are still students who are shy to speak (P3).

Given that students are provided the chance to be part of a community-like classroom, they have the tendency to be very comfortable to the point that they do not remember their boundaries. I think this must be addressed right away by the teacher (P4).

Language Barrier

Participants 2, 5, and 6 identifies language barriers as a challenge specifically for non-native English speakers. This addresses the additional difficulty faced by students whose first language is not English, which can affect their language learning process within the CLL context. The language barrier adds complexity to communication and understanding, influencing the implementation of CLL techniques.

Language barrier can be one of the challenges and for those who students whose first language is not English (P2).

There may be challenges with authenticity of communication (P5).

Perhaps language barrier could be an issue especially if students are not guided properly (P6).

Successes of CLL

Communication and Participation

Participants 2, 3, and 5 mentioned increased participation, encouraging speaking, and meaningful and authentic communication as the core strengths of CLL.

Some fewer active students may be encouraged to speak openly and participate more in future activities (P2).

It encourages all students to speak first. It eliminates the idea that what they're going to share is not correct or acceptable in a way. It engaged student to be more present in a discussion among their peers (P3).

CLL prioritizes meaningful and authentic communication, emphasizing fluency and expression over strict adherence to grammar rules. By engaging in real-life conversations and interactions within the CLL community, students can develop their communicative competence and confidence in using the target language (P5).

Learner Empowerment, Community, and Autonomy

Participants 1, 4, and 6 highlight the role of learners in CLL. Reduced anxiety, self-correction and improvement emphasize the students' responsibility in identifying and correcting their mistakes, while learner-centeredness and autonomy emphasize the learner's active involvement and control over their language acquisition process. The strength of reducing anxiety reflects the positive impact of CLL in creating a supportive learning environment. It relates to participants' experiences of feeling less anxious and more at ease within the CLL community.

Force students to identify and correct their own mistakes with the help of the group. Recorded conversations may be used in the future to hear if there are improvements in the way students converse and share ideas (P1).

Community Language Learning makes students feel as if they are in a community. One of its strengths is making students feel less anxious when they are in class (P4).

Self-awareness of everyone's progress, learner-centeredness and emphasis on authentic communication are some strengths of CLL. CLL places learners at the center of the learning process, empowering them to actively participate and take ownership of their language acquisition. This learner-centered approach enhances motivation, engagement, and autonomy (P6).

Teachers' Reflections on CLL

Student participation and engagement

Participants 1 and 4 reflected how CLL encouraged student participation and engagement. They believe that when students actively contribute to discussions and are engaged in the learning process, it indicates a successful CLL experience.

I consider it a success if every student in the class spoke and participated in the discussions no matter what they said (P1).

I evaluate the success of a CLL lesson through my students' level of engagement. When they are engaged, there is a bigger tendency for them to improve their communication skills (P4).

Language use and authenticity

Participants 2, 3, 5, and 6 focus on language use and authenticity as important factors in

evaluating the success of a CLL lesson or unit. They emphasize the importance of students being able to express themselves authentically and effectively in the target language as an indication of success.

I think this is like English speaking policy in a class wherein the students would practice in speaking however, it is enforced to speak in English (P2).

When students confidently present their ideas without filtering, it indicates that they have internalized the language and are able to use it authentically, reflecting the effectiveness of the CLL approach in developing their language skills (P3).

The success of a CLL lesson or unit can be evaluated by assessing the students' output and their confidence in presenting their ideas without filtering (P5).

By evaluating the content and comprehension of their presentations, as well as their ability to effectively communicate and express themselves in the target language (P6).

The organization of these groups is based on the connections and similarities found in the participants' responses. It allows for a clearer understanding of the common threads and themes that emerged from the data.

Methods of Community Language Learning

The findings of this study shed light on the various methods employed by tertiary level teachers to implement Community Language Learning (CLL) in their classrooms. The participants highlighted several effective strategies within the CLL framework, including group discussions and sharing, teacher's approach and accommodation to collaborative learning, and contextualization and relevance.

Group discussions and sharing emerged as a prominent method embraced by the participants. This approach encouraged students to actively participate in organized consultation sessions and small group discussions, fostering personalized interaction, active listening, and guidance. These findings align with the principles of CLL, which emphasizes the importance of interpersonal communication and creating a sense of community within the classroom (Participants 1, 2, and 3).

Moreover, the teachers emphasized the significance of their approach and accommodation to collaborative learning. By adopting a welcoming demeanor and facilitating group activities, they aimed to create a supportive and inclusive learning environment. The role of the teacher as a facilitator and supporter of the learning process within CLL was evident in the data (Participants 4 and 5). This highlights the importance of the teacher's role in establishing a positive classroom atmosphere that promotes collaboration and active engagement.

Another key aspect highlighted by the participants was the contextualization and relevance of topics. By incorporating real-life situations and discussing issues that directly impact students' lives, the teachers aimed to establish a connection between language learning and students' personal experiences. This contextualization not only enhanced motivation and engagement but also provided opportunities for authentic language practice, aligning with CLL principles (Participant 5).

Barriers to Implementing Community Language Learning

While the findings elucidated the effective methods employed by the teachers, several challenges were identified in implementing CLL within the tertiary level classrooms. These challenges encompassed participation and communication difficulties, as well as the language barrier faced by non-native English speakers.

Participation and communication challenges were highlighted by participants, with concerns raised about students not recognizing their mistakes, shy students feeling intimidated, and the need for teachers to address boundaries and provide guidance (Participant 1, 3, and 4). These challenges are interconnected and reflect the dynamics of student interaction and engagement within the CLL framework. Efforts must be made to create a supportive classroom environment that encourages all students to actively participate, while also addressing the needs of individual learners.

Language barrier emerged as a significant challenge, particularly for non-native English speakers. The data indicated that the language barrier could impede effective communication and understanding, potentially affecting the implementation of CLL techniques (Participant 2, 5, and 6). Teachers must be mindful of this challenge and employ appropriate scaffolding techniques to support students in overcoming language barriers. This may involve providing additional language support, fostering a safe and non-judgmental environment, and integrating strategies that promote comprehensible input and output.

Successes of Community Language Learning

Despite the challenges, the findings also revealed several successes associated with the implementation of CLL in the tertiary level context. Participants emphasized increased participation, encouraging speaking, and meaningful and authentic communication as the core strengths of CLL (Participant 2, 3, and 5). This indicates that CLL has the potential to foster a positive classroom environment that promotes active engagement and meaningful language practice.

Furthermore, the data highlighted the empowerment of learners, the sense of community, and learner autonomy as strengths of CLL. The reduction of anxiety and the promotion of self-correction and improvement were cited as positive outcomes within the CLL framework (Participant 1, 4, and 6). These findings underscore the learner-centered nature of CLL, which encourages students to take ownership of their language acquisition process, actively participate, and develop communicative competence in a supportive and inclusive learning environment.

5. CONCLUSION

Overall, this study provides insights into the methods, challenges, and successes of implementing Community Language Learning (CLL) in the tertiary level context. The findings emphasize the importance of group discussions and sharing, teacher's approach and accommodation to collaborative learning, and contextualization and relevance in facilitating effective CLL practices. However, challenges such as participation and communication difficulties, as well as the language barrier, need to be addressed to ensure the successful implementation of CLL. By recognizing and addressing these challenges, educators can harness the strengths of CLL, such as increased participation, learner empowerment, and meaningful communication, to create a supportive and engaging language learning environment at the tertiary level.

Views of Teachers

The teachers' reflections on CLL shed light on key aspects that contribute to the success of this language learning approach in the tertiary level context. Two main themes emerged from their reflections: student participation and engagement, and language use and authenticity. These themes reflect the teachers' perspectives on the effectiveness of CLL in facilitating an interactive and authentic language learning experience.

The first theme, student participation and engagement, underscores the importance of involving every student in the CLL classroom. Participant 1 acknowledges that success is not solely determined by the content of students' contributions, but rather by their active involvement in discussions. This finding aligns with the inclusive nature of CLL, which promotes a supportive learning environment where all students are encouraged to participate and share their ideas. Similarly,

Participant 4 emphasizes that a successful CLL lesson is characterized by high levels of student engagement, recognizing that active participation correlates with improved communication skills. These reflections highlight the significance of student involvement and engagement as key indicators of success in CLL.

The second theme, language use and authenticity, highlights the importance of students being able to express themselves naturally and effectively in the target language. Participant 2 draws a parallel between CLL and an English-speaking policy, underscoring the need to create an immersive language environment where students are encouraged to practice using the target language authentically. This perspective reflects the value placed on real-life language use and the integration of authentic communication within the CLL framework.

Participants 3, 5, and 6 emphasize the authenticity of students' language expression as an indicator of success in CLL. They recognize that when students confidently present their ideas without filtering, it reflects their internalization of the language and their ability to use it authentically. This emphasis on authenticity aligns with the goals of CLL, which prioritize meaningful and genuine communication. Moreover, Participant 6 introduces the importance of assessing the content and comprehension of students' presentations, as well as their ability to express themselves effectively. This holistic evaluation of language proficiency within the CLL framework acknowledges the significance of both linguistic accuracy and meaningful communication.

It is important to note that the findings of this study are based on the experiences and perspectives of the participants involved. Further research is recommended to explore the effectiveness of CLL in diverse tertiary level settings and to develop strategies to overcome the identified challenges. By expanding the knowledge base on CLL, educators can refine their teaching practices and create more effective language learning experiences for their students. By creating an inclusive and interactive learning environment, CLL fosters active student involvement and encourages the development of effective communication skills. Furthermore, the emphasis on authentic language use promotes the internalization of the target language and the ability to express oneself naturally.

Consent

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

Ethical Approval:

As per international standard or university standard guideline participant consent and ethical approval has been collected and preserved by the authors.

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