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**THE EFFECTIVENESS OF COMMUNITY LANGUAGE LEARNING
(CLL) TO ENHANCE ADULT'S ENGLISH-SPEAKING SKILLS.**

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Trabajo de Integración Curricular:

The Effectiveness of Community Language Learning (CLL) to Enhance Adult's English-Speaking Skills.

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Abstract:

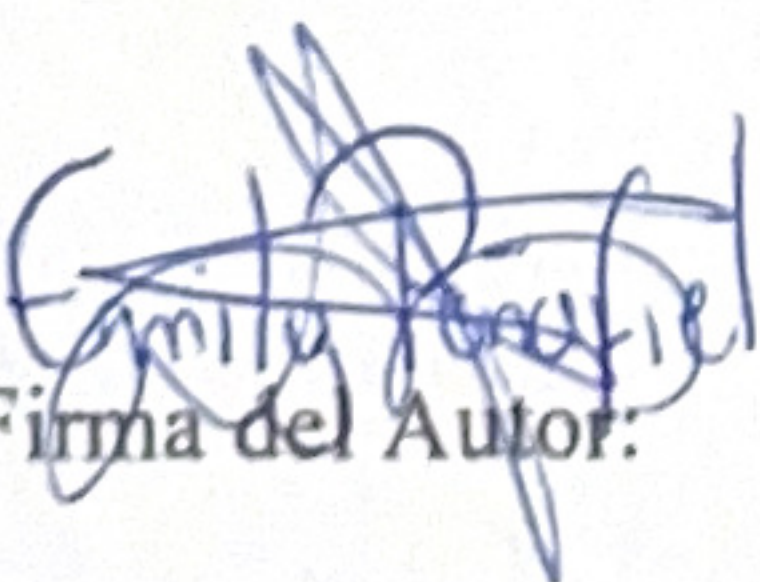
In the educational field, Community Language Learning is a methodology that improves communicative skills, specifically the speaking feature. However, the analysis of previous investigations showed that CLL is usually applied on children or young learners, and it leaves behind adults for using and learning a second language with this approach. The current study address the effectiveness of Community Language Learning (CLL), enhancing speaking skills among adult learners. An analysis of existence literature and synthesis of relevant academic studies was employed to investigate the variables in this paper; Furthermore, the recollection of theoretical information, the outline depending on categories and the analysis of the data were completed. The outcomes revealed through the different sources of information that CLL offers numerous benefits in the acquisition of English as a Foreign Language, highlighting peer collaboration, reduction of anxiety, and the development of autonomy in adult learners; Nevertheless, it is defined some limitations that may occur during this process as the lack of emotional intelligence and the uncomfortable sensation in a student-centered approach as CLL is based on. These results suggest that adult education can adapt innovative approaches to get better results in the silks development and personal growth taking relevance for future investigations in this area.

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Yo, Emily Nathalia Peñafiel Chávez, con número de identificación 1350072854, declaro que soy el autor y Gabriel José Bazarro Alcívar, con número de identificación 1311564114, declara que es el coautor, del trabajo de integración curricular titulado "The Effectiveness of Community Language Learning (CLL) to Enhance Adult's English-Speaking Skills" y no ha sido copiado ni plagiado en ninguna de sus partes.

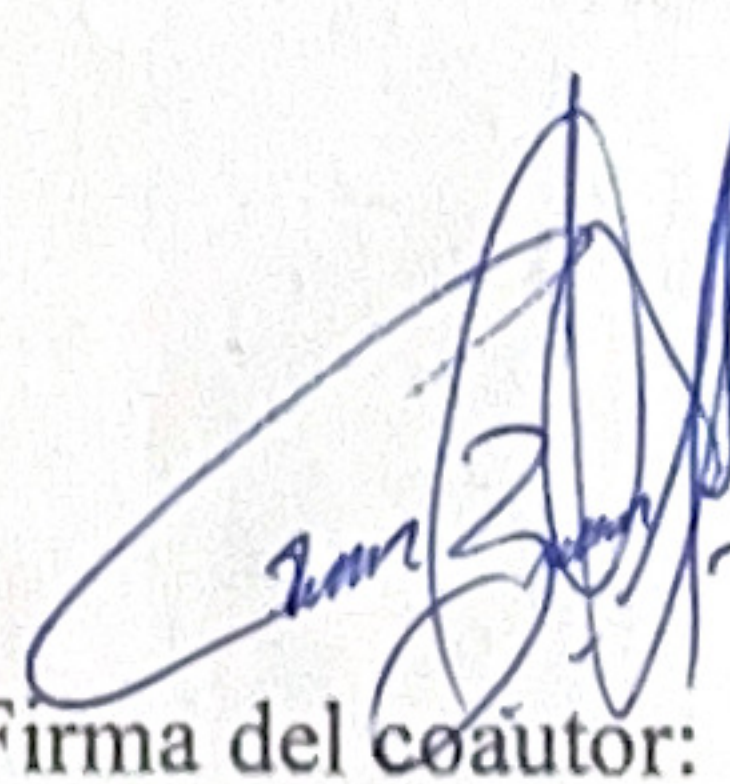
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CERTIFICO

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La presente investigación ha sido desarrollada en apego al cumplimiento de los requisitos académicos exigidos por el Reglamento de Régimen Académico y en concordancia con los lineamientos internos de la opción de titulación en mención, reuniendo y cumpliendo con los méritos académicos, científicos y formales, y la originalidad del mismo, requisitos suficientes para ser sometida a la evaluación del tribunal de titulación que designe la autoridad competente.

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The Effectiveness of Community Language Learning (CLL) to Enhance Adult's English-Speaking Skills.

Eficacia del Aprendizaje Comunitario de Idiomas (CLL) para Mejorar las Competencias Lingüísticas del Inglés en Adultos


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Abstract

In the educational field, Community Language Learning is a methodology that improves communicative skills, specifically the speaking feature. However, the analysis of previous investigations showed that CLL is usually applied on children or young learners, and it leaves behind adults for using and learning a second language with this approach. The current study address the effectiveness of Community Language Learning (CLL), enhancing speaking skills among adult learners. An analysis of existence literature and synthesis of relevant academic studies was employed to investigate the variables in this paper; Furthermore, the recollection of theoretical information, the outline depending on categories and the analysis of the data were completed. The outcomes revealed through the different sources of information that CLL offers numerous benefits in the acquisition of English as a Foreign Language, highlighting peer collaboration, reduction of anxiety, and the development of autonomy in adult learners; Nevertheless, it is defined some limitations that may occur during this process as the lack of emotional intelligence and the uncomfortable sensation in a student-centered approach as CLL is based on. These results suggest that adult education can adapt innovative

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approaches to get better results in the silks development and personal growth taking relevance for future investigations in this area.

Keywords: Adult learners, English language acquisition, Community Language Learning, Speaking skill.

Resumen

En el ámbito educativo, el Aprendizaje Comunitario de Idiomas es una metodología que mejora las destrezas comunicativas, concretamente la característica de hablar. Sin embargo, el análisis de investigaciones anteriores ha demostrado que el aprendizaje comunitario de idiomas suele aplicarse a niños o jóvenes, y deja de lado a los adultos a la hora de utilizar y aprender una segunda lengua con este enfoque. El presente estudio aborda la eficacia del Aprendizaje Comunitario de Lenguas (CLL) para mejorar las destrezas orales de los estudiantes adultos. Para investigar las variables de este trabajo se empleó un análisis de la bibliografía existente y una síntesis de los estudios académicos pertinentes; además, se completó la recopilación de información teórica, el esquema en función de categorías y el análisis de los datos. Los resultados revelaron a través de las diferentes fuentes de información que el CLL ofrece numerosos beneficios en la adquisición del inglés como lengua extranjera, destacando la colaboración entre iguales, la reducción de la ansiedad, y el desarrollo de la autonomía en los estudiantes adultos; No obstante, se definen algunas limitaciones que pueden darse durante este proceso como la falta de inteligencia emocional y la sensación de incomodidad en un enfoque centrado en el estudiante como en el que se basa el CLL. Estos resultados sugieren que la educación de adultos puede adaptar enfoques innovadores para obtener mejores resultados en el desarrollo de las sedas y el crecimiento personal tomando relevancia para futuras investigaciones en esta área.

Palabras clave: Alumnos adultos, Adquisición idioma Inglés, Aprendizaje Comunitario de Idiomas, Expresión oral.

Introduction

The acquisition of a foreign Language (L2) is currently a demand that continues to grow in a progressively interconnected world, where effective and clear communication between different cultures is imperative for personal, professional, and social development in society. At the same time, speaking is one of the skills that allow the learners to communicate in the target language and makes them capable of sharing with others their knowledge. Akhter et al. (2020), establishes in their study that speaking skills underscores the necessity for learners to focus on developing their speaking abilities to engage meaningfully in various contexts (pg.4). It is considered the speaking skills is one of the most difficult to acquire and develop; However, it is the one that learners put more emphasis on to improve the learning process, which is why most of the strategies into the language acquisition, heed to this feature.

In recent years, there have been many studies describing the effects of the Community Language Learning in the Language acquisition, specifically in the development of the speaking skills in the English language. In addition, researchers have become increasingly interested in how this matter has great importance for the educational field, as Magsalin (2023), evidenced in his study, he emphasizes that CLL is a student-centered approach that places a great emphasis on creating encouraging learning environments, also indicating its relevance in fostering engagement and participation among learners. In this manner, creating new strategies according to the methodology could build a learning process for the new learner's generation that has unique ways of learning and communication.

It is accepted that CLL has contributed to many features in the English language acquisition, creating a new system of collaborative strategies that bring a lot of benefits in the speaking feature as it is indicated by Susanto (2023) in his investigation about the effectiveness of CLL in improving students' speaking skills at a vocational school. The research shows significant improvements in speaking achievement, with a notable increase in post-test scores compared to pre-tests, indicating that CLL effectively enhances speaking proficiency among learners; however, one of the limitations is the age of the participants, as most were teenagers, which raises questions about the generalizability of these findings to adult learners. Adults,

who often possess different cognitive and emotional learning profiles compared to younger learners, may experience unique challenges and benefits when exposed to CLL methodologies.

Currently, the educational area have been extensively studied Community Language Learning approach, yet most of the studies made are based on children or teenagers both with similar techniques of developing English skills. However, less attention has been paid to the investigation with emphasis on adults, besides that in the speaking skill field there are not much information on how this methodology impacts in the learning process of adults. In her study, Zarrabi (2016) highlight the lack of investigation towards age levels other than children and teenagers considering a strong limitation in her research, making a strong recommendation for further papers research. (pg.7). Addressing this void is crucial, as adult learners have distinct cognitive, emotional, and social characteristics that influence their language acquisition process, especially in developing effective speaking skills. This study seeks to address this gap by examining the role of CLL in enhancing adult learners' abilities, emphasizing its impact on speaking skills. To guide this investigation, research questions were formulated: How does CLL support the development of speaking skills in adult English learners, according to theoretical and practical studies?, and what are the limitations of CLL in enhancing speaking skills, according to previous research and case studies? The aim of this questions are to provide a comprehensive understanding of CLL's potential in the adult learning context in this study.

The research present a systematic literature review about how the Community Language Learning has an impact enhancing adult English speaking skills. The aim of this paper is to analyze the literature about the effectiveness of Community Language Learning (CLL) and its role in enhancing speaking skills in adult learners. By synthesizing findings from diverse sources, this research aims to provide valuable insights into the potential of CLL to address the specific needs of adult learners, promoting a more comprehensive and effective approach to English language acquisition. Furthermore, this paper follows some specific objectives related to the main one to develop concise and valuable information about the matter and provide clear insights into it. First of all, determine the different advantages that CLL offer

to enhance speaking skills in adult learners. At the same time, analyze the different features in the CLL approach that benefits the different learning characteristics of adult learners, and synthesize the possible limitation that CLL has in the process of acquiring speaking skills in adult learners' education.

Methodology

This section focuses on the systematic review, analysis, and synthesis of relevant academic sources, including books, peer-reviewed journal articles, and existing case studies related to CLL and language acquisition. To this end, a hermeneutic methodology and a qualitative content-based analysis were employed. This approach is based on the educational field, which lies in the significance of reconstruction that may be considered relevant in many areas related to it; in addition, this approach leads the present research to a reliable and valuable study in order to demonstrate and identify the current problem discussed before (Chang 2022). For other hand, the investigation was conducted through a qualitative-content analysis. This systemic and descriptive process implies the identification and interpretation of different qualitative information as the different representations of qualitative investigation, making it useful for understanding; moreover, this approach is essential to obtain key aspects about the content and how to organize it to obtain a deeper understanding of the phenomena. (Glaser-Zikuda, et.al, 2020). The analysis allows data to be broken down in a systematic way; therefore, the hermeneutic approach provides a more profound interpretive lens, enabling not only the obvious themes to be contemplated but also the underlying meaning and the social, cultural, and temporal context of the articles contemplated in this study.

In order to find the best results in this study, the entire investigation recollected many theoretical information that has been discussed and analyzed about other empirical and experimental studies from other authors through a deductive strategy analysis. In the educational area, "deductive means reasoning from the particular to the general. If a causal relationship or link is implied by a particular theory or case example, it might be true in many cases" (Dudovskiy, 2024) . This strategy was used in this paper research related to the QCA

approach mentioned above; therefore, it is valued on the basis of previously defined theories and categories, so the investigation was carried out in three sections where the various sources of information derived from different articles, books and scientific reviews were chosen, examined and analyzed to make them known in this research paper from different sites such as Google Scholar, SIELE, Atlantis Press, Cambridge University Press, Oxford University Press, ACADEMIA, etc.

The selection of the content was the first step in the investigation where several different scientific papers were chosen, related to the Community Language Learning approach, the learning process in adults, and the skills involved in it; specifically the speaking feature. The selection criteria focused on studies that offered diverse perspectives, ranging from theoretical frameworks to practical applications of CLL in enhancing speaking ability. Then, the selection of categories involved in this investigation leads us to an outline of all the data organized and prepared, to the final step that is the interpretation and contextualization of all the theoretical resources that were analyzed in this study.

Literature Review

Community Language Learning

Community Language Learning was developed in the 1970s by Curran and his colleagues at Loyola University, Chicago. It integrates principles of counseling with language learning, drawing heavily on humanistic psychology. To Gallagher (1973), CLL represents the educator as a counselor and the learner as a client in a one-to-one relationship where the acquisition of a foreign language is the medium for developing deeper connection where all the parties involved are committed to achieve a goal (pg.5). Considered as a human-center approach focusing on bilingual education, the settings in the CLL are conducted by some aspects that are valuable and different from the other methods. Community Language Learning uses the metaphor of counseling. Thus, it is possible to view the fundamental processes of CLL as originating from the counselor-client relationship. As an illustration of the method's steps: Students are seated in a circle, and the teacher is outside of it. One student whisper something in their native language (L1), and the teacher translates it into the foreign

language (L2) (Richards and Rodgers, 2001). This dynamic encourages a more personal and empathetic interaction, allowing learners to express their needs and feelings regarding language acquisition. In addition, it fosters a supportive environment where students feel heard and valued, which can increase their confidence and motivation to learn, while addressing individual concerns and tailoring activities to specific needs, this approach promotes a deeper connection to the material (Richards and Rodgers, 2014).

La Forge (1971), made in his study a deeper conception about the impact of CLL and the model that Curran already created, but just a little definition, that is why he described a linguistic theory as a preliminary work to understand the Community Language Learning method, where he underlines that the start of the approach should be with a clear understanding about communication that covers more than just transmit a message to other individual. In addition, Nurhasanah (2015), explained that Community Language Learning is an effective methodology that occurs in a collaborative, supportive, and emotionally safe environment, focus on the advantages of a learner-centered approach that emphasizes the humanistic aspects of language acquisition rather than just its linguistic components. Future investigations reinforced this statement in their own experimental studies as Makmur (2021), that applied the CLL method to students in Indonesia to increase their abilities in English language. In this research It is described that CLL help to converse and share all information pertaining to the subject matter since teacher and student are in the same position, but this does not imply that the teacher is not instructing the learners. Instead, it indicates that the instructor creates a fresh learning environment to build rapport with the pupils and help them become proficient in the target language. (pg.19).

To Ramsey and Lopez (1989), Community Language Learning follows some principles that Curran already mentioned in most of his works that are the key elements to understand and also apply this methodology. They determined “SARD” as an acronym that condenses a holistic section that implies psychological features. This framework highlights four key elements: Security, which ensures a safe and supportive learning environment; Attention and Aggression, referring to the focus and determination required for learning; Reflection, which involves evaluating and internalizing language input; and Discrimination, which helps

learners distinguish correct usage and language patterns. These elements collectively form the cornerstone of CLL, fostering a comprehensive and psychologically aware approach to language learning. (pg.15-17). According to Iqbal (2021). CLL offers an enthusiastic and motivated classroom compared to other methodologies. It was shown that the students works better in groups the different activities, and everyone participated in a different task; Furthermore, learners felt the difference between the pre-test and post-test during the investigation, and all agreed that CLL motivates them to learn in a more creative way.

According to Heah (2017), SARD was created by Curran and other associates as a condition for an efficient learning process, those elements are considered part of the basic procedure where two main steps are involved in the CLL method: “investment” and “reflection” where the experience in different activities and also the production of the foreign language cooperate in the process (pg.87). In further investigations these principles are mentioned as successful needs in means of using CLL to enhance the acquisition of a target language. As Utami et al. (2015), highlight some activities designed using SARD principles, such as group discussions and reflective exercises, not only helped learners retain vocabulary and expressions but also improved their ability to discriminate between correct and incorrect language use.

Larsen-Freeman and Anderson (2013) has mentioned the procedures that are used in the CLL, using a sample of an experience in a class, they recognized the effectiveness of them and how it has worth into the ongoing developmental process. They referred to activities such as: Recording student conversation, this technique emphasizes the autonomy of the learner and the sense of a community working in small groups. At the same time, reflective listening and transcription are practices they mentioned that improve not only one specific skill in the target language, but more than comprehensive and social development. Likewise, Singh and Pertin(2022), describe that CLL helps to minimize the challenging aspect that learning a foreign language encounters. The study successfully achieved the increasement of academic learning and the attitude of the learners; Moreover, it is describe how the method is the main protagonist in the improvement of communication skills. Community Language Learning

has develop several techniques to implement in the learning process according to the features of the method and how it should be applied to enhance the language acquisition.

Syamsia and Kaunar (2020), used in their investigation several activities ran by the CLL method as pair conversation and after that, small groups to discuss about the topic they were assigned. At the same time, they made a reflection session where students discussed how they felt about the new way to learn, moreover, they shared about their personal interactions and what kind of things they might fail or the ones they thought they succeed in. As a result, the research went in a successful way, obtaining a magnificent increment of the speaking abilities comparing to the pre-test that proved Community Language Learning and the activities they offer and a truly tool to improve the language acquisition (pg.34). The use of collaborative tasks as group work should have a pedagogical reason, typically the objective of this type of activity is to increase interpersonal abilities such as cooperation, acceptance, and confidence while the students are acquiring the information that the teacher shares in the classroom. It is evidenced there is advantages when it is used a group work when it is applied in the right form and finish with a reflection about the task. (Burns and Sinfield, 2004).

To Kollar and Greisel (2022), small groups offer numerous benefits to the learning process having a strong potential to incorporate in any different methodologies to improve the means of learning outcomes. They described several activities such as peer feedback, collaborations scripts and awareness tools to educate students how to work in a collaborative direction. In addition, Agustina (2021) refer to small groups as part of many methodologies such as: Small-Group discussion where students share their experiences referent to any specific topic and learning from each other's perspectives. It is highlighted the importance of this procedure as it showed an increase in the improvement of the learners' learning as the result were the student enthusiasm, participation, and motivation during the study.

Gunawan (2018)highlights inside the research the difficulties related to grammar, vocabulary, and self-expression that often lead to low writing scores, and emphasizes the need for more interactive teaching methods, moving away from traditional approaches that place the teacher at the center, to foster better student engagement and critical thinking in

writing. Likewise, in the study are propose several that fosters critical thinking and collaboration such as collaborate in pairs to craft a paragraph based on a theme and example. Finally, students present their work to the class, encouraging peer interaction and feedback. The activities in the CLL method are designed to promote active participation, critical thinking, and collaboration among students.

At the same time, activities as recording and transcription are used to deal with some problems in the use of English; However, with practice and time the learners get used to these procedures and can significantly improve their ability in the different skills, specifically in the speaking feature (Fayed, 2016). In addition, some unique characteristics as the feedback and the analysis made about the activities make students felt less worried about the failure and eager to deal with these obstacles.

Speaking Skills

According to Bangun (2018), speaking is a feature where learners are expected to share and express their opinions or ideas, and to be able to communicate with other people in the target language; However, it has seemed that learners encounter several problems in the moment to speak in the educational environment as a lack of participation and the fear of make mistakes are commonly factors that affects their participation in this process. Community Language Learning is particularly effective in developing speaking skills, as it prioritizes meaningful communication and learner interaction. By creating an emotionally supportive environment, it helps learners gain the confidence and skills needed to communicate effectively in a new language. When it is mentioned the speaking skills It is referred as the process of conveying thoughts, feelings, and ideas through visible body language or auditory symbols. Subandowo (2017). Investigation through several years highlight the speaking skills as one of the most difficult one in the L2 learning; However, speaking plays a pivotal role in our society as the responsible one to create communication between individuals no matter the age. Furthermore, through speaking, kids develop their ability to structure sentences, organize concepts, and communicate verbally in a way that is understandable and well-pronounced. Additionally, students must learn how to convey the language's meaning in accordance with

the situation in which they are speaking. Gani et al. (2015) . This research established one of the several advantages that speaking has focus on children, but not only kids are able to develop these characteristics in their learning process, it is evidenced in many studies that the need for fit in the modern society nowadays, makes people of all ages include a foreign language into their processing of knowledge.

Goh and Burns (2012) describe in the speaking feature, it is important that learners develops competences that allow them to maintain a day-to-day communication with another person. That means it is vital that learners understand the practice of the foreign language is essential to reach a level that let them share their ideas and interact with other cultures. In addition, speaking is usually related to the listening abilities that help the learner to receive the information accurately and create a right answer to create the exchange information in the target language. Likewise, Kürüm (2016), determines that speaking is the most challenging skill that learners encounter in a foreign language, and it covers more than a grammatically well-formed sentences, it enhances the correct function of many areas as the social interaction, with actions that are into three specific categories known as awareness raising activities, controlled and autonomous practices. It is concluded that the different activities enhance the speaking abilities that lead to the improvement of the communicative aspect in learners.

Speaking skills are allied with the other communicative skills to improve the learning of a foreign language. To Latha and Ramesh (2012), the listening skills are connected with the speaking feature as one of the visible problems when learners develop these skills is the improper listening comprehension; Likewise, the interaction depends on how the speaker listen the message to respond in a proper way. In addition to this, more features as lack of vocabulary and non-verbal communication are main problems this study identified in the development of English language. According to Leong and Ahmadi (2017) there are many factors that affects the acquisition of speaking skills, such as the performance conditions, the listening skills that are connected with speaking and the feedback on the activities. As a result, these aspects can determined whether and students will obtain a successful learning process or not, it is based on how the leaners develop the elements into their apprenticeship.

Since English is widely spoken and regarded as an international language, it is useful for connecting with individuals who reside in other states, nations, continents, and regions of the world. More focus is being placed on helping students improve their speaking abilities so they may succeed in their courses and careers after graduation. Additionally, English is the language of success in obtaining job prospects and reaching one's life objectives. Parupalli (2019), As it is already mentioned in numerous research, the speaking skills in the acquirement of a target language as English is, plays an essential part of it. That is why English has become in the global tool for the communication in many areas such as international business or educational fields.

The research conducted by Fitriani (2022) highlights the critical importance of English-speaking proficiency in preparing students for the global job market, particularly within a business and technology context. The study emphasizes that speaking skills are essential for effective communication and should not be confined to the classroom; instead, they require extensive exposure, engagement, and support from the surrounding environment. Fitriani notes that students must acclimate themselves to using English regularly, necessitating an immersive atmosphere that encourages practice both inside and outside the classroom. The findings reveal that while there are challenges such as psychological factors like anxiety and motivation, as well as linguistic issues related to vocabulary and fluency structured English-speaking programs significantly enhance students' confidence, vocabulary, and overall communicative competence. This underscores the necessity for educational institutions to implement comprehensive language programs that foster speaking skills, equipping students to navigate professional environments effectively.

The development of speaking skills is intricately linked to reading proficiency, as highlighted in recent literature. Research indicates that individuals who cultivate extensive reading habits tend to enhance their speaking abilities significantly. This relationship is primarily attributed to the expansion of vocabulary knowledge gained through reading, which directly influences fluency and accuracy in oral communication. According to Qizi (2022), a robust vocabulary facilitates effective expression and comprehension, essential components of successful speaking. The article emphasizes that reading not only improves language structure

understanding but also enhances the ability to convey thoughts systematically through speech.

According to Fauzan (2014), the improvement of the speaking skills depends on what activities the learners practice and how that actions are develop in the classroom. He describes one of the strategies called *Improvisations*, which is defined as a strategy where students can build speaking abilities due to the factor where they have to produce an output instinctively. At the same time, there is other activities that enhances these abilities, To Ati and Parmawati (2022), oral presentations are a fundamental tool into de acquisition of speaking skills, due to these kinds of activities require certain abilities from the foreign language such as grammar, vocabulary and the fluency to respond in the target language, these activities have several benefits, learners improve their critical thinking and practice self-confidence while they are speaking. Through their quantitative study, they showed effective results as students were able to improve their pronunciation and response. Further investigations as Maryanti et al. (2021), refers that fluency creates a big impact on the obtention of speaking skills, so the students can be aware of the subjective meaning behind a conversation and also understand some non-literal expression that comes with contextual meaning.

Adult Learning

Regarding of adult education, Sinfield (2003) affirmed that the process to teach and learn for adults are slightly different than for other ages, describing how adult choose what they want to learn and also feel engage just when they reach the understanding on what they are learning. Besides, all these aspects create a reflective and creative environment where the learner can transform the superficial content to a deeper one (pg.37) Teachers have the advantage to adapt many learning strategies according on adult needs, most of the times, these methodologies are only use on children or teenager; However, the significant fact about adults is that they can work with most of these approaches and obtain relevant results. In addition, Harmer (2001), described other characteristics on adult learners as the experience that adults have leads them to differentiate the different methodologies and to understand the

functioning of most of the activities they perform, which distinguishes them from children or young learners. Simultaneously, Baker and Westrup (2003), explained in their book the characteristics that defines an adult learner, underlining that as teachers it is important to take into consideration these features to create or adapt activities in their learning process. Adult learners may are not in touch with the educational environment for a while, simultaneously, they are motivated to learn due to specifics language needs and high expectations of their learning; in addition, they need to acquire the L2 certainly fast, and it is probably that they get frustrated by the process. As a result, it is challenging to keep them on track.

Jerran (2002) makes a valuable comparison between how it is determined adult education, and how it is supposed to be not only in Higher Education, but also outside the academic environment. In the study it is determined unique characteristics that adult learners should develop such as being part of the learning process, the participation of the learners where the formative tasks are the main activities and the incorporation of real-life projects according to the different goals that adults have in order to fulfill their main objectives in this aspect.

Sanz (2005) referred to the external and internal factors that are involved the adult second language acquisition. Referring to the external ones, she described that the quality and quantity of the learning process, the negative feedback that teachers offer are independent factors that have an effect in their journey to obtain a second language. Simultaneously, internal factors like motivation, aptitude, and attitude have a significant impact in the same context on L2 adult learners. The interaction of these two aspects will determine if the acquisition of a foreign language will be successful or not. In the same book, "Mind & Context: Adult Second Language Acquisition" , Bowden et al. (2005) described the individual differences when a learner acquire first and second language acquisition. They highlight elements like age, working memory, motivation, and prior experience as the main differences; Likewise, it is demonstrated in the research that these elements modify the learning process depending on how the learners has been exposed to develop them. Gardner (1985) states that motivation incorporates more perceptions than the feeling that drives someone to achieve a goal, it covers distinctive features when it is used in language learning process more than effort or desire to acquire the foreign language; Nevertheless, when you

put into practices these characteristics in a favorable environment where the learners can develop the right attitudes is when a truly motivation arises. Additional investigations for instance, Dörnyei et al. (2001), establish that motivation includes three important aspects to be effective in a socio-educational context. First of all, the persistence and consistency that the learner express to study the foreign language, then the desire to achieve the goal, and lastly the joy that bring learning a second language for the student. Each component by itself does not allow the learner to succeed in the L2 learning process, that is why the combination of all create the system that led the student to master the foreign language.

Rothwell (2020) determined that an adult learner suggests someone that is not in the “traditional learning age” anymore , at the same time, it refers to people who do not address an institution or school to obtain a learning process. He described how the misconception of people generalizes adults and how this is reflected in a society that does not accept that a person over 21 years old can start a learning process. In the same way, he emphasizes the different ways in which adults learn and that they require special skills different from those of a child or a young person. According to Tuinjmman (1995), adult learning encompasses four major research areas: self-directed learning, critical reflection, experiential learning, and learning to learn. The author argues that these areas inform the practices of many adult educators, while also critiquing the notion of a singular theory of adult learning. This emphasis on diverse learning styles and approaches aligns with the broader perspective on adult education that acknowledges the unique needs and backgrounds of adult learners.

To Mackey and Abbuhl (2005), adult second language acquisition is linked to two notable aspects, the interaction with the target language that integrated the input/output that learners receives . The first one refers to how the learners communicate with other speakers, and the second one illustrates the linguistic form on which learners are exposed in their daily basis. The components for L2 adult learners are valuable in the process because of the complexity and lack of communication with the target language caused by many external factors that affects the ability to obtain knowledge. Adult learners possess distinct characteristics that set them apart from traditional students, they are interested in learning according to their needs and what they are looking forward , that mean adults seek to integrate their diverse

experiences into their educational processes. However, they face unique challenges, including balancing educational commitments with family and work responsibilities, which can lead to irregular engagement in their studies. Furthermore, the lack of adequate support systems often leaves adult learners feeling isolated, exacerbating the difficulties they face in maintaining engagement and persistence in their studies. (Kara et al., 2019). These factors underscore the need for educational environments that are specifically designed to meet the unique needs of adult learners, facilitating their success in their acquisition of knowledge

Results and Discussion

One of the most cited benefits of CLL is its potential to encourage creative and critical thinking among adult learners. The most reliable advantage that CLL offers is the creation of a dynamic and creative learning process in which the learners can reach their goals in the language acquisition referring to speaking skills (Surahman, 2020). In addition, Dziky (2012) reveals through quantitative research that in the CLL approach students obtain the knowledge due to the application of several techniques as the small groups to help each other. "It helps the students to receive knowledge, improves thinking ability in solving problems" (pg,11). As a result, creative and critical thinking are one of the important skills that adult learners can develop during their learning of a second language through CLL. The student-centered, flexible nature of CLL allows learners to actively participate in the learning process, which fosters problem-solving and the ability to think critically about language use. In addition to creative and critical skills, CLL fosters the development of interpersonal and social skills, by encouraging learners to interact, collaborate, and solve problems together, CLL enhances their ability to communicate effectively not only in English but in various social contexts. "The students after receiving instruction through cooperative tasks showed a higher mean score on the post-test ($M = 23.90$) than pre-test ($M = 11.62$)" (Zarrabi, 2016). Comparing both results from the quantitative research done in the article mentioned above, it is observed that the use of cooperative tasks through CLL can increase their communicational ability and foster their speaking skills.

In other hand, CLL is particularly effective in small-class settings, where peer collaboration and personalized learning are more easily facilitated. That is why several studies suggest that smaller groups allow for more meaningful interaction and provide learners with a safer space to practice speaking. “Typical CLL activities: the conversation circle, transcription, the human computer, card games and the reflection session are examined in relation to security, in a conversation circle, the form of the circle itself provides security. It enhances the sense of community and also facilitates conversation” (Koba, et.al. 2020). It is evidenced that the different activities that CLL offers applied in a reduced classroom are better for adult learners who need encouragement to do the different tasks in order to acquire the knowledge. (Bari,2020). At the same time it is known that adult learners usually prefer a small classroom in order to feel more comfortable in this type of space due to a community feeling among them. That is why CLL is one of the approaches that offers to give adult learners the possibility to foster their speaking skills in a well-limited environment.

The collaborative nature of CLL is another key factor in its effectiveness. In qualitative research made in Indonesia it was evidenced that the application to pair work in adults as well as various techniques span from direct instruction models to project-based approaches and encompass methods like role-playing, simulations, group discussions, and repetitive practice are essential in the learning process of an adult.(Nopitasari,2024). As a result most of these techniques are available to apply with adult are their process to learn English skills as the speaking one. In addition, a research madre by Entwistle (2020) explained the experimental use of methodology and the calming and introspective atmosphere of CLL can help students feel at ease. In his experiment with CLL, feedback from learners in their end-of-lesson reflection logs clearly indicated this effect. Students reported feeling more comfortable and relaxed, and noted that they could express themselves more openly than usual. It is determined that the different activities in which it is involved the peer collaboration makes the learner feels less stressed and more enthusiastic when they learn without any critics(pg.82). Peer collaboration not only aids in skill development but also significantly reduces speaking anxiety; in addition, this anxiety reduction is crucial for adult learners, many of whom may experience speaking apprehension due to years of limited

practice or negative experiences with language learning; Moreover, the equal footing between peers in CLL creates a non-threatening environment that enhances participation.

One of the unique aspects of CLL is the role of the teacher as a facilitator rather than an authoritative figure, so this shift allows learners to take more responsibility for their own learning, increasing autonomy in the classroom. It is considered that adult learners feel more autonomy with an educator whose interaction is face-to-face with them, that creates an equal ground of esteem between the learner and the teacher. In the investigation was highlighted that learners prefer somebody like a mentor or counsellor as an instructor rather than a traditional one. Likewise, an old-style instructor does not consider many features on students as psychological needs, instead of an educator that would consider this characteristic (Bari,2020). This balanced, equal-ground dynamic between teacher and student fosters a supportive environment where learners feel empowered, enhancing their motivation and engagement. Therefore, students are more inclined to participate actively and confidently in a variety of speaking activities, which are crucial to their English language development. This collaborative atmosphere not only encourages them to take ownership of their learning, but also strengthens their willingness to explore new aspects of the language, enriching their educational experience and progress.

Another feature closely tied to the facilitator role of the teacher is that CLL promotes autonomy among learners. This method encourages students to take control of their learning process, which is especially effective in adult education. “They prefer to have autonomy over their learning process. This idea is reinforced when the students are asked if they find themselves capable of taking responsibility for their learning process.” (Bari, 2020). To follow that statement, this study suggests that adult learners thrive when given the freedom to make decisions about their learning, as this aligns with their personal and professional goals. Furthermore, this autonomy directly contributes to the enhancement of their speaking skills, as students become more willing to engage in communicative activities and initiate conversations, providing them with increased opportunities to practice and refine their language abilities in meaningful contexts.

While CLL offers numerous advantages, several limitations were identified in the literature. It was found some limitations in the analysis of all the literature involved in this study, which led the research to an indication of some contextual issues that might occur in the use and application of CLL to enhance the speaking skill learning process on adults. CLL is especially effective for adult learners who possess some level of language preparation. However, the literature highlights that the teacher's non-directive role may present difficulties, particularly for those who feel insecure or anxious in a less structured setting. Shifting from a directive to a non-directive teaching approach can introduce notable challenges for adult learners. (Sanako,2022). Another issue highlighted in the literature is the lack of emotional intelligence among some learners, which can inhibit the success of CLL. Emotional intelligence, such as the ability to empathize with peers, manage frustration, and engage positively in group settings is critical to the success of CLL. As Garcia, et al. (2019) determined their investigation that showed that students with a better emotional intelligence perform better speaking activities than those with a lower emotional intelligence. This evidenced that the lack of emotional intelligence in adults could create several obstacles to their performance in the learning process, as well as a not valuable development of their speaking skills due to the lack of participation with others. Likewise, the learners with a high level of emotional intelligence are more enthusiastic about participating in brain-based activities, as their strong self-esteem and social skills enable them to collaborate effectively with others (Surahman, 2020). It is believed that adult learners without this unique qualitative cannot master most of their speaking abilities, and often struggle to express themselves fluently and confidently in real-life communication scenarios.

The several papers mentioned in this study, demonstrates that Community Language Learning provides numerous advantages for the improvement of speaking skills in adults, specifically through peer collaboration, reduction of anxiety and the development of autonomy. However, it is essential to recognize the limitations and challenges associated with the method, particularly in contexts where learners may do not feel comfortable with a student-centered approach or developing emotional intelligence, by addressing these challenges could enhance the overall effectiveness of CLL in adult language education.

Conclusion

The literature analyzed in this investigation showed that CLL has several benefits regarding the increasement of speaking skills in adults such as creative and critical skills, where several investigations displayed most of adult learners develop this feature in order to complete the different speaking activities, at the same time, the peer collaboration plays a fundamental position in learners speaking skills acquisition, also the small-classroom feature as a complement for all the benefits that offers CLL approach. In addition, an equal ground teacher that foster autonomy in the adults' learners is one of the unique characteristics of this method. All of these advantages involved in CLL are essential to providing good-quality learning experience for those whose aim is to learn a new language, communicate with a different part of our society, and learn the different cultures out of the world.

The findings suggest that adopting CLL in adult English classes can support both language skill development and personal growth, offering a comprehensive approach to learning that addresses emotional and social dimensions alongside linguistic ones. This method encourages learners to take charge of their language journey, which aligns with adult learners' need for autonomy and relevance to their real-life experiences. In addition, educators should be prepared to adapt the unique strategies that participate in the CLL method, so they can assure a successful learning process in the acquisition of the English language, improving the quality of the educational outcomes.

At the same time it is suggested future investigations focus on the application of a quantitative approach in this problematic, also it would be valuable to discover another strategies or approaches that can offers similar benefits like the CLL in this level of learning, the adult class. By boosting the confidence on adult learners, we could encourage them to do not stop learning for any reason, and transform their obstacles to significant advantages to convert the learning process in a positive path, that in the future led them to become into better individuals in the society.

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