

A review: An epistemological perspective of possibility of pedagogical grammar learning in community language learning method

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Abstract

Given the urgency of changing the learning context caused by the covid-19 pandemic emerging some years ago, learning of pedagogical grammar, especially in learning English as an effort to acquire the language as a second language and or foreign language, does not only stop at the learning process which has been mostly done face-to-face directly, but can also be carried out through one alternative e-learning known as Open Learning technology-based platform. As a new atmosphere in the use of technology, especially in the field of education through the use of Massive Open Online Course (MOOC), Open Learning is an alternative of e-Learning platform that can be used as a learning medium used in the online learning process which is increasingly popular today. Using library source, the writers utilized, analyzed, and integrated the ideas to draw the conclusion through synthesis. The finding is pedagogical grammar learning can be possibly facilitated in the learning process through method of Community Language Learning by making maximum use of the features of the Open Learning platform in accordance with the basic principles of constructive and community-based contained in the Open Learning philosophy itself, namely empowering students, learning concepts that are authentic, active and constructive, and focusing on building an effective educational community.

Keywords: *Pedagogical Grammar; Grammar Learning; Community Language Learning; Open Learning Platform*

INTRODUCTION

Pedagogical grammar is an approach to teaching English grammar intended for the language learners' benefit which is a combination of linguistics and education science (Suhardi, 2017). With the presence of this approach, it shows that grammar is one of the two essential elements as the main capital in mastering language in addition to vocabulary where these two elements are often the main inhibiting factor if they are not mastered by language learners (Santosa, 2017). This is also in line with Burke (2007) that mastery of

grammar in English is one of the factors that must be mastered both in oral and writing. The main aim at mastering grammar is to make language learners can speak similarly to native speakers (Juango, 2017). Therefore, combination of grammar as one of scope of the micro linguistics is very important in grammar learning is also called with pedagogical grammar (Leech in Odlin, 1994; Bygate et al, 1995).

Pedagogical grammar has been applied in several processes of learning and teaching in several previous studies by reviewing influencing factors the success of pedagogical grammar learning itself. For example, the problems faced by language learners in learning English grammar during the learning process such as confidence in their ability to master this grammar which affects the methods of teaching employed by language teachers in their language classes (Almazloum, 2018). Then from the aspect of language teaching, Effendi et al (2017) identified several teaching approaches that were carried out in teaching grammar both deductively, inductively, structurally and communicatively as well as studies that explored problems and explored the aspects underlying the approach taken in teaching grammar as in Yusuf's study (2019). Another study shows that mastery of grammar has an effect as well on skills of language as one of the focuses that are often carried out to assist learners of the language reaching maximum mastery of language competence shown by Omar (2019) which focused on writing skills. Briefly, pedagogical grammar provides some benefits to language learners' interest and benefit in learning grammar.

Teaching and learning of pedagogical grammar can also be done through other approaches such as the approach from the aspect of language teaching proposed by Tajino (2019) in his study with a communication and meaning-based approach that aims to minimize language learner errors in their grammar learning process. This error is used as the main material for analysis as a factor influencing the attitude of language learners in understanding grammar as the contribution in learning grammar as in a study conducted by Chaudary & Moya (2019). Other studies also show the importance of teaching and learning English grammar which is seen from different contexts that are based on language learners' needs communicatively needs of learners of the language such as in context of academic, civic and vocational (Derewianka, 2019). To conclude, learning grammar leads language learners to appropriately use grammar based on the context and aim,

Accordingly, from various studies or research that had been carried out as described previously, the authors have not found how teaching and learning of pedagogical grammar carried out in a digital-based post-global pandemic outbreak, therefore, the writers wanted to explore a perspective if teaching and learning pedagogical grammar applied by employing Open Learning as an e-learning platforms used to become alternative medium for learners of language in possessing language competence and as one of the uses of technology in education. It is one practical example of Massive Open Online Course (MOOC) as well in the era by applying the Community Language Learning (CLL) method that is by looking at

the epistemological aspect from teaching and learning foreign languages itself which then connects it with the philosophy of the e-learning platform. Therefore, a question raised in this study is: "How to carry out pedagogical grammar learning through Community Language Learning (CLL)". Answering this question, the authors conducted this study by taking an attempt for analyzing subsisting references on the possibility of pedagogical learning through Community Language Learning based on its epistemological perspective.

METHOD

Library research was employed to gather and analyze the required data. As stated by Zeid (2004) that library research uses sources from literature to get data. Accordingly, the writers fused the ideas contained through synthesis process in order to draw a conclusion. Therefore, some sources such as books and other available needed references were utilized instead of taking the data from the field directly.

RESULT AND DISCUSSION

Pedagogical grammar learning in English as a foreign language

In English, the term pedagogical grammar is also called 'pedagogical grammar' or 'the pedagogy of grammar' which covers the scope of teaching and learning English grammar which means not only showing how to show the grammatical form itself but also how to teach it in a different way which is seen in the teaching and learning syllabus to stimulate and guide language learners in building a hypothesis about the target language (Allen, 1974; Widdowson, 1975; Corder, 1974). The linkage of this pedagogical grammar with learning and teaching English is one of the crucial main fields that build the frameworks of any research, particularly in the field of learning of language. Pedagogical grammar is one element that cannot be separated from other elements due to the interaction between them. The three elements are Grammar Description, Grammar as a Second Language Acquisition (L2 Grammar Acquisition), and Grammar Learning in a Second Language (L2 Grammar Instruction) (Ortega & Wang, 2001 in Keck & Kim, 2014: 3). These three elements support each other and are mutual in providing the information needed in the learning and teaching of pedagogical grammar, for example if a grammar that involves a linguistic description can only be documented without relating it to pedagogical elements, the grammar is still designed for language learners after going through various considerations that are based on the goals and needs of the learners themselves. Then, when a study is conducted, the existing grammatical description plays a role in an in-depth exploration at the time the researcher wants to review the grammatical development of language learners and the nature of the learners themselves noticed from the following figure.

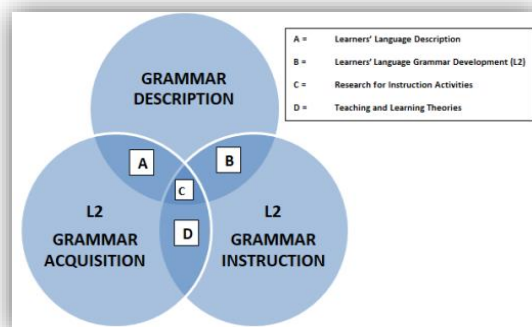


Figure 1. Learning framework for learning in pedagogy of grammar (Keck & Kim, 2014)

It can be synthesized that these three elements in this pedagogical grammar have a vital role in making professional decisions for teachers as emphasized by Freeman (2003) that each aspect has certain different elements as the basis for consideration in pedagogical grammar learning, for example explanation about grammar, how it interacts with (linguistics) and how the grammar described to learners. Furthermore, related to grammar acquisition, the questions addressed are what is language acquisition, how does and when it occurs, and what is the role in learning process. And if the realm of learning grammar itself has become a questionable aspect, then questions must be raised, for example, what is the correlation of pedagogical grammar to the research being conducted and in which ways the research can provide to give a clear picture of the way grammar is taught.

Community-based language learning (CLL) method as an alternative in teaching pedagogical grammar based on as language teacher's belief

There is a possibility in learning pedagogical grammar that is in accordance with the needs and objectives of language learners if it is based on the beliefs held by the teacher as a language teacher which ultimately proffering an impact on every learning component involved in the learning process, including one of them is the teaching method used (Nawir, 2020). In general, in addition to these beliefs, the philosophical of epistemological side of how to teach language also has an important role, especially in teaching and learning foreign languages, namely by using sustainable learning methods with a functional approach so that there is ease in the implementation of a learning activity in order to achieve the determined goal (Hanum & Rahmawati, 2019). English grammar teaching does not only provide information about the form of grammar itself but also about how language learners and teachers view grammar, especially from beliefs about the importance of learning grammar. This belief is in the form of how grammar can be learned and in what way (Keck & Kim, 2014). In short, a belief of both sides from students and teachers enhances their confidence in learning and teaching language.

Addressing these beliefs, Community-Based Language Learning (CLL) method is a language learning and teaching method that has the concept of "community" which is possibly taken advantages of when there is a relationship as it is specifically applied to a group in the learning and teaching process or also called community involvement as an alternative medium in learning pedagogical grammar. Based on psychology perspective, there is a belief that learning language, CLL is an effort to apply insights from psychology to work in foreign language with an emphasis on "community" learning, against to individual learning as some have done which also acts as a counselor proposing another traditional teaching method as a counseling concept that underlies the relationship of client and counselor in counseling of psychology (Richards and Rodgers, 1986: 114 and 2001). Shortly, Community Language Learning is an alternative medium for language learners to conduct pedagogical grammar through psychological point of view.

Additionally, learners and teachers build a warm atmosphere to shows the feeling of secure and support from one to another within the group as a characteristic of this method which is almost the opposite of the face-to-face meeting atmosphere at school. In this method, learners never feel secluded and lonely because all individuals who are members of the group sit in a "community" and feel positive respect for others (Curran, 1976: 1). Furthermore, Nagaraj (2010) explains that CLL provides teachers with the perspective that learners are whole individuals, encompassing their intelligence, relationships, feelings, desires, and so on. Therefore, in community-based language learning, students play a role in determining what they want to learn, while the teacher functions as a facilitator. This approach allows the teacher to have a comprehensive understanding of their students by accepting and acknowledging their unique characteristics, emotions, and experiences. By understanding students' concerns in the learning process, the teacher can continuously provide positive energy and foster a positive relationship between them as students and the teacher.

Accordingly, a language teacher must be able to understand the principles underlying CLL so that they can develop them by making adjustments to the conditions and situations of their students. Therefore, this method is not easy to implement as it requires a good understanding and effort from the language teacher towards their students in developing the procedures of CLL. Teachers can develop this method through the students' cultural background, language proficiency level, and the teacher's chosen classroom management approach. This process of adaptation is also influenced by the culture of the language itself, which requires adjustments in the way of learning and teaching. For example, the procedures applied in Western countries where the number of students is smaller differ from those in Asian countries, such as Indonesia. Although the applied procedures may vary, there are five fundamental principles in CLL that should be used as guidelines. These principles are:

1. The Birth stage is where feelings of security and ownership begin to develop because the learner relies on the language they are learning.
2. The Self stage is when the learner starts to understand how the language works and makes necessary improvements in their language learning. At this stage, learners begin to show independence while still seeking assistance from their environment.
3. The Separate Existence stage is when learners are able to use the language independently without needing further assistance.
4. The Adolescence stage is when learners are capable of learning the language independently and are open to receiving feedback and criticism to improve their language skills.
5. The Freedom stage is when learners have complete independence and have become proficient language learners who understand and know how to use the language.

Therefore, in accordance to maintaining the relationship between teachers and students by eliminating the worries felt by students during learning, Larsen-Freeman (1986) suggests the teaching procedures of the CLL (Community Language Learning) method as follows:

1. Student Conversation Recording. Students are given the opportunity to choose topics they want to discuss in the target language, and their language production is recorded for later joint viewing.
2. Transcription. The teacher creates a transcription of the recorded conversation, translating it into the native language, which is then used for follow-up activities or analysis.
3. Reflection on Experience. Teachers allocate time during or after various activities for students to express their feelings during the process of learning the target language, and teachers show empathy towards them.
4. Self-Correction. Students are given the opportunity to correct their learning processes in studying the target language.
5. Small Group Tasks. Students work in small groups to create new language using the transcription, and then share it with the whole class.

In conclusion, implementing the CLL method, there must be mutual understanding and shared beliefs between the language teacher and learners regarding what and how the language learning process will be carried out. CLL can be used as a connecting tool or medium by considering the proposed principles and stages as references, so that the utilization of this method can be maximized and provide optimal effects, especially in pedagogical grammar learning.

The use of technological online learning tool in CLL

Ensuring the smooth execution of CLL, the use of advanced learning tool is significant as one alternative that can ensure that the learning process continues regardless of the conditions faced (Agustina, 2016), and one example is the utilization of e-learning (Chusna, 2019). As a learning medium that utilizes various electronic systems, e-learning functions to deliver learning materials and facilitate learning interactions (Koran, 2002 in Yazdi, 2012). Thus, it can be said that e-learning is a learning medium where the learning process utilizes technology, including the use of the internet through electronic devices, to deliver teaching materials and ensure the continuity of the learning process as desired. Elyas (2018) states that there are several benefits obtained by both students and teachers in utilizing this technology in the learning process. For example, learning time becomes more flexible, as well as the learning location. Furthermore, students can learn independently due to the practicality of using technology-based learning tools. Additionally, with the utilization of technology, the quality of learning becomes more beneficial as students can access learning materials more easily, there is effective interaction between teachers and students, and the fulfillment of students' needs can be better addressed by teachers.

Open Learning is an application platform that is used as an alternative in e-learning as an online tool that is carried out centered directly on a community, connectedness and engagement between students where learning will be meaningful and occurs when students are inspired, happy, challenged and motivated by something they like. Furthermore, Open Learning is an online learning equipment as well for socializing and engaging experiences that aim to help others cross the globe to create learning experiences anywhere. Additionally, Open Learning has its own philosophy, the pattern of the device is determined on the basis of education, namely (Fajrillah et al, 2020):

1. Giving power to students, namely by respecting student autonomy and can make students able to control their learning to help enjoy learning because most traditional teaching activities create an environment where students are not the center of learning.
2. Authentic, experiential, active learning, which is based on the constructivist Vgotsky, Piaget, Dewey, Vico, JRorty, Bruner and others view open learning as having the concept of learning as an active and constructive process. Open Learning does not view the online classroom as a place where the teacher plays a role in imparting knowledge to passive students sitting at their desks. However, open learning encourages students to be active in the learning process, this means that interaction occurs within themselves and a group of students with connected teachers. While learning resources are useful for motivating students, open learning is more valuable for providing an interactive community experience that encourages meaningful reflection so as to inspire them to be more active in their learning process.

3. Community-centered, the core of Open Learning is social media to build an effective educational community and get inspiration from social media activities by providing social media tools specifically designed for education, generating student networks and providing the functions of the standard Learning Management System (LMS). Therefore, Open Learning focuses on the user experience that social media users are familiar with and designs the tools to match online habits to provide a temporary way of working social media.

Therefore, the features of this online tool need to be put into consideration in conducting CLL (Fajrillah, 2020), as follows:

1. Course Authoring, namely by carving out active learning experiences such as forming multimedia-rich learning sequences, constructivist activities with interactive Widgets, supporting online learning types such as: MOOC, Series, Free and paid learning, personal learning, planned, and group work.
2. Students Engagement, which combines content and community to increase students' inner motivation through learning feedback, galleries, developments and praise.
3. Facilitation (Facilities), namely seeing student development, statistics of learning sequences and learning reciprocity.
4. Assessment (Assessment), namely designing results based on authentic assessment and education through assessment of learning outcomes, portfolios, and automatic scores for quizzes.
5. Certification (Certificate) which is to easily recognize, give awards and recognition to students through certificates of completion, identification marks and micro-identifiers
6. Marketing (Marketing) which is to provide learning that attracts students with learning brands, supports international payments and certificates.
7. Learning Analytic (Learning Analyzing), namely collecting data, understanding smooth learning patterns through accessing student data, student activities and sharing data.
8. Institution Portals (Limiting Institutions) which turn the key to online education delivery supported by Open Learning where all learning is in one branded learning, unlimited fatigue, student data, API and API, integrated LTI for one sign.

To conclude, with the philosophy it holds, online learning tools can serve as effective facilitators and mediums in utilizing the CLL method, accompanied by various considerations, to ensure the pedagogical grammar learning process runs effectively.

The utilization of CLL for pedagogical grammar learning

Having the understanding and knowledge of how and in what way pedagogical grammar can be taught is an example of the existence of capital in the form of language teachers' beliefs where according to Graves (2000) this belief owned is a reflection of the role that the teacher or instructor has regarding the learning that will be carried out in the

form of assumptions. For language teachers, especially foreign languages, the approach that can be taken in teaching the language is through a functional approach as stated by Hanum & Rahmawati (2019) as the basis for choosing the implementation of the CLL method in their foreign language class, namely teaching Arabic. From the explanation of the basic concepts of the CLL method, it can be seen that this method is a method that uses a community-based concept by prioritizing the principles of counseling in the process of implementing this method.

This CLL method is believed to be able to overcome the problems of students' concerns, especially language learners in language learning by building a strong language learning community so that the desired results of language learning can be achieved according to the target (Hanum & Rahmawati, 2019; Hardini, 2018; Ekowijayanto, 2007). 2019). Although pedagogical grammar learning is grammar learning that is tailored to the interests of language learners (Leech in Odlin, 1994; Bygate et al., 1995), however, the big obstacles that are generally felt by learners will still exist and be felt by them as described by Richards. (1974) such as interference errors (errors that arise due to the mixing of other languages such as mother tongue), intralingual errors (errors that arise from errors in generalizing grammatical formulas) and developmental errors (errors that arise due to the limited experience of learners using grammar). the language). Therefore, in an effort to maintain learner motivation in the learning process, a safe, comfortable and free learning context from all worries must be continuously created and maintained through a conducive learning community. This condition can be created through a method called Community Language Learning or CLL which is also known as a community-based method.

Then, how does the learning process in this method actually take place? Based on the basic principles that Curran has offered in applying this method, there are five basic stages based on Curran's basic principles which represent the steps of learning a foreign language, starting from the "Birth" stage where the learner is stimulated by giving a feeling of security and comfort first so that the basic capital in the form of security and comfort will be the main key for the smooth continuity of the next learning process. Then at the dependency stage as the next stage where learners have little or no knowledge about the target language in this case English grammar shows that learners have felt a need for knowledge that they want to have or master after they feel the conducive learning conditions around them that allow them to learn arising from the comfort and security they have felt in the early stages of implementing this method. In psychology, these two initial stages are in line with Abraham Maslow's theory of sequential needs or the fulfillment of hierarchical needs where if one need has been met, then the need for something else becomes an urgency which will then be fulfilled. In learning, according to this theory, learners will be ready to learn if all these sequential needs have been met as a whole (Shaughnessy et al, 2018). The following is a picture of Maslow's theory of needs:



Figure 2. Maslow's Pyramid of Hierarchy of Needs (Maslow, 1943)

In the context of the stages of the CLL method, through the picture above, it can be seen that after the basic needs have been fulfilled, namely physiological needs, the need for feelings of security and comfort will arise. When the needs at the second level are met, namely the need for safety (safety needs), this is where the moment lies where learners will feel ownership and a sense of unification with the environment which is indicated by a sense of connectedness and closeness of relationship with those around them, one of which is the existence of a community or other groups. In other words, this is where the foundation lies why in this stage the CLL method considers the hierarchy of meeting the needs of learners in the learning process where the formation of a learning community will facilitate this.

The next stage in the CLL method is the "Self Stage" where learners have started to improve on what they already have and are starting to get an idea of how language works and they reach a measure of independence from their parents even though they are still seeking help from those who know more. After that, the stage of "Separate Existence" where learners have been able to practice what they have independently so as a reflection of this stage, learners have entered the stage of "Adolescence" where learners have become independent even though they are aware of gaps in their knowledge and feel quite safe to accept criticism and be corrected. The next three stages show that there is a constructive process that occurs when interactions occur with other communities or groups around the learner, especially in the cognitive aspect. This condition is in line with the essence of the CLL method itself, which views the learner as a holistic human being. Therefore, the learning process is emphasized on the cognitive and affective aspects of learners that are adapted to their backgrounds, so that the use of the metaphor of language teachers as counselors and facilitators can be seen where in the learning process in this method there will be a lot of drills or individual exercises in stages. What must be emphasized here is that through these three stages, namely showing a change through the process of interaction in the community where these two things are very central in constructivism theory (Hida,

2012). In the end, after all the stages have been fulfilled, the stage of "Freedom" is full of knowing, make the learner mature and understand a knowledge as a whole.

The stages contained in this method are in line with the philosophy that forms the basis of an e-learning educational platform known as Open Learning. As discussed in the previous sub-discussion, empowering learners through an active and constructive learning process based on community are the three main foundations underlying this platform (Firdaus et al, 2020). These three platform foundations can be seen clearly through the features they have which have been described in the previous sub-discussion. Then, the next question is how or what steps should a teacher take in learning pedagogical grammar, especially English grammar, integrated into the features of the platform? The answer is the selection of grammatical material that is appropriate to the learner that is systematically and planned in a learning plan that is integrated with the features of the Open Learning e-learning platform while still being based on three things, namely learner autonomy, active and constructive learning. and roles and functions that are seen as empowering communities or groups that exist and are available to learners in the learning process

CONCLUSION

In conclusion, carrying out of the utilization of CLL for pedagogical grammar learning from an epistemological perspective means that enhancing understanding and knowledge acquisition in the realm of grammar which recognizes that language learning is not merely about memorizing rules and structures, but rather about developing a deeper comprehension of the underlying principles and patterns of grammar. By employing CLL, learners are provided with opportunities for active engagement, collaboration, and reflection, which facilitate a more meaningful and holistic understanding of grammar concepts. This epistemological approach acknowledges the dynamic and interactive nature of language learning and recognizes the importance of context, social interaction, and personal experiences in the process of acquiring grammatical knowledge. Through the availability of an e-learning tool platform with the use of the internet and technology, it is hoped that an online course can be created through an open-learning system by further maximizing the benefits of a learning method through an integration process. One of the learning and language learning methods that can be taken into consideration for pedagogical grammar learning is a community-based learning method or also known as the Community Language Learning Method which has two basic elements that are identical to the elements belonging to the platform, namely constructive and community elements. . These two things are the two main considerations in building and planning an online course later which can be demonstrated through the features of the platform. However, the detailed features of both the CLL method and the e-learning tools available for each is a paramount importance in their utilization, especially in pedagogical grammar learning that

has specific goals intended for the learner's benefit. Therefore, further studies are needed to explore the deeper utilization of the CLL method from an axiological perspective.

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