



An Empirical Study of Counseling Learning Theory to Develop LSRW Skills of Undergraduate Students

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Abstract

This research paper depicts the significance of humanistic approaches in the field of English language teaching for ESL&EFL learners with a special focus on Counseling Learning Theory which was originated by renowned professor of psychology, Charles Arthur Curran from Chicago University. The principles and process of Counseling Learning Theory are also explained. The researcher studied how the LSRW skills of undergraduate students are improved by using Counseling Learning Theory for which the researcher has taken a sample of 30 Engineering students studying in the computer science branch. These 30 students are getting trained in terms of LSRW skills while the instructor applies the principles of Counseling Learning Theory. The researcher conducts one pre-test before the commencement of 12 hours training program and a post-test at the end of the training. Finally, the pretest and posttest scores of the students are analyzed and interpreted to find out the progress of the students after the experiment. In the end, the results are presented with suggestions.

Keywords: humanistic approaches-community language learning-LSRW skills-Engineering students

1. Introduction

This research paper explores all the humanistic approaches like the silent way, total physical response, suggestopedia, and Counseling Learning Theory. In the field of English language teaching, humanistic approaches play a vital role. Many English language teachers adopt these humanistic approaches to teaching English. Generally, second language learners struggle a lot with inhibitions, insecurity, and stage fright in the process of learning the English language. Since language learning is linked to human psychology, the language learner should feel secured first before his actual learning. Such kind of secured learning is provided by humanistic approaches which makes it very popular in the teaching and learning of English. All the humanistic approaches provide comfortable learning to the learners with their psychological principles. In all the humanistic approaches, principles like cooperation and counselling to the learners by the teachers will boost language learning more effectively.

In this research, Counseling Learning Theory is applied in the teaching-learning process of English for second language learners. Counselling Learning Theory is called counselling learning originated from client-centred therapy by Charles Arthur Currin and his disciple La Forge did a lot of research on the implementation of Counseling Learning Theory. They introduced some principles like collaborative learning, group learning, security, assertion, retention and discrimination. In this approach, the teacher is a counsellor and the student is the client. The teacher helps the students in the process of learning the language. The teacher facilitates the learners to learn the language smoothly and in a secured environment. The teacher initiates the learning process from the teacher which is an advantage in group learning. The teacher assigns tasks to the students. Take for instance, if the teacher gives a task like situational dialogue writing, learners think in their mother tongue and translate them into English, teacher helps when any learner wants an expression in the target language from their source language. Finally, the script of the teacher is recorded and played at the end. Indeed this process of learning shows a great impact on the learner, particularly from the regional medium background. Here, it is observed how Cooperative language learning in a group of learners from an engineering background.

2. Literature review

La Forge Paul G, "Time and space with community language learning" quarterly, (1977)

Objectives:

- To explain community Language Learning as a time learning Configuration.
- To explain the use of Community Language Learning to cope with anxiety.

Methodology:

The researcher adopted group activities in this research by way of contrast to the spatial configuration of the row, the class teacher works with a circle of students. The exercises are used to illustrate the potentiality of the circle. There are three types of groups found in the research. The first one is very big, the second one is moderate and the third one is pair.

Findings:

- It was found that time and space configuration can be used to promote communication to effective communication.
- It was also identified that group learning would help the students to overcome fear and anxiety.

La Forge, G Paul, "use of social silence in the interpersonal Dynamics of community Language learning", -- quarterly, VolIII.No.4 December 1977.

Objectives:

- To show how teachers can use social silence to promote the speaking ability
- To show the role of social silence in the interpersonal Dynamics of use refer to silence on the part of the teacher, and students when called for by the class contract

Methodology:

The researcher adopted group learning in this research and implemented it in Japanese, Spanish and American Language learning. The Class group was composed of Japanese junior and senior high school male students. All of their Class groups were engaged in the difficult task of marketing a foreign language. The class group process has been observed in large classes of thinking find to fifty students each. Further, the junior college and university school year in

Japan consists of two semesters of fifteen weeks. All classes of one or two 90-minute periods weekly must be lifted into oral or conversational English programs.

Findings:

- It was observed that uses of social violence in solving effective binds connected with English conversation activities have been shown in class experience and reflection sessions.
- It was found that proper use of social silence in the interpersonal content stimulates progress through the five class stress of language learning.
- It was also found that a class reflection period would provide four forms of feedback on the affective impact of the learning activity on the students.

3. Methodology

3.1 Statement of the problem:

it has been observed that many undergraduate professional students remain unemployed due to poor communication skills in English. To develop the LSRW skills of Engineering students, here three research questions are framed

1. Can the students adopt community language learning?
2. Can the students improve their listening and speaking skills through community language learning?
3. Can the students improve their reading and writing skills through language learning?

3.2 Objective of the research

The objective of this research is to identify the problem of undergraduate students with enhancing LSRW skills. It has also been experimented on that LSRW skills are improved through Cooperative language learning and to find out the results and progress among the students after the experiment.

3.3 Hypothesis

1. Undergraduate language learners will adopt community language learning
2. Undergraduate students will improve LSRW skills through Cooperative language learning

3.4 Population and Sample

To study the problem, 30 undergraduate students studying in first B.Tech in computer sciences are taken from Aditya Institute of Technology and Management, Tekkali, Andhra Pradesh. The population of this study is undergraduate students and the sample is thirty Engineering students. All thirty students are involved in the four activities related to four skills on which the trainer prepares modules for his twenty-hour instructional classes. All the participants will take part in the training program and take a pretest and post-test.

3.5 Tools

Tools are essential for any kind of empirical study. Here in this study, tools like pretest, post-test, instructional handouts like audio video recorder and language laboratory are taken to the enhancement of language skills of the learners.

4. Data collection and interpretation

Data is collected from the sample by conducting a pretest before the commencement of the training program whereas a posttest was conducted after the successful completion of the training program. The collected data is analyzed and interpreted in the forms of tables, bar graphs and charts. Scores of the individual in all four skills are compared and an overall comparison is also done here. Scores of different skills are also analyzed. In this research pretest was conducted for 20 marks and 5 marks were allotted for each skill. Post-test was also conducted for 20 marks, five marks were allotted for each skill. The pretest consists of four questions, each question carries five marks. To test the listening comprehension level of the students, one video was shown followed by a listening comprehension activity, one reading comprehension activity was also given, one role play activity was given to test the speaking ability and situational dialogue writing was given for testing writing skills, similar kind of pattern was followed for post-test also with different questions.

CHART-1 LISTENING

	LISTENING SKILL	
Total Number of Students	LISTENING PRETEST5 MARKS	LISTENING POST TEST5 MARKS
30	96	135

The above table shows that thirty students participated in this experiment and the marks obtained in the pretest and posttest. The total marks obtained by all the students in the pretest are 96 and 135 in the posttest. The difference between the pretest and the posttest is 39. The average marks obtained by each student in the pretest are 3.2 and 4.5 in the posttest of listening. The difference between the pretest and posttest scores of an individual is 1.3 which indicates progress in listening comprehension after applying Counseling Learning Theory.

CHART-2 SPEAKING

	SPEAKING SKILL	
Total Number of Students	SPEAKING PRETEST5 MARKS	SPEAKING POST TEST5 MARKS
30	92	139

The above table shows that thirty students participated in this experiment and the marks obtained in the pretest and posttest. The total marks obtained by all the students in the pretest are 92 and 139 in the posttest. The difference between the pretest and the posttest is 47. The average marks obtained by each student in the pretest are 3.06 and 4.63 in the post-test of listening. The difference between the pretest and posttest scores of an individual is 1.57 which indicates progress in speaking competency after applying Counseling Learning Theory.

CHART-3 READING

	READING SKILL	
Total Number of Students	READING PRETEST5 MARKS	READING POST TEST5 MARKS
30	95	142

The above table shows that thirty students participated in this experiment and the marks obtained in the pretest and posttest. The total marks obtained by all the students in the pretest are 95 and 142 in the post-test. The difference between the pretest and post-test is 47. The average marks obtained by each student in the pretest are 3.16 and 4.73 in the posttest of listening. The difference between the pretest and posttest scores of an individual is 1.57 which indicates progress in reading comprehension after applying Counseling Learning Theory.

CHART-4 WRITING

	WRITING SKILL	
Total Number of Students	WRITING PRETEST5 MARKS	WRITING POST TEST5 MARKS
30	96	142

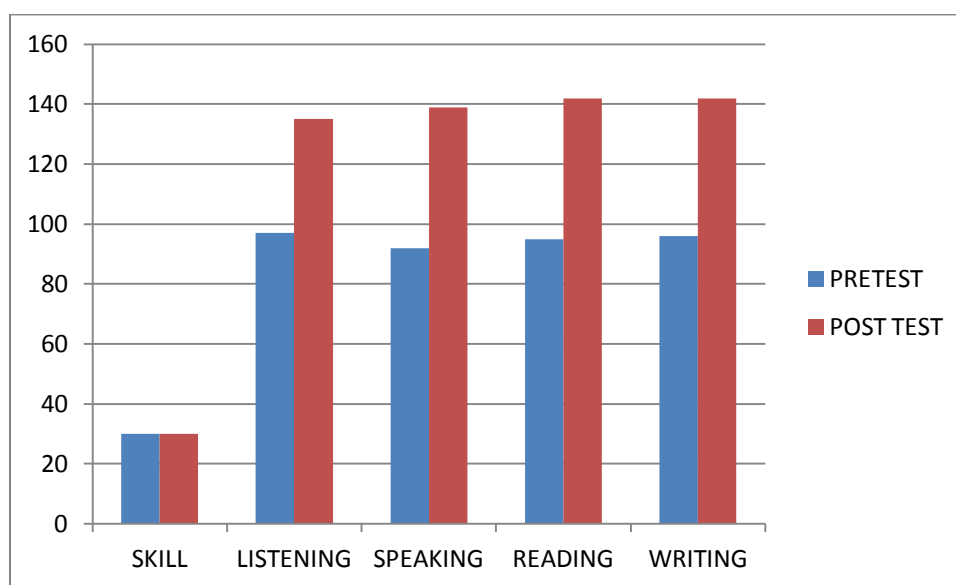
The above table shows that thirty students participated in this experiment and the marks obtained in the pretest and posttest. The total marks obtained by all the students in the pretest are 96 and 142 in the post-test. The difference between the pretest and posttest is 46. average marks obtained by each student in the pretest are 3.2 and 4.73 in the posttest of listening. The difference between the pretest and post-test scores of an individual is 1.53 which indicates progress in the writing ability after applying Counseling Learning Theory.

PRE-TEST SCORES- POST-TEST SCORES

	PRETEST	POST-TEST
SKILL	30	30
LISTENING	97	135
SPEAKING	92	139
READING	95	142
WRITING	96	142

This table shows the different skills: Listening, Speaking, Reading and Writing skill and the tests conducted on the skills. All the pretest scores of all the thirty students of engineering students of Aditya Institute of Technology and Management are also given. In the listening test, students obtained 97,92 in speaking,95 in reading, and 96 in writing. Posttest marks of all the thirty students are also given. Students obtained 135 marks in listening, 139 in speaking, and 142 in both readings and wring respectively.

PRE-TEST SCORES- POST-TEST SCORES



The above bar graph shows the performance of all the students in both the pretest and posttest in all the skills. It also shows that there is the highest improvement in reading and writing skills. Students obtained fewer marks in the listening skills compared to all other skills. There is a slight difference between listening and speaking scores and the same scores in the reading and writing

of the posttests. However, the graph indicates that there is improvement in all the skills at the end of the study.

Conclusion

In the conclusion, it is observed that the impact of Cooperative language learning on the students is in terms of the acquisition of listening speaking reading and writing skills which can enhance the communicative competence of the learners. However, still there is scope for further study to find out the difficulties in this study. It is also observed that students' inhibitions and stage fright have overcome through the appropriate counselling given by the students at the time of learning the language.

Indices

Pretest scores

SKILL	LISTENING	SPEAKING	READING	WRITING
S.R.No	5 MARKS	5 MARKS	5 MARKS	5 MARKS
1	4	3	4	3
2	3	4	4	3
3	3	4	4	3
4	4	3	2	4
5	4	2	3	2
6	3	4	2	3
7	4	3	3	4
8	2	2	3	4
9	4	3	3	2
10	4	2	3	4
11	2	3	4	3
12	4	4	3	4
13	2	3	4	4
14	3	4	3	4
15	4	3	4	2
16	3	2	3	4
17	4	3	2	2

18	2	3	4	4
19	4	5	3	2
20	2	3	4	4
21	4	4	5	3
22	3	4	5	5
23	4	2	3	4
24	3	3	2	2
25	2	3	3	3
26	3	2	1	3
27	4	3	2	2
28	3	2	2	3
29	4	3	3	2
30	2	3	4	4

Post-test scores

SKILL	LISTENING	SPEAKING	READING	WRITING
S.R.No	5 MARKS	5 MARKS	5MARKS	5 MARKS
1	5	4	5	4
2	4	5	5	5
3	4	4	5	5
4	5	5	4	5
5	4	5	5	5
6	5	5	5	5
7	4	3	5	5
8	4	5	4	5
9	5	4	5	4
10	5	5	4	4
11	4	4	5	5
12	5	5	4	4
13	3	5	5	5
14	4	5	5	4
15	5	5	5	5
16	4	5	5	5

17	5	5	4	5
18	4	5	5	4
19	4	5	4	5
20	5	4	5	5
21	4	5	4	5
22	5	5	5	5
23	4	5	5	5
24	5	4	5	5
25	5	5	4	5
26	5	4	5	5
27	5	4	5	4
28	4	5	5	4
29	5	4	5	5
30	5	5	5	5

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