Exploring Counseling-Based Pedagogy in EFL Classrooms: Perceived Values of English Language Teachers in Nepal

Dev Ram Joshi

MPhil Scholar, Far Western University, Mahendranagar, Nepal
English Teacher, Mahunyal Secondary School, Kailali, Nepal
Email: teacherdrjoshi@gmail.com

Abstract

Nepalese students learn Japanese, Korean, and other languages within a short period of time or within twelve months but they do not develop the proficiency level in English as equal to those languages despite studying English for twelve years. Why is it happening? Where is the gap? What should be done to make English language learners more aware about learning English? These burning issues forced me to rethink the language pedagogy that we are applying in the school settings. In the process of professional practices, I developed an insight that language pedagogy should embrace critical awareness in language learning and make teacher and learners supportive and respectful to each other. Therefore, I have explored the perspectives of English teachers on Counseling-Based Pedagogy (CPB) under the framework of qualitative case study research design collecting data with the help of document study, Google forms, and telephone conversations. I found positive attitudes and strong beliefs of my participants on this pedagogy which encouraged me to investigate further on it because their case examples of improving English proficiency along with learners' personal growth indicate that this pedagogy can contribute to ELT. The implications of this study are useful for English teachers and researchers to experiment how supportive and respectful classroom atmosphere, empathetic communication, and critical awareness enhance English language teaching and learning in Nepalese context.

Keywords: Support system for learners, rapport building, teacher as counselor, personal and linguistic growth, empathetic communication

Introduction

Five years ago, I found a boy in class nine. He was quiet, innocent, and disciplined but was striving to learn and unable to ask me the questions that he wanted to ask. In the first terminal exam, he got 2.5 marks out of 75. I talked to him outside the class and promised to support him. I changed my style of teaching in the classroom being focused on that type of students as well stepping the principles of comprehensible input, scaffolding, psychological support, and joyful learning. Many other students including him started to be engaged more actively than earlier. I taught him and other students in the same way individually and in the class. In the second terminal exam he got 23 marks and after six months, he not only interacted well but also taught his peers with good confidence which he had learnt during the period and he got 30 marks out of 75 in the final exam. These days, he is doing better in his bachelor level.

Similarly, three years ago, there was another boy in class ten who was regular in the class, used to do homework regularly, well-managed, and self-disciplined but he had the problem in catching whatever I taught and he got only 12 marks out of 75 in the first terminal exam and same number in next exam. Then I thought that there was a problem with him, I talked to him outside the class but he was unwilling to express anything with me. I continuously talked to him with motivating examples in the interval time of school and he expressed his problems after a week. I found that there were problems related to the fundamentals of the English language, some personal health problems, pressure in other subjects, and family problems. And then I assured him to provide full support in his learning and he gradually improved his achievement after I taught him as the previous student. After these types of incidents and experiences in the school, I thought to explore more on such issues and I planned to delve into the transformative use of pedagogical activities and creating a support system for the low-achieving learners.

In the context of Nepalese community schools, I found a few number of students who perform best after they are provided required linguistic exposure but a large number of students are unable to develop competence in English language only with sufficient linguistic exposure and comprehensible input, they need psychological healing and stepwise careful support. In my experience, there are two types of low achievers; one due to lack of a supportive environment and other distracted students due to addiction and lack of a regulative environment. Here, I am focused on those students who have a desire to learn English but are facing multiple challenges and struggling for fundamental skill in the English language despite studying at secondary level. To address these issues, my experiential experiences say that the principles of counseling incorporated with English language teaching can be useful for both learners' linguistic and personal growth simultaneously. Therefore, after the incidents of many students as two boys that I mentioned here, I am deeply interested to explore counseling-based pedagogy in English

language classes to enhance English language proficiency along with personal growth of the learners in the context of Nepalese public schools (Corey, 2013).

Regarding existing literature, Cook (2015) researched the role of school counselors to develop literacy skills in English language and Gregorcic & Mazgon (2017) explored the role of school counselor to enhance personal and learning ability of students. Similarly, Kimbel (2013) investigated the validation of school counseling programs in the perspective of students. Going beyond this, Watkinson (2019) studied how counseling can promote school belonging to the learners to attract learners to school education. Furthermore, Johnson & Cain (2019) investigated how the school counselors can establish English as a second language and Gallagher (1973) explored the role of counseling in foreign language teaching to enhance language learning and attitude development. As the specific scholar of integrating counseling in English language teaching, Watkinson et. al (2022) explored the experiences of school counselors about dealing with English language learners and Narmashiri et. al (2021) studied the role of counseling for language proficiency. Additionally, Romadlon (2022) studied the peer counseling technique to develop confidence and speaking skill in the students and Bruce & Diagle (2018) explored a group counseling approach about how it can contribute to better test performances of English language learners. Previous studies explored about the role of school counselors to enhance language learning, effectiveness of school counseling, and role of counseling (e.g. peer and group) for the development of confidence, speaking skill, and language proficiency but there are no more studies in Nepal on integrating counseling principles in English language teaching, especially to enhance the performance of low-achieving learners.

Therefore, this qualitative case study research aims to explore the perspectives of secondary level English language teachers on how counseling-based pedagogy is significant and can contribute to enhancing the proficiency level of low-achieving English language learners in the Nepalese community schools who are struggling for proficiency and facing challenges despite their huge interest in learning English. I explore perceptions, beliefs, experiences, and attitudes of English language teachers on counseling-based pedagogy in English language teaching and learning through the research questions; how do English language teachers perceive counseling-based pedagogy (CBP) in English language teaching and learning, why do they think CPB is important to enhance the English proficiency of low-achieving learners, and in what ways can counseling-based pedagogy create a supportive and respectful learning environment for English language learners?

As the theoretical foundation, this study steps on input, interaction, and affective filter hypothesis of Krashen which can give insight to make learning process comprehensible interactive and highly motivating, scaffolding and zone of proximal

development of Vygotsky which make the way to make stepwise support, and humanistic theory of Carl Rogers which supports teachers to be learner centric and address the learning needs of students (Krashen, 1985; Long, 1981;Vygotsky, 1978; Rogers, 1969). Therefore, this study is essential to create the platform in Nepalese context for integrating the core values of counseling to ensure equitable access and to develop required language proficiency in the school level students, especially the students of secondary level in community schools of Nepal. The theoretical base of this study is significant to determine the whole language education process giving insight for practical implications of psychological aspects of language learning and holistic development of learners. The implication of this study will be useful for the English language teachers in Nepal who are facing such problems in public schools due to the language proficiency gaps of the learners and their frustration towards learning English.

Literature Review

Conceptualizing Counseling

Burks and Stefflre (1979) defines counseling as a learning and teaching process in which a client is supported to learn new skills and adopt new behaviors. Likewise, Pal (2022) explains counseling as the helping relationship. Being broader, the British Association for Counseling (BAC) defined counseling as the skilled and principled use of relationships to facilitate self- knowledge, emotional acceptance and growth and the optimal (maximum) development of personal resources (Gladding, 2004). Similarly, the counseling helps clients not only reduce the emotional distress and dysfunctional behaviors but also promote adaptation to the environment and develop potential assisting in important personal decisions making (Gladding, 2018; Corey, 2017). Based on these concepts, the counseling-based pedagogy can enhance English language learners' proficiency creating a supportive environment for the development of self-knowledge and personal resources.

To be clear about counseling, it is necessary to know what cannot be taken as counseling. According to Williams (1960) counseling is not giving information, advice and suggestions or recommendations. Similarly, it is not influencing the client's values, attitudes, beliefs, interests, decisions, etc. with or without threats. Similarly, Corey (2013) declares that counseling is not giving advice without understanding the context. For Nelson-Jones (2014) it is not causal or informal conversation. Similar to this, Roger (1969) states counseling is not judgmental or directive communication and interrogation or coercion. Moreover, counseling is not therapy without professional training (ACA code of ethics, 2014) and it does not believe that one size fits all the solutions (Patterson, 1984). Thus, the teachers are supposed to be aware of what to do and what not to do while managing English language learners' behaviors.

Principles of Counseling

Counseling principles guide the teacher as a counselor about what to do and how to do in the learning process (Pal, 2022). These scholars described counseling as a gradual and slow process because the rapid process can cause frustration and ignorance in the learning process. Counseling is not only for those students who are facing problems and slower in learning but also for all types of learners. Pal mentions that counseling is more procedural, developmental, and preventive than remedial which carries certain ideologies. Such as every individual is capable of learning and taking charge of their activities and every child has a right to choose their learning path because the counselor does not dominate in self-choice but guides them to make the right choice. Corey and Pal assert that counselors create the environment for individual respect, accepting as the learners are. Similarly, it is not advice giving and thinking for clients but thinking with clients as it enables clients to make careful thinking guiding them to find solutions on their own. Counseling is not interviewing but doing empathetic communication with the clients for their self-understanding and self-accepting. Clients are prepared for open criticism of self and others in a permissive and non-nonthreatening environment through the warm and trustful relationship of counselor and client to explore self and the surrounding world (Core, 2017; Gladding, 2018).

Understanding Counseling-Based Pedagogy

According to eastern philosophy, especially Bhagavad Gita, Guru has freedom to teach the knowledge and skills that is necessary to the learner at the present time and the learner has also the freedom to choose the Guru and learning contents based on self-realization (Pal, 2022). This process is totally linked with real life needs and critical awareness as Krishna did for Arjuna taking him beyond all his confusions and frustrations. Although this is a new concept in ELT, so far I have understood the role of a teacher is as counselor, guide, and supportive environment creator in this pedagogy. It involves scaffolding learning by providing emotional and psychological support, fostering learner autonomy, and creating a safe learning environment that reduces anxiety and enhances engagement (Vygotsky, 1978; Krashen, 1982). Similarly, integrating counseling principles into teaching to support students' emotional well-being, fostering motivation, and enhancing academic growth can be taken as techniques in counseling-based pedagogy (Rogers, 1969; Nunan, 1991).

Additionally, the historical bases for counseling-based pedagogy can be terraced, stepping on the ideas of Rogers (1969) as he introduced the humanistic approach to education and emphasized the value of freedom in learning by adopting the role of teacher as a counselor. Similarly, the theoretical underpinnings of counseling-based pedagogy for enhancing the proficiency of low-achieving English learners draw strong

support from several influential scholars. Dewey (1938) emphasized experiential learning and the role of the teacher as a facilitator, aligning with the idea of personalized support in counseling-based approaches. Meanwhile, Maslow (1943) highlighted the importance of addressing learners' emotional and psychological needs before expecting academic success, thereby reinforcing the need for a supportive learning environment. Freire (1970) advocated for dialogic, student-centered education that empowers learners and Gardner's (1983) theory of multiple intelligences supports differentiated instruction that values learners' diverse abilities, resonating with counseling strategies that personalize learning. More rigorously, Carkhuff (1983) emphasized the development of helping skills and empathic teacher-student relationships, which are core elements of counseling-based teaching. Stevick (1990) recognized the affective dimension of language learning, stressing that emotional security enhances language acquisition and Goleman (1995) through emotional intelligence underlines the importance of managing emotions in learning, which is also a foundation of counseling-based interactions. Finally, Brown (2000) advocated for humanistic approaches to language teaching, emphasizing learner-centered practices and affective engagement as a key to supporting low-achieving learners through counseling-infused pedagogy.

Theories of Language Education in CBP

Corey (2017) has proposed multiple theories for counseling and psychotherapy which can help for personal growth together with linguistic growth of English language learners. Corey explained Adlerian theory which emphasizes the individual's sense of belonging, striving for significance, and the impact of early family dynamics on behavior development. Based on this theory, learners learn better when they make good relationships with teachers and get support from family. Similarly, the existential theory centers on the human experience, encourages individual freedom, responsibility, and meaning in life. By following this, the learners can learn themselves if they understand the meaning of language learning. Likewise, person-centered theory focuses on providing unconditional positive regard, empathy, and genuineness to facilitate self-awareness and personal growth in language learners after which they develop learner agency and strategy to learn language.

Furthermore, gestalt theory encourages clients to focus on present experiences and interpersonal relationships to achieve self-awareness and integration of mind, body, and emotions. This theory helps learners to learn all aspects of language together through collaborative activities and self-directed learning. Moreover, the cognitive behavioral theory aims to change dysfunctional thinking patterns and behaviors by helping clients identify and challenge cognitive distortions and adopt healthier patterns. With the help of this theory learners can develop a positive attitude towards language learning and

they can modify their linguistic behavior through self-realization and practice. Finally, as this postmodern approach emphasizes the construction of meaning through language and the development of alternative, positive narratives to foster change, the learners can learn language with varied activities focusing on recent demand of language rather than focusing on traditional patterns of language use (Gladding, 2018; Pal, 2022).

Learners Who Need Counseling

Counseling should be considered for every learner with stress-related mood disturbances and adjustment problems. Similarly, if they are facing emotional disturbance and are unable to attend the work regularly, they need counseling. Additionally, due to depression, anxiety, fear, anger or other dysfunctional emotions, if the person is not in normal state, they are also to be counseled. Meanwhile, if the individual has poor attention and concentration, frequent forgetfulness, mental slowness and mind blocks and abnormality in sleep and appetite, they also need counseling. If there is decreased ability and desire to interact normally in social situations, if the individual prefers to avoid company, and if there is decreased work efficiency, making errors at work, avoidance of responsibilities, they benefit from counseling. If there is decreased involvement in the usual recreational and leisure activities such as reading, watching television, and hobbies, if there is fatigue, lethargy, aches and pains, headaches, psychosomatic problems associated physical symptoms, and if there are emotional disorders in childhood and adolescence, interpersonal problems, and a problem of alcoholism and drug abuse, they are to be counseled immediately and the language teaching activities are to be designed considering these aspects of counseling (Gladding, 2018; Corey, 2017).

Learners Who Need Psychotherapy Not Counseling

If there are symptoms of dementia-mental ill-functioning due to brain damage or brain disease, schizophrenia-delusions, and disorganized thinking (e.g. hearing unusual voices, seeing visions), Mania-period of intense elation (extreme frequent excitement or energy), and obsessive-compulsive disorder-anxiety disorder, intrusive thoughts, repetitive dysfunctional behaviors, they need psychotherapy and they should not be taken in counseling process. Similarly, the individuals with grossly abnormal behavior (e.g. being violent, not taking care of personal hygiene), abnormal talk (e.g. being irrelevant and incoherent), and loss of judgment and insight (that is, the failure to acknowledge that one is ill) are to be taken to psychotherapy immediately. The English language teachers may not do anything for them except helping their guardians to consult the psychiatrist because this type of students cannot learn in normal class (Gladding, 2004; Corey, 2017).

Research Methodology

Under the qualitative case study research design, I carried out my research on a case in multiple sites (e.g. four English teachers of different schools) to make comprehensive understanding on counseling-based pedagogy by exploring perspectives of English language teachers of public schools of Nepal as Creswell (2013) believes that a good qualitative case study presents an in-depth understanding of the case and analysis of multiple units within the case to understand a specific issue, problem, or concern in detail. Likewise, I collected data through document study as this pedagogy is under researched in Nepal, open ended questions in Google form to collect central ideas on the topic from the teachers of distant places, and telephone conversation with English language teachers to record the case examples and discuss micro points of counseling-based pedagogy in EFL classrooms (Creswell & Creswell, 2018).

I have selected four English language teachers purposefully as the participants of my study as they have been teaching English language by following the essence of counseling techniques and creating support systems for learners directly or indirectly in their English language classes (Creswell, 2013). The teachers whom I have selected to understand the perspectives on counseling-based pedagogy have been teaching English for over ten years at secondary level of public schools in Nepal. Three of them are males and one of them is female. All of them have the experience of teaching students from nine to twelve. We have agreed that I can give them the pseudonyms; Sima miss, Saroj sir, Kamal sir, and Rohit sir. They easily provided me with the data as we have been sharing our professional experiences for a long time although we are physically at a distant place. We have got a chance to share our experiences in different platforms together so they attracted my attention to make them research participants due to their interest in teaching English focusing on psychological aspects of English language learning.

After the data collection via three research tools as mentioned earlier, I made synthesized notes on counseling principles, theories, and procedures by studying the books of scholars like Corey, Gladding, and Pal for conceptual and theoretical understanding of counseling and then I synthesized the ideas of teachers provided through Google form, and finally I transcribed the phone conversations to elicit the major ideas and case examples. I thought that the theme of findings would be better if they are managed in the question forms because the perspectives of the teachers are understood better in this way so I organized the data under each interview question. Here I mean I have designed seven themes by following research questions and discussed the findings accordingly. To maintain anonymity and confidentiality, I had promised with my participants to keep the data safely and to use them only for this research purpose. Similarly, the data triangulation from phone calls and Google form interviews ensure the trustworthiness of the data (Creswell & Creswell, 2018).

Results and Discussion

As this counseling-based pedagogy (CBP) is not widely researched in Nepalese context and the school level English teachers have not exactly practiced the pedagogy, I did not use the term "counseling-based pedagogy" while collecting perspectives of teachers instead I used the terms; rapport building, learner potential, personal and language growth, empathetic communication, critical awareness, and respectful and supportive learning environment which are elements of this. Similarly, I have presented the findings in question form believing that the beliefs, opinions, perspectives, and attitudes of English language teachers will be understood better when they are presented exactly in the form of questions.

How Do Teachers Think That Good Rapport between Teacher and Learners Influences the Learning of Learners?

In most of the cases, the learners become low-performing when they are unable to ask the questions about the language items that they have not learnt well. Therefore, the friendly relationship between teacher and learners is central to interacting in a cozy environment. Sima Miss explained her experience that she made good rapport with a backward student after the request of the guardian by spending more time with him and he began to ask everything freely and he was able to get an average grade in exam developing basic skill in English. Meanwhile, other participants expressed positive attitude that the rapport building with learners is the first step to start helping learner to learn English and further they claimed that without effective language learning activities, it is difficult to maintain the rapport with them only with other non-linguistic activities, e.g. praising them, taking snacks with them, and spending time with them because the interesting language activities make the environment of trust towards teachers and then students come closer to them. My experiences also reflect that when the learners take teachers as a guardian, they ask every word, sentence, and language item at any time and learn English rapidly.

Existing literature also supports the significant role of rapport building in language learning. Pianta (1999) stressed that this approach increases engagement and motivation level of learners who are struggling for language proficiency. Similarly, Hamre and Pianta (2006) claimed that emotionally supportive teachers easily enable learners for cognitive engagement in language acquisitions as the learners are valued and understood better. Harmonious relationship between teachers and learners leads to lower affective filters and learners learn the language in a relaxing way (Krahen, 1985). There is no doubt that good rapport enhances learning. However, there can be problems in teachers' perspective because some teachers don't want intimate relationships with learners; they just want to maintain formal relations. In this situation, this idea cannot work well. My findings are also similar to the existing literature but the slight difference is that teachers accept this

approach but they are unable to implement it effectively.

How Do They Perceive the Teacher's Role in Recognizing and Fostering Each Learner's Potential in English?

Each learner has the ability to learn a language and they might have already acquired some skills in the English language so another important strategy of the teacher is to draw out the language ability and promote it. Saroj sir believed that the learners who are poor at speaking can be good at reading. At the same time Kamal and Rohit sir have realized that enhancing learners' any strong point develops their confidence and they engage in language learning activities as well. Soroj sir exclaimed that there was a student in his class who was only good at singing but unable to write a single sentence in English but gradually, after promoting his singing activity, he improved his English proficiency as well. Thus, all of the participants accepted the significance of fostering learners' inner potential while conducting linguistic activities for which the teacher can play the role of guide, counselor, motivator, and facilitator.

Tomlinson (2001) explained that learners develop their confidence faster when the teachers are skillful to address their unique abilities. Similarly, Gay (2010) emphasized on taking learners as capable individuals with varied intelligence and learning style looking at their strong points rather than limitations only. Teachers can work as mentors to nurture their hidden talent guiding them through meaningful learning tasks which promotes trust of learners towards their teachers that they believe in their students' abilities (Bruner, 1986; Hammond, 2001; Cummins, 2001). The teachers accept the positive role of recognizing and promoting learners' talent. However, there can be the issue of when and how to do so. Therefore, the teacher is required to be updated. And another issue can be how to ensure the linguistic development of learners along with fostering their potential.

To What Extent Do Teachers Think Language Teaching Should Address Learners' Overall Development beyond Language Skills?

Successful language learning activities begin when the learners are ready to learn in terms of interest, level, positive attitude towards language, and support for language learning. Therefore, I strongly believe that personal growth and language development should go simultaneously. Sima Miss supported this approach with her experience that she gave full effort to her students but only fifty percent students were graded in English in SEE due to lack of this ideology. She further claimed that we did a race of finishing courses but we could not pay attention to the real learning of the learners due to which the huge efforts could not give expected results. Kamal sir along with other participants agreed with this and explained that the language skills and aspects are developed in them in a better way when they are emotionally balanced, socially encouraged, academically supported, and individually aware about the language learning and its value.

This holistic view takes language learning as the process of developing cognitive, social, emotional, and moral abilities. Rogers (1951) takes learning as developing whole individuals. Similarly, Brown (2000) focuses on the enhancement of self-esteem, empathy, and interpersonal skills along with identity, emotion, and cultural understanding in the learners. To create an atmosphere for personal growth, emotional expression, and critical thinking (Kramsch, 1993 & Nodding, 2005), teachers can integrate life skills in language learning activities by following UNESCO education framework 2015. After the long efforts of teaching English language at secondary level, I have also realized that only linguistic activities are not sufficient for overall communicative competence in English language and to ensure the learning of each learner so there should be both linguistic and personal growth together.

How Do Teachers Support the Role of Empathetic Communication between Teacher and Student in Language Learning?

When the learners are valued in the learning process and feel empathized in interaction, they easily express whatever they like to present without fear of errors, insults, and threats. Strongly supporting this idea, Kamal sir exclaimed, "Wow! What an excellent idea sir. I have also realized this in my class." He further elaborated that he asked his students to say something about God while teaching the poem "Leave this chanting and singing" but no one spoke then he asked one boy saying "yes, he will definitely say something" . The boy replied no. Again, he encouraged his saying god lives in a temple, right? The boy answered, "No god lives in our heart." Here, I mean the learners can reject commenting on any topic but teaching can provide supportive prompts respecting his feelings and identity. Saroj and Rohit sir expressed a similar view that in remedial classes, it is essential. There is limited study on the role of empathetic communication. However, some scholars see the significance of empathy in communication to make learners feel valued and understood (Rogers, 1951; Carkhuff, 1983). Similarly, empathy enhances interpersonal communication, collaborative activities, risk taking, and harmony in language learning process (Goleman, 1995; Mercer & Gkonou, 2020). Nowadays, I experiment with this approach in the class and I am able to get each and every student to express their thoughts in a comfortable manner.

Why is CBP Important for Learners to Develop Critical Thinking about Their Learning Challenges?

Integrating soft skills, e.g. critical thinking, collaborative learning, problem solving skills etc. enable learners to learn language meaningfully and purposefully. Saroj sir and Sima miss presented a similar view that when the learners learn language with critical awareness, they learn language for language competence and performance not for exam purpose and they become skillful to get help from teachers to solve their language

learning challenges. I have an experience where one of my students was average in English but after good rapport with me, he developed critical awareness by following and asking me different questions inside and outside the class and then he was not only a good student of language but also co-teacher of mine. All of the participants viewed this element of counseling-based pedagogy positively and enthusiastically. Brown and Rogers argue psychological support encourages self-reflective activities, metacognition, and problem solving, guiding students to explore not only what challenge they face and why they face the problems.

What is the Significant of a Respectful Learning Environment to Enhance Learner Participation and Success in English?

When teachers create respectful and supportive language learning environments in the class, the learners take teachers as not only guide and counselor but also as dearest guardians due to which language learning activities take place smoothly. All of my participants supported this approach to language teaching. They explained it as a useful method not only in remedial class and individualized class but also in all types of classes. Likewise, they added that its principles like rapport building, promoting personal resources of learners, and developing confidence can really help teachers and students to teach and learn in a friendly and supportive atmosphere. Kamal sir asserted, "Actually, we have not focused on such aspects more while teaching English but after this conversation, I realized that it can enhance active participation of more students than traditional approaches that we have been adopting for a long time." Supporting this view, Saroj sir explained that he uses motivational stories at the beginning of class which encourages students to ask questions freely and design plans for language learning. He further added that students actively participate in learning when their ideas are valued and promoted.

What Kind of Support do English Language Learners Need in the Context of Nepalese EFL Classrooms?

The learners expect and need the support as their level, interest, and style of learning. Average learners need motivation and stepwise support whereas excellent students expect challenging and higher ability, critical thinking, and problem solving support. Similarly, some students want to improve their writing skills more while others expect support in developing speaking skills. Kamal sir exclaimed, "I felt that the students feel free to ask and learn from teachers rather than their parents but they get discouraged if we show authoritative behavior so they expect kind and empathetic behavior from them for better learning." Similarly, Saroj sir said that students need linguistic and personal input together in the class otherwise they avoid learning. Likewise, Rohit sir believed that support is not only teaching them well but also reinforcing and guiding them time to time providing them resources and illustrations about their contents that they are learning. He

further illustrated his student's view that learners wander the class of teachers filled with illustrative as well as challenged classroom discussions so that they can learn to interact in English and perform better. Scaffolding techniques, such as modeling, guided practice, and visual aids, help bridge the gap between what learners can do independently and what they can achieve with support (Vygotsky, 1978). Likewise, many learners face anxiety, low self-esteem, or fear of making mistakes, especially in speaking English, which hinders their participation and growth (Shrestha, 2008; Giri, 2010). Therefore, there is a necessity of counseling integrated approach in language learning.

Conclusion

The present context of English language teaching and learning in Nepal has been going through the challenge of language proficiency gaps and the frustration towards learning. English teachers face the challenges to bridge the gaps of language on the one hand and on the other hand they have to prepare learners ready for learning English for which I have developed an insight that the counseling integrated language learning is useful for both personal and linguistic growth of the learners simultaneously but the problem is that there is not any direct study on counseling-based pedagogy in Nepalese context. Therefore, it is necessary to explore the perspectives and attitudes of English teachers on the proposed pedagogy and then there can be further study on it.

In this study, I collected the perceptions of secondary level English language teachers on counseling-based pedagogy as my research purpose and I found that the teachers are positive towards this approach and they believe that this pedagogy can help English teachers to incorporate psychological aspects of language learning to empower the learners and develop the language skills in them. My participants agreed that they will also incorporate rapport building strategies, self-awareness activities, doing empathetic communication, creating respectful and supportive environments in their EFL classrooms. Similarly, I found that English teachers in Nepal are also implementing the counseling techniques for those students who are low-achievers and distracted in learning so they believe that the counseling techniques can do both personal and language development at the same time but my participants are concerned about the lack of skills for this. However, they are hopeful that they can be updated with the help of technology and can establish mutual relationships in the language learning process valuing all the learners as capable individuals.

The implication of this study is for the researchers first as it is a new approach in language education. Additionally, the positive attitude and perceptions mentioned in the study will encourage English language teachers to manage the language learning activities of both low-achieving learners and other types of learners to foster their confidence and enhance engagement in EFL classrooms creating supportive and respectful environments

through rapport building, empathetic communication and raising critical awareness. This study has helped me to be more engaged with learners in the language learning process so I have planned to investigate it further to explore the practices of creating support systems in EFL classes and investigating the effectiveness of counseling techniques in EFL classrooms.

References

Bhandari, R. (2020). Addressing the gap between curriculum and learners' needs in Nepal. *Journal of Education and Development, 8*(1), 22-39.

Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). Longman.

Bruce, A. M., Getch, Y. Q., & Ziomek-Daigle, J. (2009). *Closing the gap:* A group counseling approach to improve test performance of African-American students. *Professional School Counseling, 12*(6), 450–457

Bruner, J. S. (1986). *Actual minds, possible worlds*. Harvard University Press.

Burks, H. M., Jr., & Stefflre, B. (1979). *Theories of counseling* (3rd ed.). McGraw-Hill.

Carkhuff, R. R. (1983). *The art of helping* (6th ed.). Human Resource Development Press.

Carr, N. (2010). *The Shallows: What the Internet Is Doing to Our Brains*. W. W. Norton & Company.

Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy (10ᵗʰ ed.)*. Cengage Learning.

Creswell, J. W. (2013). *Qualitative inquiry research design: Choosing among five approaches* (3ʳᵈ ed.). Sage publication

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches.* Sage Publication

Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (2nd ed.). California Association for Bilingual Education.

Curran, C. A. (1976). *Counseling-learning in second languages.* Apple River Press.

Dam, L. (2002). *Learner autonomy: From theory to classroom practice.* Dublin: Authentik.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*(4), 227–268.

Dewey, J. (1938). *Experience and education*. New York: Macmillan.

Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. Random House.

Ellis, R. (2003). *Task-based language learning and teaching.* Oxford University Press.

Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press.

Freire, P. (1970). *Pedagogy of the oppressed*. Herder and Herder.

Gallagher, R. M. (1973). *An evaluation of a counseling-community learning approach to*

foreign language teaching: Counseling-learning theory applied to foreign language learning [Doctoral dissertation, University of Notre Dame]. ProQuest Dissertations Publishing.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.

Gattegno, C. (1972). *Teaching foreign languages in schools: The silent way.* Educational Solutions.

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). Teachers College Press.

Giri, R. A. (2010). English language teachers' resourcefulness: An experience of English language teaching in Nepal. *Journal of NELTA*, *15*(1–2), 54–62.

Gladding, S.T. (2018). *Counseling: A Comprehensive Profession* (8th ed.). Pearson Education.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.

Gregorcic M., P., & Mazgon, J. (2017). The role of the school counselor in school–community collaboration: The case of Slovenia. *International Journal of Cognitive Research in Science, Engineering and Education, 5*(1), 19–29.

Gysbers, N. C., & Henderson, P. (2006). *Developing and Managing Your School Guidance and Counseling Program* (4th ed.). Pearson Education

Hammond, J. (Ed.). (2001). *Scaffolding teaching and learning in language and literacy education*. Primary English Teaching Association.

Hamre, B. K., & Pianta, R. C. (2006). Student–teacher relationships. In G. G. Bear & K. M. Minke (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 59–71). National Association of School Psychologists.

Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.

Johnson, L., & Cain, A. (2019). *Preparing school counselors in training to implement English as a second language (ESL) strategies during classroom lessons. International Journal for the Scholarship of Teaching and Learning, 13*(1), Article 5.

Jones, V. F., & Jones, L. S. (2007). *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems* (8th ed.). Pearson.

Kimbel, T., & Clemens, E. V. (2014). *The development and validation of the School Counseling Program Report Card—Student Version. Professional School Counseling, 18*(1), 1–11.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development.* Prentice-Hall.

Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.

Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. Longman.

Little, D. (1991). *Learner autonomy: Definitions, issues and problems.* Dublin: Authentic.

Long, M. H. (1981). Input, interaction, and second language acquisition. *Annals of the New York Academy of Sciences, 379*(1), 259-278.

Lozanov, G. (1978). *Teaching foreign languages in schools: Suggestology and suggestopedia.* Gordon and Breach.

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50*(4), 370–396.

Mercer, S., & Gkonou, C. (2020). The emotional rollercoaster of language teaching. In C. Gkonou, S. Mercer, & D. Daubney (Eds.), *The emotional rollercoaster of language teaching* (pp. 3–14). Multilingual Matters.

Narmashiri, F., Tajadini, M., & Fatehi Rad, N. (2021). *Beyond the solitary teacher: Team teaching style and counseling psychology in promoting students' language proficiency, collaboration, and inborn encouragement. Iranian Evolutionary Educational Psychology, 3*(2), 178–197.

Nelson-Jones, R. (2014). *Practical counselling and helping skills: Text and activities for the lifeskills counselling model* (6th ed.). London: SAGE Publications.

Noddings, N. (2005). *The Challenge to Care in Schools: An Alternative Approach to Education*. Teachers College Press.

Nunan, D. (1991). *Language teaching methodology: A textbook for teachers.* Prentice Hall.

Pal, K. (Ed.). (2022). *Guidance and counseling* (DEDU 502 B.Ed. I Year). USI Publications.

Patterson, C. H. (1984). *Theories of counseling and psychotherapy* (4th ed.). New York, NY: Harper & Row.

Phyak, P., & Bui, T. T. N. (2022). Teacher agency in challenging English-only ideologies in Nepal: A de-colonial perspective. *Language and Education*, 36(1), 42–56.

Pianta, R. C. (1999). *Enhancing relationships between children and teachers*. American Psychological Association. https://doi.org/10.1037/10314-000

Poudel, P. P. (2021). Revisiting English language teaching practices in the post-training context of Nepal. *Journal of NELTA*, 26(1-2), 14–27.

Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Rogers, C. R. (1969). *Freedom to learn.* Columbus, OH: Charles E. Merrill Publishing Company.

Rogers, C. R. (1969). *On becoming a person: A therapist's view of psychotherapy*.

Houghton Mufflin.

Romadlon, F. N. (2022). English peer counseling to engage students' speaking confidence and motivation in higher education. *Jurnal Pendidikan, 14*(3), 4179–4186.

Shi, Q., & Steen, S. (2012). Group work with English as second language (ESL) students: Promoting self-esteem and academic achievement. *Journal for Specialists in Group Work, 37*(3), 277–296.

Shrestha, P. N. (2008). ELT, ESP & EAP in Nepal: Whose interests are served? *Journal of NELTA*, *13*(1–2), 1–9.

Small, G., & Vorgan, G. (2008). *Brain: Surviving the Technological Alteration of the Modern Mind*. Harper.

Stevick, E. W. (1990). *Humanism in language teaching: A critical perspective*. Oxford University Press.

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). ASCD.

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Watkinson, J. S., Shi, Q. (2019). *English language learners and school belonging: Implications for school counselor practice. Professional School Counseling, 22*(1b), 1–10.

Watkinson, J. S., Shi, Q., Slezak, H., & Litvin, R. (2022). *Preparing future school counselors to work with English language learners. Journal of Counselor Preparation and Supervision, 16*(1), Article e1233.

Williams, C. A. (1960). *Introduction to the counseling profession.* Prentice-Hall.

Yadav, Y. P. (2019). English language in Nepal: Past, present and future. In S. Giri & L. Ojha (Eds.), *English Language Education in Nepal: Research, Reflection and Practice* (pp. 23–36). British Council.

Zins, J. E., & Elias, M. J. (2007). Social and Emotional Learning: Promoting the Development of All Students. *Journal of Educational Psychology, 99*(1), 70–83.