EFFECTIVENESS OF COUNSELING SESSIONS TO PROVIDE ERROR ANALYSIS TO IMPROVE THE ENGLISH FUNCTIONAL SKILLS OF THE UNDERGRADUATE STUDENTS OF UCP, LAHORE

Rakhshanda Furnaz[*1], Hamza Amin[2], Dr. Farhat Meher[3]

[*1]PhD scholar International Islamic University Islamabad Pakistan; [2]Lecturer University of Central Punjab Lahore Pakistan; [3]Lecturer International Islamic University Islamabad Pakistan

[*1]rakhshanda.phdeng177@iiu.edu.pk; [2]hamza.amin@ucp.edu.pk; [3]farhat.meher@iiu.edu.pk
Corresponding Author: *

ABSTRACT

This paper summarizes a quasi-experimental study of the effectiveness of counseling sessions to improve language learning of foreign or second language learners. Students of the University of Central Punjab were provided with after-university, counseling sessions during the COVID-19 online semester Fall 21. It was assumed that due to online classes, regular class interaction with the teacher aimed to deliver lectures is not enough to build rapport with students and brush up their functional skills. So, the idea was to especially arranged counseling sessions in the evening after study time so that students may have time to reflect on the lecture and develop some questions related to English grammar and skills. The consolidated data has been attached in which it is observed that students have different social and psychological pressure and these sessions motivated them to participate in the classroom discussion benefited from these counseling sessions to get individual attention from teachers to improve their teaching and learning process.
Keywords: counseling sessions, error analysis, English Language Learning ELL, English Language Teaching ELT, language skills

INTRODUCTION
English Functional Skills
Functional Skills is the English 1 course for Undergraduate students in their first semester. This course is intended to revise their basic grammar and compositional skills of English (Zafar, A., 2016). It is determined that students have learned the basic grammar and composition rules and now they need to practically utilize them in their writing and speaking skills. However, it is observed that even after having schooling till the Intermediate level, students are not able to write and speak correctly. They still need some sort of motivation, counseling, practice, feedback, and error analysis on their language use in the form of writing and speaking activities. This paper is intended to address these issues of students to help them in improving their Functional skills with the help of error analysis by arranging especially separate counseling sessions. The purpose of special counseling sessions involves three stages of preparation, practice, and assessment.

Most of the errors were found from their writing in the counseling sessions while conducting assorted creative writing exercises before midterm. Most common errors were of verb use, as they mixed present and past tenses while writing.

This study is based on the idea that counseling sessions are a less stressful platform for students where they do not have the fear of graded activities that may affect their CGPA. However, these sessions would help in focusing the students' attention by providing them with error analysis on their written and spoken tasks assigned during these sessions. Rod Ellis (2008), in The Study of Second Language Acquisition, suggests errors analysis as a tool to eliminate L1 interfering in the learning of ESL learners. There are certain advantages in error analysis-EA (Corder, 1973) for instructors teach in (ELT) English Language Teaching in bilingual situation like Pakistan. In conducting an error analysis research, they can find out why their

students are making errors and then plan appropriate remedial lessons (Lott, 1983, p. 256) and consequently aim at 'teaching out' these errors, which 'conformed to a surprisingly small number of types: e.g. tenses, prepositions, collective nouns, and articles' (p.259). Similar situation was observed in the written work of these students. The ground for this study was an anticipation of collecting data in the situations where students would need intensive or extensive re-enforcement. Error analysis covers a variety of errors but as per the set criteria of a semester which completes in five months, it was impossible to find out all the grammar related errors. Therefore, only one grmmar element-verb was taken as the focus of this study. (Biber, Conrad and Leech, 2010). Granger (2003) comments that 'electronic collections' of L2 data is 'especially useful when error-tagged, that is, when all errors in the corpus have been annotated with the help of a standardized system of error tags, in language teaching'. Lado, (1964) states that 'interference (negative transfer) is the negative influence of the mother language (L1) on the performance of the target language (L2) learner'. Selinker (1972), defined errors as "red flags" that proves about the learner's knowledge of second language.

Error analysis is very important as it provides the road map to minimize the error by identifying them. It gets clearer when we categorize the error and check which eerors occur more frequently. It was noticed that Pakistani ESL students make frequent errors in the use of past, and the present tenses. Thus, mainly the past and the present tenses were the focus of this research. These two tenses were selected because in my personal ELT experience of teaching English in the higher education sector for more than ten years, the most common error was done by Pakistani students was the use of past and present tenses interchangeably.

Error Analysis
Error Analysis is a language tool that helps both students and teachers to identify the weak area and put more efforts in it for better learning and improvement. In this study error analysis helped the teacher to identify and errors and provide remedial sessions in the form of counseling to guide them individually. The positive thing about this error analysis was that these activities were not graded and were the part of classroom practice.

Notion of Counseling
Counseling is basically a learning-oriented process with the aim of helping learners to be an active individual as well as become effective member of a community. "Counselling is a dynamic and purposeful relationship between two people in which procedures varies with the nature of the student's need, but in which there is always mutual participation by the
counselor and the student with the focus upon self-clarification and self-determination by the students (Wrenn, 1951)."

Online Counseling Initiative
In the context of University of Central Punjab, the faculty is researching to design and implement such an innovative learning processes that may intend to focus on the learners' educational performance and help them in setting their goals and achieve them with good grades. Online Counseling is one such step to facilitate the students to make it possible for them to access teachers in their flexible hours and with the problem in their minds to get resolve with proper guidance. During COVID-19, English Language Centre (ELC) took initiative to shift counselling hours online so that there should be no teacher-student communication and teaching / learning gap. In this way, teacher and student or group of students mutually set a suitable time where they find it more feasible to attain the information with a fresh and considerate mind. In this way, not only the burden of teacher is reduced rather, students feel more enthusiastic, open and feel encouraged to ask questions in their mind. For some struggling learners, face-to-face interaction is not easy so they find it easy to interact at online platform.

Vision
University of Central Punjab has a clear vision;
"To become an internationally acclaimed University in teaching and research."
Every faculty member has a responsibility to play an energetic role by following university's mission;
         "To provide quality education leading to research, employability, entrepreneurial pursuits creating societal impact, serving the nation and the world."
To leave no stone unturned, following the regular academic calendar, preparing course outline and lesson plans, taking assessment, English Language Centre took the initiative to introduce Online

Counseling Session to meet the students' need as per differentiated learners. According to the UCP Code of Conduct, the part II of Code of Conduct for Faculty, there are clear guidelines to show commitment as a professional and commitment to the student, see the (d) point where mentioned that "Faculty members shall make an effort to protect the students from conditions interfering with her / his learning process, as well as her / his mental and physical well-being."

As per the core values of UCP, enhancing the teaching quality according to international standards is one of the foremost responsibility of an institution. There are different accreditation bodies like Pakistan Engineering Council (PEC), National Business Education Accreditation Council (NBEAC), HEC, Islamabad, that have their standards which they update with the upcoming challenging situations. The NBEAC Standards also looks into the processes and policies of student grooming, guidance and counseling at different stages of their learning. It is now a custom in a university that a teacher should dedicate weekly average time with reference to the course assigned to teach. In this way, teacher may invite the struggling learners at the time of their willingness to learn with full attention. This counseling session time is set by both teacher and students so that no conflict occurs and there should be no stress. Daily attendance in university to attend different classes according to the set time table made it difficult for the students to spare time for the clarification of some difficult concepts, problematic and conflict quizzes, assessment dates, reviews, and revisions.

During the tough times of COVID-19, there were multiple aspects of teaching and learning challenges where, students and teachers were needed to be more interactive and having more flexible approach towards lecture delivery mode. Then, there were some challenges like taking online quizzes and assignments and

Code of Conduct for Faculty
Introduction

Every UCP faculty member shall uphold the principle of respecting individuals' worth and dignity. They shall recognize the importance of the pursuit of truth and devotion to excellence. Further, they shall, in compliance with these goals, strive to protect the freedom to learn and to teach, ensuring equal educational opportunity for all. The faculty member shall accept the responsibility to abide by these ethical standards, while recognizing the magnitude of obligations/commitment accompanying her/ his choice of career in education.

Commitment to the student

All faculty members must be fully cognizant of the fact that the teaching profession exists to serve the best interests of the students. Therefore, faculty must perform their |professional duties with genuine interest, concern, and consideration for the student. She/ he shall work to stimulate the spirit of inquiry, ignite the urge for acquisition of knowledge, and promote the thoughtful pursuit of worthy goals.

In fulfillment of the obligation to the students, the faculty member shall:

a. Acquire an understanding of human development and help contribute to the holistic development of students' personality

b. Recognize students' individual potential and help develop them in the best possible manner

c. Conduct academic activities in accordance with sound educational practices that are in the best interest of the student

d. Make an effort to protect the student from conditions interfering with her / his learning process, as well as her/his mental and physical well-being

e. Not deliberately suppress or distort subject matter for the dissemination of which the faculty member is responsible

f. Permit the student to pursue reasonable independent scholastic effort and a l l o w the student freedom to express her/ his different point of view

g. Keep in confidence personally identifiable information that has been obtained during professional service, unless disclosure serves professional purposes, or is required by law

h. Treat all students fairly without any prejudice or discrimination based on color, race, gender, sect etc.

i. Not ridicule or demoralize the students for their academic shortcomings

j. Not pass derogatory or indecent remarks on any student

k. Not manhandle or inflict corporal punishment on students

l. Serve as a role model and set high examples of integrity

m. Take out time to counsel and encourage students to overcome their academic

shortcomings

n. Not engage students assigned to her/his care for remuneration, unless approved by

the administration

o. Show commitment and encourage students to engage in active citizenship

This report is focusing on different aspects of online counseling session that may help to understand it's results and how to make it effective. With reference to the above commitments a teacher made with the students, there is need to plan and conduct formulated sessions that may maximize the students' performance.

Roles and Responsibilities of a Counselor

	Requirements	Projections
Qualification	1. Recognized faculty member of the department. 2. Assigned the course for which s/he is responsible for counseling.	1. Knows that the course assigned to him/ her is the responsibility must be fulfilled. 2. Ready to make extra effort to apply different pedagogies as per differentiated learners.
Knowledge	3. Involve in teaching, learning, assessment. 4. Teacher should know that why and when a student needs counseling. 5. Understand the quality of education processes.	3. Show capacity to work in higher education set up. 4. Vigilant in designing variety of activities to address different learners. 5. Put extra effort to make student cope with their personal and academic issues.
Skills	6. Proficient in counselling students using cognitive knowledge. 7. Take initiative to plan and organize different activities	
Attitude		

Aim of the study

This paper aims to explore the effectiveness of counseling session to improve the English Language skills. The purpose and the pedagogy have been defined by the department head so that the objectives could be followed and achieved. In this project, counseling sessions has been utilized as an effective strategy to help students in improving their English Language skills.
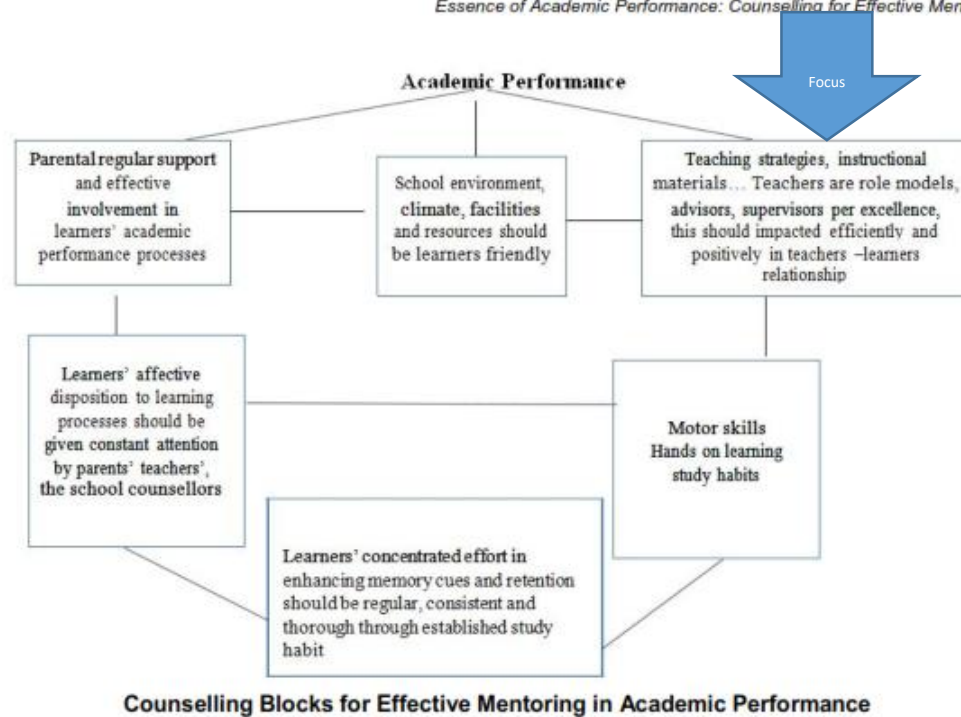
Research Question

1. To what extent, counseling sessions prove to be effective in term of English Language skills learning?
2. How counseling sessions based on error analysis improve undergraduate students' functional skills?

Literature Review

The language learning debate has been constantly ragging the minds of educators and institutional leaders to devise such strategies that can help language learners to improve their language skills. Counseling sessions or advising is one such step towards achieving this aim of providing better opportunities to language learners. Keywords like students' autonomy, self-directed learning, and, self-regularization are incorporated and developed in the learners to train them in controlling the pace of their learning (Benson & Voller, 2014). However, counseling is a multifaceted program and it can address and resolve various issues hindering the learning and progress of the students (Miller, 2011). These issues can be psychological, physical, social, and ecological which can possibly delay the understanding of the learners and consequently low grades. However, due to these varied aspects related to advising, result in different terms such as counseling, mentoring, consultants, and facilitators (Riley, 1997). This plethora of jargon reveals the interdiscursive practice (Candlin & Maley, 1997) addressing diverse discourses relevant to studies and individual psychological health, and prospect employability chances (Percy, 2014). This resulted in a lack of usability or effectiveness of counseling

sessions within the domain of language teaching and learning hence less trained teachers to conduct these sessions effectively and an issue of identity crisis among faculty and counseling personnel (Mozzon-McPherson, 2013).

When it comes to English Language skills learning at the undergraduate level, most students are coming from diverse backgrounds in public and private schools and colleges. They have so many different issues to deal with accommodation, traveling, food, environment, home-sickness, and among all the central issue is of academic performance. Out of the manifold nature of academic performance, our concern here is related to teachers' and students' attitudes toward teaching and learning. Teachers' pedagogical skills and teaching methods, student-teacher relationship, teacher-student feedback process, and assessment are the focal point of exploration in this study and especially the effectiveness of counseling sessions to improve English language skills. However, it is a two-sided activity, at one place, teachers' pedagogical and social skills are at stake while on the other hand students' willingness and efforts to make improvements in their learning process with the help of teachers are the important key stages.

Current Research in Education and Social Studies Vol. 1
Essence of Academic Performance: Counselling for Effective Mentoring

Academic Performance

Focus

Parental regular support and effective involvement in learners' academic performance processes

School environment, climate, facilities and resources should be learners friendly

Teaching strategies, instructional materials... Teachers are role models, advisors, supervisors per excellence, this should impacted efficiently and positively in teachers –learners relationship

Learners' affective disposition to learning processes should be given constant attention by parents' teachers', the school counsellors

Motor skills Hands on learning study habits

Learners' concentrated effort in enhancing memory cues and retention should be regular, consistent and thorough through established study habit

Counselling Blocks for Effective Mentoring in Academic Performance

Counselling is described as variety of active strategies, procedures used in assisting an individual student in solving problems which arise in various aspect of his life especially in attaining success in academic performance or in assisting him to maximize his overall personal development so that he could be more effective, satisfied, and more useful to self, others, and in the society which he lives. As a practice, counselling combines many forms of services to humanity globally including educational, vocational, psychosocial and personal information that are preventative, curative, Current Research in Education and Social Studies Vol. 1 Essence of Academic Performance: Counselling for Effective Mentoring restructuring and generative in nature. Psychologists apply counselling as a constructive practice for helping anybody regardless of the age, including children, adolescents, and adults. People of all races and different walks of life in families, marriages, industries, non-governmental establishments and government institutions, especially educational institutions such as elementary schools, secondary schools, colleges, and universities, have utilized the benefits of educational counselling services and therapies for individual and collective self-growth, self-restructuring and self-development. Educational psychologists apply counselling strategies in educational settings such as elementary schools, secondary schools, colleges, universities to enhance academic performance at the various educational levels. Educational psychologists and school counsellors provide the needed platform for individual students or group of students to rediscover themselves, make positive choices among various available options for best and optimum academic attainment in life. These are achieved through applications of many counselling strategies focused on constant trainings and retraining of significant others in the learners' lives including parents, educators, teachers, and school administrative teams.

On the part of students, academic performance is the most important measuring exhibiting their accomplishment. Home, institution, teachers, are the major influencers enhance the progress of the learners to normalize the environment for them. It is then students' responsibility to perform at their best by participating in all classroom activities, tasks, and projects assigned to them. Their performance in the quizzes, assignment, projects, mid and final exams, and class participation helps in tracking their progress. To facilitate this process, counselling

sessions are an added activity to provide a dedicated platform to the students to approach teachers, and get the answers of difficult questions, make up for the missed lectures, preparation of the quizzes, and sharing their psychological, personal, social, and environmental issues while having individual attention.

Counselling sessions help students to clear their ambiguity about the objectives of the course and know program learning outcomes (PLOs) and course learning outcomes (CLOs). Curran asserted counseling-learning theory as an "incarnate-redemptive process", whose purpose is to bring teacher and student closer at the level of respect and sharing. He presented the definition of counseling-learning theory in the perspective of totality. He elaborated that counseling and learning are interrelated and counseling is always harnessed in the form of learning.

... The terms "counseling" and "learning" are seen as parts of an interrelated process. Therefore, we do not speak of counseling as a process totally separated from learning. The end product of a unified "counseling-learning" process would be an observable operational integration and personal awareness that the learner has about himself as well as the intellectual awareness that he has about persons, things, and areas of knowledge beyond himself.

Methodology

Quantitative and Qualitative data analysis has been made. All the teachers were guided about counseling sessions objectives and design. They were provided with the excel sheet to track the numbers of students, topics of discussion, time, day, date, attendance, and remarks. Also, the information of 3 different levels of English language course were mentioned as English 1 for Functional English, English 2 for Communication skills, and English 3 for Technical Writing & Presenting Skills.

Time was mostly set by the mutual consent of student and teacher to make the session more effective, workable and convenient for both parties. Usually topics were suggested by the teacher, however, students were allowed to share their preference about which topic to be discussed, revised or prepared for the quiz, assignment, etc. The framework related to academic performance in which the institute, department are teachers are considered important agents to play active role in making the teaching learning process effective are considered important were focused of this study. Team lead of English 1, 2 and 3 were responsible to collect the data weekly to ensure that the activity has been conducted and to see the effectiveness. This proves an effective step because, in this way this new idea was tried to make useful for both parties.

This activity has started in the 5th week of the semester by the English Language Center at University of Central Punjab, Lahore with the permission of the Pro-rector, department head, and Quality Enhancement Cell. As the time was of COVID-19 and the semester was online, there was very less difficulty faced by both parties in terms of travel and food. Time management was also very easy as no one has to go anywhere.

This activity has been stopped in the 15th week 2 weeks before the final exam to not to make it a burden for the students as there was required a certain level of commitment in term of attendance and participation.

Data Analysis

After collecting the data, following observations has been obtained. This data has been analyzed in the form of table in which faculty members recorded the whole information based on time, class, section, duration, topic, and remarks.

Here, weekly tables have been presented. In the first week of the counseling session, it can be seen that most of the students has not shown serious attitude towards these counselling sessions. Another trend in this table is visible from the remarks' column as most of the data has not been provided by many of the teachers. It means that the lack of seriousness was not only by the students rather teachers were showing the similar behavior.

Online Counselling Weekly Log and Time Sheet (Week-5)
English Language Centre (ELC)

Sr.#	Instructor's Name	Day	Time Slot	Faculty	Course Title	Section	Total Counselling	Attendance	Remarks
1	Aamir Zulfiqar	Wed	3:00-4:00	FLS	English-I	AT1	1	13	Shared online resources for practice
2	Somia Saif	Mon	11:00-12:00	FLS	English-I	AC1	1	24	Not provided
		Tues	11:00-12:30	FOMS	English-I	B	1	38	Not provided
		Thurs	11:00-12:30	FOMS	English-I	G	1	24	Not provided
		Wed	11:00-12:50	FOIT	English-I	D	1	45	Not provided
		Fri	11:00-12:50	FOIT	English-I	E	1	38	Not provided
3	Hamza Amin	Tues	04:30 - 05:30	FOMS	BEW	A	1	10	Discussion online quizzes and assigment
4	Noureen Akhtar	Mon	6:00-7:00	FOIT	English-I	M2	1	11	Practice quiz & speaking
		Thurs	6:30-7:00	FOIT	English-I	M3	1	13	Practice quiz & speaking
5	Faiza Tanzeem	Tues	3:00 - 4:00	FLS	English-I	AF1	1	10	General discussion about online sessions
6	Irfana Kunwar	Thurs	8-00- 9:20	FOE	English 1	CB	1	12	Preposition/ problem areas
		Tues	3:00-4:00	FOIT	English I	A1	1	Missing	Makeup class decision/RC
7	Rabia Batool	Tues	12:30-1:30	FOMS	R&C	C	1	Missing	Not provided
8	Tahira Munir	Tues	10:00-11:00	FOMS	English I	B	1	0	Not provided
		Thurs	10:00-11:00	FOMS	English I	E	1	0	Not provided
9	Rashid Hussain	Tues	2:30-3:30	FOMS	English I	C	1	0	No one joined the session
		Thurs	2:30-3:30	FOMS	English I	A	1	7	How to improve English Language Skills
10	Zukhruf Shaukat	Mon	12:30-1:50	FOMS	R&C	D	1	38	Not provided
		Wed	12:30-1:50	FOMS	R&C	D	1	38	Not provided
11	Nirmein Waris	Mon	12:30-1:00	FLS	English I	BT1	1	22	Not provided
		Wed	12:30-1:00	FOMS	R&C	G	1	14	Not provided
12	Zainab Samee	Tues	12:01:00	FOMS	FE	A	1	Missing	Not provided
13	Abdul Aziz	Mon/Wed	12:00-12:30	FOMS	BEW	E	1	0	Not provided
14	Sheeba Sultan	Sat	3-4:00	FLS	FE	C	1	13	Online classes
		Sat	3-4:00	FOIT	ADV	L	1	13	Stress because of death news
15	Beenish Masood	Mon-Fri	11:00-12:00	FOIT	FE	A	1	27	Course contents discussed
		Mon-Fri	12:00-1:00	FOIT	FE	B	1	20	Course contents discussed
16	Tayyaba Rana	Mon	11:00-12:00	FADP	BEWS	A	1	10	Preposition/ How to improve English Langauage Skills
		Fri	3:00-4:00	FOS	FE	A1C	1	26	Articles/ Online Classes

Note: Even after a number of emails, instructors did not provide complete information. Terefore, some of the things are not properly mentioned. We make sure that next time it won't be repeated.

SUMMARY

Total Number of Classe	30
TOTAL STUDENTS:	443

In the above table, attendance can be seen as it was relatively easy to record. However, remarks column emptiness show that teachers may be facing difficulty in arranging these sessions or maybe any technical issue. In addition, remarks show that students are not considering this counseling session as a learning platform rather they were having orientation of these sessions as a general discussion session. Another serious issue that students fail to show up in the session.

Moving towards next week, here we can see that more students started showing up in the sessions

Online Counselling Weekly Log and Time Sheet (Week-7)
English Language Centre (ELC)

Sr.#	Instructor's Name	Day	Time Slot	Faculty	Course Title	Section	Total Counselling	Attendance	Remarks
1	Somia Saif	Tues	11:00-12:00	FOMS	English-I	B	1	0	No one joined the session
		Thurs	12:00-1:00	FOMS	English-I	G	1	0	No one joined the session
		Wed	11:00-12:00	FOIT	English-I	D	1	0	No one joined the session
		Wed	12:00-1:00	FOIT	English-I	E	1	0	No one joined the session
3	Shehzadi Mehjabar	Thurs	4:30 - 5:30	FOMS	BEW	D	1	24	Structure of Paragraph
		Wednesd	3:00- 4:00	FOMS	BEW	D	1	19	Structure of Paragraph
5	Tahira Munir	Tues	10:00-11:00	FOMS	RNC	B	1	4	Implied and stated main idea.
		Thurs	10:00-11:00	FOMS	RNC	E	1	2	Supporting details and main idea.
6	Rashid Hussain	Thurs	12:00-1:00	FOMS	English I	C	1	11	Midterm paper pattern & controlling idea
		Thurs	2:00-3:00	FOMS	English I	A	1	7	Midterm paper pattern
7	Abdul Aziz	Wed	12:00-1:00	FOMS	BEW	E	1	1	Discussion about Midterm and Sentence Structure
9	Tayyaba Rana	Mon	11:00-12:00	FADP	BEWS	A	1	2	Discussion on Assignment-1
		Fri	3:00-4:00	FOS	FE	A1C	1	14	Discussion on Assignment-1 and Reading Strategies
10	Muhammad Saeed	Tues	11:15-12:15	FLS	FE	AM1	1	23	Question answer session on verb types
11	Ayesha Asif	Fri	10:00-11:00	FOS	FE	A1Z	1	2	Practised changing the voice
	Ayesha Asif	Fri	12:30-1:30	FOMS	FE	B	1	24	Types of verb and passive voice
12	Faiza Tanzeem	Tues	3:00-4:00	FLS	FE	AF1	1	8	Sentence Structure
13	Aamir Zulfiqar	Tues	3:00-4:00	FLS	FE	AT1	1	3	Revision of Tenses
14	Zainab Samee	Tues	12:00-1:00	FOMS	FE	A	1	2	Improving English Language Skills and Vocabulary Bank.
15	Rabia Batool	Wed	12:30-1:30	FOMS	RNC	C	1	6	Strategies for finding out implied main ideas, Assignment 2 details
16	Sheba Sultan		11:00-12:00		AEW	L	1	23	1) Discussion of Mid_term Oral Presentations. (2)The content of the 4 slides was explained. (3) Student queries regarding the presentation discussed. (3) The students shared their choice of articles. These included block chain, online privacy, changes by IT in post-covid world. (4) Students shared that New York Times link that provided various articles. (5) The teacher discussed the strategies for practicing public speaking (6) The students asked various questions such as (a) Do we have to read the slides? (b) Do we need our camera on (c) How to search for articles? (d) Do we have to speak in English? (6) One Cr demonstrated how
		Sat		FADP					

SUMMARY

Total Number of Class	21
TOTAL STUDENTS:	**175**

Now the discussion about different concerns about these sessions has started. Remarks shows that both teachers and students tried to make positive efforts to make it happen.

Online Counselling Weekly Log and Time Sheet (Week-11)
English Language Centre (ELC)

Sr.#	Instructor's Name	Day	Time Slot	Faculty	Course Title	Section	Total Counselling	Attendance	Remarks
1	Rashid Hussain	Thurs	12:00-1:00	FOMS	English I	C	1	4	Discussion about vaccination
		Thurs	2:00-3:00	FOMS	English I	A	1	5	Discussion about vaccination
2	Abdul Aziz	Wed	12:00-1:00	FOMS	BEW	E	1	2	Post midterm syllabus and planing
3	Tayyaba Rana	Mon	11:00-12:00	FADP	BEWS	A	1	7	Vaccination and Reopening of the university
		Fri	3:00-4:00	FOS	FE	A1C	1	14	Vaccination and Reopening of the university

SUMMARY	
Total Number of Class	5
TOTAL STUDENTS:	32

Online Counselling Weekly Log and Time Sheet (Week-10)
English Language Centre (ELC)

Sr.#	Instructor's Name	Day	Time Slot	Faculty	Course Title	Section	Total Counselling	Attendance	Remarks
1	Rashid Hussain	Thurs	12:00-1:00	FOMS	English I	C	1	16	Paper Review
		Thurs	2:00-3:00	FOMS	English I	A	1	13	Paper Review
2	Abdul Aziz	Wed	12:00-1:00	FOMS	BEW	E	1	4	Mid Term Checking - Finals Syllabus - Issues that came before mids
3	Tayyaba Rana	Mon	11:00-12:00	FADP	BEWS	A	1	9	Paper Review and Discussion Regarding Midterm Exam
		Fri	3:00-4:00	FOS	FE	A1C	1	16	Paper Review and Discussion Regarding Midterm Exam

SUMMARY	
Total Number of Class	5
TOTAL STUDENTS:	58

In the above table, the discussion about midterm exam can be tracked. Students strength is also increased and they are concerned about their assessments.

Error Analysis

No	Tenses	Error Types	Frequency of Error Types TEST I	TEST II
I	Simple Present Tense	Total Errors: 61 instances		20
		(Some of the sentences had more than one type of errors)		
1	Overextension of Analogy	13 Instances	5	
2	Transfer of Structure	10 Instances	2	
3a	First Language interference	20 Instances	6	
3b	Second language Influence	18 Instances	7	
II	Simple Past Tense	Total Errors: 379 instances		275
		(Some of the sentences had more than one type of errors)		
1	Overextension of Analogy	0 Instances	0	
2	Transfer of Structure	31 Instances	20	
3a	First Language interference	134 Instances	88	
3b	Second language Influence	214 Instances	167	

Beside the present and past tense errors, it was observed that the transfer of L1 structure and overextension of analogy were quite frequent interference. However, as the activities were not graded so students were less serious in overcoming those issues right at the moment. While at the first place, they were mostly fail to show up in the counseling sessions as they were aware that the attendance of these sessions would not impact their CGPA.

It was a good effort on the part of department to work extra miles for their students to help them more attention to improve their functional skills. However, COVID, online classes, online counseling sessions, internet connectivity issues were such variable that were not in control of both parties. It was recommended to implement this idea with proper planning and policy to get positive results out of all these efforts. Changing environment has many demands of understanding paying attention towards online learning platforms, and adapting the new culture of online

teaching and learning hybrid with the on-campus teaching and learning. Both modes are having positive and negative impact while teaching and learning is the central objective of this.

Discussion

This paper explores the effectiveness of the counseling session to improve the English Language skills of students in different semesters. As the strategy is comparatively new because counseling is only known in the perspective of psychological or professional domains and not in educational means teaching and learning domains. Both students and teachers were forced to conduct this activity so a kind of delayed response or somewhere no response has been observed to show resistance towards this compulsion.

A very little number of students show positive responses towards this activity so the strategy overall was a failure. However, less but still the presence of students shows that if this strategy could be used in a better organized and systematic way, positive results could be achieved.

References

Afolakemi, O. O., & Olabisi, T. P. (2019). Essence of Academic Performance: Counselling for Effective Mentoring. *Current Research in Education and Social Studies Vol. 1*, 34-46.

Gallagher, R. M. (1973). Counseling-learning theory applied to foreign language learning.

Kozar, O., Yates, L., & Pryor, L. (2016). Introduction of compulsory counselling: insights from a nationally funded English as a second language program. *TESOL Quarterly*, *50*(2), 507-517.

Zafar, A. (2016). Error analysis: a tool to improve English skills of undergraduate students. *Procedia-Social and Behavioral Sciences*, *217*, 697-705.

1. file:///C:/Users/rakhshanda.fawad/Documents/UCP/Counselling/codeofconduct.pdf
2. https://www.ucp.edu.pk/accreditations-and-nocs/list-of-ucp-accreditations/
3. https://www.nbeac.org.pk/files/NBEAC%20Accreditation%20Standards-10Nov2020.pdf
4. https://hec.gov.pk/english/services/universities/Documents/HEC%20-%20POLICY%20FOR%20STUDENTS%20WITH%20DISABILITIES%20AT%20HEIs%20IN%20PAKISTAN.pdf
https://www.researchgate.net/publication/336026545_COUNSELLING_ROLES_OF_A_SUBJECT_TEACHER_IN_THE_PROMOTION_OF_EFFECTIVE_TEACHING_AND_LEARNING_IN_SCHOOLS