The role of Guidance Counsellors in helping adolescents learn English as a foreign language

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Abstract:

Professional school counselling has long been investigated by scholars and educators. Some of the theories set forth and tested empirically, aiming at finding definitions of success, will be highlighted and discussed in this article to disclose to the reader answers about how counselors themselves promote the academic and professional development of students, and to what extent we can ameliorate achievement in learning English as a foreign language. An interview, which testifies the practical usage of guidance and counseling in Algeria, has been developed and allocated to counsellors. The results are discussed here below.

ملخص:

يعد التوجيه والإرشاد المدرسي والمهني خدمة نفسية وتربوية، فردية وجماعية تهدف إلى المحافظة على كيان الأفراد والمجتمع سليما، ناميا وقويا. من جهة أخرى، طرأت على المجتمع بشكل عام تغيرات عميقة نتيجة للعولمة الحديثة والتطور التكنولوجي. فأسلوب الحياة التي يعيشها الفرد، والعلاقات بين الأفراد والنظم التي تعيش فيها الجماعة في مجتمعنا أصبحت غير مناسبة وغير قادرة علي مواكبة التطورات السريعة في العالم مما أدى بالفعل إلى ضرورة في تغيير النظام التربوي والتوجيهي في البلاد. لقد نشأ عن هده التغيرات جميعا مشكلات نفسية بحاجة إلى العناية والرعاية مما عزز من ضرورة وجود مرشد نفسي ومهني في مدارسنا الجزائرية من ثم فان هذا المقال موجه إلى ذوي القرار والوجوه السياسية حتى يعنوا بأهمية التوجيه والإرشاد في الجزائر وضرورة إحداث السياسة الحالية حتى تتلاءم مع الظروف الحاضرة وتسهم في تطوير التعلم مدى الحياة كونه قضية تربوية، ومن ثم قضية سياسية تحدد القيم الوطنية للفرد والمجتمع.

Introduction

Life is most commonly assessed by using individual attitudes (Loscocco & Roschell, 1991). These latter request a set of values clarification as a key component in the area of learning development, and, thus, ought to be strongly considered when making career decisions (Mackay – Lassonde, 1996). Since values are part of cultures, their clarification in this process is appropriate and supportive for most individuals in most decisions (Reeves & Reeves, 1982). They provide standards for behaviour, orient people to desired outcomes and form the basis for goal setting. A person who is able to identify his or her own values is able to attribute worth to situations and objects and, therefore, makes personally satisfying choices. Conversely, a lack of clarity in these values or a dissonance between values and choices leads to a lack of motivation, poor decision making, and dissatisfaction (Brown & Crace, 1996) which might result in poor school achievement.

Hodson (1985) defined adolescence as a crucial transition stage in the formation of lasting attitudes, aspirations, and viewpoints. Kasser et al. (1995) indicated that when aspirations for financial success were highly valued relative to aspirations for self-acceptance, affiliation, or community feeling, adolescents had lower well being (i.e., more depression, lower global adjustment, and fewer tendencies toward self-actualization).

Vondracek (1992) realized that identity formation is an ongoing process of interaction and negotiation between the biological and psychological forces within individuals, on one side, and the sociological and cultural influences of the environment on the other. He believed that it was critical that adolescents identify the impact that social and cultural influences have on their values and their decisions. The former are said to be tied with guidance and counselling which are, to most psychologists, necessary, in helping students become happy adults and well-prepared for life.

Education counsellors need to consider themselves change agents facilitating holistic learning and encouraging each student to consider career paths that contribute to the lives of others (Duplisea, 1993; Kussrow, 1993).

In order to achieve such aims as these, schools need to introduce a person of the field, someone to take in charge the adolescent's personality growth and his identity formulation. Thus, the presence of counsellors in schools stands as a must for better self-discovery, better self-understanding, and, consequently, better school achievement.

Today's young people are living in an exciting time, with an increasing diverse and mobile society, new technologies and expanding opportunities. To help ensure that they are well-prepared to become the next generation of

parents, workers, leaders and citizens, every student needs support, guidance and opportunities during adolescence, a time of rapid growth and change.

Secondary school is the final transition into adulthood as students begin separating from parents and exploring their independence. They start defining who they are, what they do well and what they will do when they graduate. During these adolescence years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group on which they rely on when longing for acceptance and feedback. They face increased pressures regarding risk behaviors while exploring the boundaries of more acceptable behavior and mature, meaningful relationship.

During this time of hurdle, they need guidance in making concrete and compound decisions. They must deal with academic pressures as they face high-stakes testing the challenges of university admission, and entrance into a competitive job market.

To meet the challenge, however, Secondary school counsellors seem to be the final resort to respond to the needs of today's diverse student population. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help the students achieve success in school, and support their academic achievement as they prepare for the ever-changing world of the twenty first century.

In Algeria, this mission requires a significant change in the policy of guidance and counselling. Today's adolescents are different from yesterday's and their needs also differ. In helping them improve their potential in learning English as a foreign language, importance should be given to guidance and counselling practices; a process yet in its infancy. Also, family support is of paramount value, and linking families and schools is highly complex. Given the background, training and skills of school counsellors, they may readily facilitate a greater understanding and more effective partnership between schools and families, including marginalized parents. Through consultation and training for staff, parents and students, and through collaboration with community agencies and leadership roles, it is possible to support our students achieve better results in learning English as a foreign language. On the other hand, this will help them find career opportunities that are truly in line with their academic potential.

It is our contention that to do this more effectively, school counsellors must reconstruct their current roles and forge avenues for an honest and reciprocal process. They need to take new considerations as regards counselling in Algeria, and establish relations between all families and schools that are real rather than token, empowering rather than limiting with

superficial participation, and ongoing rather than focused on a single activity. In addition, school counsellors can actively assume the role of family representative, advocate and 'cultural interpreter' between families and schools leading to increased family involvement in education and, therefore, a better academic success for all students. The new role for school counsellors, proposed by this article, would dramatically change what occurs now, eliminating hallway, lunch, and testing duties; scheduling, detention, monitoring and so on, and refocusing the school counsellor on academic achievement inclusive of family participation. The newly redefined role would place students and parents as the top priority.

This is an important work, given that many of today's parents, families and educators are confused about how to help children succeed in academic, personal, social and spiritual ways. My intention, in this study, is to challenge accepted paradigms for the counsellor in an effort to assist in a renewed commitment to making today's increasingly challenged families and schools succeed. Ultimately, my aim is to help improve our adolescent students' performance in learning English as a s foreign language. It is imperative to build a clear cooperative vision and be willing to ask hard questions about how a transformation of the school counsellor's role can support educators, adolescent students and families in working together. In my opinion, school counsellors have the opportunity and responsibility to play a leadership role in facilitating this collaboration and cooperation. It has been contended, "if you're not confused, you don't know what is going on". This may be true, and inclusive of families, and to some extent schools, which are struggling with how to prepare adolescents for the future. It is this very confusion that has the potential to propel us toward new ways of thinking and re-conceptualizing school counselling and its responses to modern day issues.

To highlight the significance of counselling and guidance in Secondary schools, and to demonstrate the positive outcomes and benefits which result for students as a consequence of such programs, we begin our study by setting the following hypotheses and sub hypotheses:

Hypothesis # 1: in claiming that English learning affects and is affected by career counselling, I suppose that an investigation may provide clues of how to use counselling services to help adolescent students achieve better results in learning English as a foreign language.

Hypothesis # 2: counsellors are important in Secondary schools to provide the students with the ability to integrate awareness about themselves, their potential careers and the post-secondary education into informed decisions about the future.

Hypothesis # 3: the Algerian Secondary schools suffer from a massive shortage of counselling and from a lack of understanding of their role.

Hypothesis # 4: the Algerian adolescent students do not perceive counsellors as influencing the career exploration and the learning process.

Hypothesis # 5: counsellors do not provide different related social and psychological care to overcome adolescence crisis for both male and female students.

Hypothesis # 6: Counsellors do not perceive gender differences in English related fields –academically or career related.

THE COUNSELLORS' INTERVIEW

Ihave explained in a previous article published in 2006 how adolescent learners do not consider counsellors as having an influence on their career-making decisions. Furthermore, counsellors are noted to be a source of inhibitions working within the Secondary school staff. To minimize the casualties, however, an investigation of the different practices taken by the counsellor was necessary to seal the final conclusions. In this respect, I have decided to interview the counsellor of Malika Gaid Secondary School, a representative secondary school in the urban area of Sétif, being the free variable of the experiment, along with three other different counsellors. Primarily, this was aimed at eliminating any risk of information bias.

As in most educational guidance, the counsellor's voice is the most versatile and effective medium of feedback for the reasons I have discussed earlier. By its use, the counsellor is able to help the adolescent student perceive subtle differences in learning English, as a foreign language, that would be difficult to convey otherwise. It is particularly important, in adolescence, to provide counselling and guidance promptly; lacking it, the learner would be doubtful about his performance, and could well go wildly astray. In a counselling situation involving one counsellor and many adolescent learners, providing such guidance is very difficult. It is likewise, very unlikely to provide satisfactory career-making decisions on an individual counselling basis.

In my task analysis, I suggest that it might be possible to device instrumentation for such an endeavour. Nevertheless, this cannot be achieved without knowing the different views of counsellors in this respect. To achieve such aims as these, an interview was conducted and designated to the counsellors in question. The outcomes of the different responses gathered are displayed in this present chapter.

IV. The counsellors' interview:

IV. 1. Aims of the interview:

A major advantage of using the interview, in this research, is its adaptability. By interviewing counsellors on the policy undertaken to promote guidance in our Secondary schools, I was able to follow up ideas on how to plan career guidance, probe the different responses, and investigate motives and feelings about the role a counsellor has to play in promoting English learning. Such things, however, a questionnaire can never do. Also, the way in which the responses were made: the tone of the counsellor's voice, his facial expression and hesitations could provide information that a written response would conceal. Questionnaire responses have to be taken at face value, but a response in an interview can be developed and clarified. Thus, for the sake of setting clear justifications to the different behaviors adopted by counsellors, an interview is this respect was the most needed.

IV. 2. Type of the interview:

Knowing the motives out of undertaking such a procedure, I have opted for a structured interview which is most likely to produce the information required. Moreover, I have based my questions on what is known as "a continuum of formality". At one extreme is the completely formalized interview, where I behave as much like a machine as possible. At the other end is the completely informal interview in which the shape is determined by the individual counsellor's responses.

The counsellors' interview carried out in collecting data about the role a counsellor has to play in promoting English learning, came between the completely structured and the completely unstructured point on the continuum. Freedom to allow the counsellor to talk about what is of central significance to him rather than giving me the desired answer for my research, was clearly important, but some loose structure to ensure all crucial points to the study made me eliminate some problems of the unstructured interview..

IV. 3. Selecting the interviewees:

As it has already been stated, our research is a small-scale project and, thus, to achieve a random sampling is likely to be difficult. Nevertheless, in determining the number of counsellors to be interviewed, I have pursued the following procedures:

1. Out of a number of fifty-three (53) counsellors working in Secondary schools, I have decided to interview ten percent (10%) of the population.
2. Including the free variable, four other counsellors were to be chosen.
3. A random sampling was, then, executed giving each of the individuals concerned, an equal chance of being selected. To do so, I have selected every tenth person on an alphabetic list.

4. Out of the selection, five counsellors were designated. However, the fifth counsellor proved not to be willing to take part, and for some administrative constraints, it was impossible to make him replaced. Hence, our sample composition was as follows:

Counsellor 1. Counsellor from Malika Gaid Secondary School, in the urban area of Sétif, he was the free variable in the experiment.

Counsellor 2. Counsellor and chief responsible of counselling and guidance in the Educational Department of Sétif. (Center of Counselling and Guidance in the urban area of Sétif).

Counsellor 3. Counsellor from Ain-Arnet Secondary School, in the sub-urban area of Sétif.

Counsellor 4. Counsellor at Mohammed Kirouani Secondary School, in the urban area of Sétif.

After submitting each counsellor to a checklist interview, the people making up the sample proved to be representative of the population.

IV. 4. Selecting the questions:

It is common knowledge that the interview questions work out the different points investigated in the research. In dealing with the significance of school counselling and guidance in helping adolescent learners achieve better results in learning English as a foreign language, I divided the interview into four main sections, each section comprising four delimitating questions. It is, thus, a sixteen-question structured interview covering the following areas:

Section 1: Background information regarding the counsellor: school designation, educational background, year of counselling experience, career development and counselling background.

Section 2: Values and beliefs about counselling: perceived influence regarding academic achievement, choices, career exploration, gender related beliefs, importance of perceived competence from students.

Section 3: Students who are counseled: information they request, interests in careers, school and learning decisions based on information, English learning specific questions.

Section 4: The counselling program: the "how, when who" of the program, collaboration with the teaching staff, career and school achievement information utilized, initiatives in Arts, multiple relationships, perceived influence in learning English as a foreign language

IV. 5. Time, place and style of the interview:

It is very important to fix a venue and a time when trying to make an interview. In this respect, our interview stretched at a period of eight days

starting from April 28th until March 5th, 2004. However, it is worth-noting that this interview was very time consuming. To interview the counsellor at Ain-Arnet Secondary School, for example, I allowed one hour for the actual practice. There was also traveling time and time lost through anyone of the numerous mishaps such as: the counsellor's late home, sudden crisis with children which causes delay, or else, unexpected visitor who interrupts the interview.

The interview was tape-recorded and the analysis of the different responses was done by means of transcripts. The questions were divided according to the sections they were supposed to cover, and are, thus, displayed as follows:

Section 1. Background information regarding the counsellor:
1. What are the counsellor's qualifications?
2. Do counsellors follow special training for counselling?
3. What is your experience in counselling?
4. What is the time allocated for career counselling?

Section 2. Values and beliefs about counselling:
1. What is, in your opinion, a counsellor?
2. To what extent is the implementation of counsellors in the educational system important?
3. Do students value the counsellor's role in solving their psychological and social difficulties?
4. Who show more interest in counselling: male or female adolescent learners,

Section 3. Students who are counseled:
1. What is a counsellor of education meant to do?
2. Do you believe there is a relation between counselling and achievement in foreign language learning?
3. Do you believe parents' cooperation is important in counselling?
4. Do you believe adolescence is a stage of critical changes that need special counselling?

Section 4. The counselling program:
1. In what way do you believe a counsellor should consider the adolescent student:
   a. As a normal student among others   ▢
   b. As an individual with a unique set of aspirations and values.   ▢
   c. As a son of his.   ▢

2. To what extent are counselling programs in Algeria proving successful?
3. To what extent counselling programs and educational programs converge?
4. What would you request for a better school guidance and counselling and Algeria?

IV. 6. Analysis and presentation:

To bring an exhaustive understanding to the relationship between the counsellor and the adolescent students, and, hence, to set clear boundaries to the significance of school guidance and counselling, the analysis of the different interview questions is presented in this section.

IV. 6. 1. Preliminary data from the interview:
IV. 6. 1. 1. 1. Background information regarding the counsellor:

The first section of the interview focuses on the counsellors' general information. A full transcript of the interview is included in the appendices. For now, let us display the results obtained:

Question 1. What are the counsellor's qualifications?

Table 1. Counsellors' background information

COUNSELLORS	
Place of work	Secondary schools
Level of education	Bachelor of Arts in Psychology
Hours of work	40 hours a week
Average students to counsel	2500 students
Salary income	14 / 05
Experience	11 to 20 + years
Duties	Educational counselling, career guidance, psychological training …etc.

The results obtained in table 1. give general information on the counsellor's background and qualification. This answers the second question which goes as follows:

Question 2. Do counsellors follow special training for counselling?

The results displayed show that in career counselling background, more than fifty per cent (50%) have information through Bachelor degrees in Psychology, not formal training.

Question 3. What is your experience in counselling.

This question was aimed at knowing the guidance background of the counsellor, and the results show that the majority has an experience of eleven to twenty years onward.

Question 4. What is the time allocated for career counselling?

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The results show that counselling allocated to career development falls at fifty per cent (50%) and below.

The first selection of questions was set in order to give us the background information on counsellors. For a number of students that reaches 2500, it is undoubtedly obvious that counsellors in Algeria have to face many challenges. An initial professionally responsibility is that to be familiar with the innovative programs. As has been suggested, counsellors may have a role to play in 'advocacy' within the school with students, colleagues, the social leadership, and outside interests, particularly parents. Typically, on foot to the re-structured counselling policy suggested in this study, a guidance counsellor might perform significantly in the following ways

1. As a member of one or more program core-teams, he may shape the direction of the school's program to meet perceived students' needs.
2. In timetable classroom sessions, in small groups and on one-to-one basis, he is able to work directly with the students to realize particular guidance goals.

By achieving such aims, he would take part in the orientation of the adolescent individuals to their adult life, and thus, to their personal and social development.

IV. 6. 1. 2. Values and beliefs about counselling:

*Question 1. What is, in your opinion, a counsellor?*

The average answer to such a question is that counsellors believe they are important agents to the fabric of success. Furthermore, they should play a major role in any strategy to improve students' performance. Figure 1. shows the attribution profile of counsellors 1 and 2 as to the reasons they gave for such a question:

Figure 1. Attribution profile on counsellors 1 and 2.   •

Do you believe the implementation of counsellors in the education system is necessary because:

	Always	Quite	Not
often	Never	.	
		often	

a. Counsellors are trained to recognize
symptoms, to provide direct short term
service and to refer to appropriate
support within the school

b. Counsellors are the vital liaison
between school and community support
agencies

c. In Secondary schools, guidance
counsellors play a key role in
encouraging and supporting students
in making good course choices

d. Counsellors facilitate students
transition from a school to another

e. Guidance counsellors teach students
the skills they need to find, and the many
options they have.

f. Guidance counsellors know how to
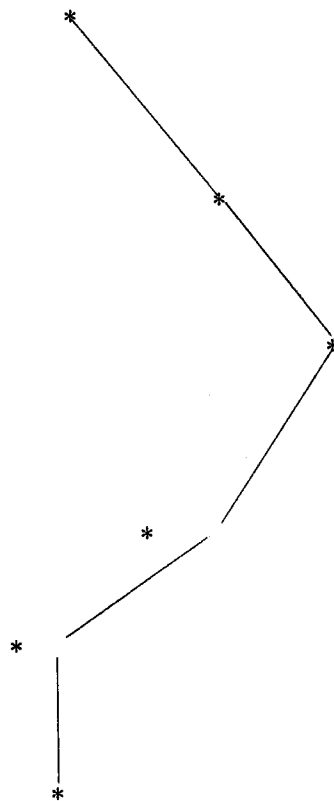identify students at risk
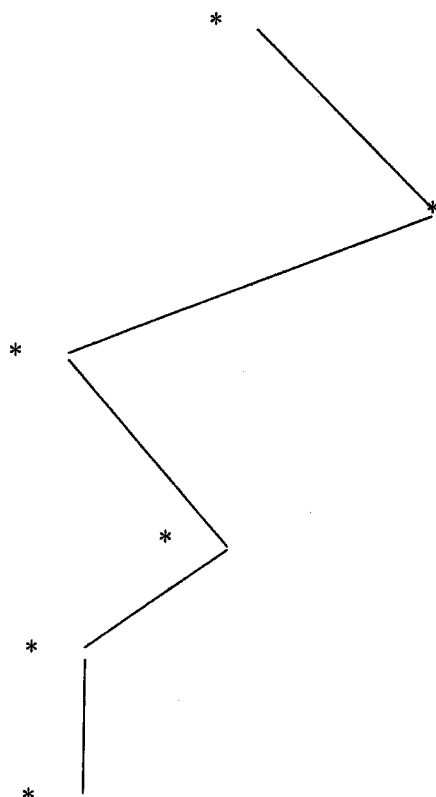
   In this profile of counsellor 1 and 2, I have suggested that it would be more
fruitful to consider their individual views of themselves as counsellors,
whether they see themselves as in control of events in their counselling and
guidance profession, and the reasons they attribute to their successes or
failures. These aspects are changeable, and the attribution file in figure 2.
represents the difference in the views of counsellors 3 and 4.
Figure 2. Attribution profile on counsellors 3 and 4.

Do you believe the implementation of counsellors in the education system is
necessary because:

	Always	Quite often	Not often	Never

a. Counsellors are trained to recognize symptoms, to provide direct short term service and to refer to appropriate support within the school

b. Counsellors are the vital liaison between school and community support agencies

c. In Secondary schools, guidance counsellors play a key role in encouraging and supporting students in making good course choices

d. Counsellors facilitate students transition from a school to another

e. Guidance counsellors teach students the skills they need to find, and the many options they have.

f. Guidance counsellors know how to identify students at risk

The aspects shared by the four counsellors as to the significance of counselling are different. This opens other possibilities to look to the process from different perspectives, and thus, to be able to support the students through appropriate intervention and help.

Question3. *Do students value the counsellors' role in solving their psychological and social difficulties?*

This question has already been debated in chapter 3. related to the students point of view. For the guidance counsellors, the answer is unanimous: the students do not value the counsellors' role in helping them overcome their difficulties.

Table 3. Counsellors' responses to question II. 3.

	YES	NO	TOTAL
Counsellors	00	04	04
Percentage	00%	100%	100%

From the results obtained, it is clear that a lack of communication is the cause for such misunderstandings. While adolescent students do not consider that counsellors are ready to provide solutions to help them cope best with their social and psychological problems, the counsellors find difficulty in establishing confidence between them and the learners at school. With the lack of language use, the gap between both of them seems to remain unbridgeable.

For the guidance counsellor, an understanding of the individual learners requires more than a knowledge of differences between the adolescents' social and psychological difficulties. It involves an understanding that everyone has a unique perspective on the world and their place within it.

Question 4. *Who show more interest in counselling, male or female adolescent learners?*

Table. 4. Results of counsellors' responses on question II. 4.

	YES	NO	TOTAL
* Have influence over students' career exploration	04	00	04
	100%	00%	100%
* Do provide different career information to male and female adolescent learners	00	04	04
	00%	100%	100%
* Influence directly the academic decision	01	03	04
	25%	75%	100%
* Take different measures based on gender differences	00	04	04
	00%	100%	100%

The different answers displayed in table 4. show that counsellors' values and beliefs about counselling are set clear:

The counsellors believe they have an influence over students' career exploration, and about their decisions to enroll in advanced English learning courses. However, they do not provide different career information to males and females, nor do they influence them differently in academic decisions leading to career selection.

IV. 6. 1. 3. Perceptions of students:

Question 1. *What is a counsellor of education meant to do?*

A range of several options emerged from this question. Nevertheless, all the responses merged in the following points:

*Guidance counsellors play a critical role in ensuring that students and teachers have access to quality programs and resources which promote the belief that all destinations have value.

*Guidance counsellors should ensure that all students have many opportunities to explore a wide range of care opportunities, whether they plan to go directly from school to work, to enter apprenticeship programs, or to attend college or university.

*Guidance counsellors know how to identify adolescent students with special difficulties, students whose readiness to learn and ability to succeed are at serious risk.

Question 2. *Do you believe there is a relation between counselling and achievement in foreign languages?*

|Table 5 Counsellors' responses on question III. 2.

	YES	NO	TOTAL
Counsellors	03	01	04
Percentage	75%	25%	100%

From the different responses obtained, seventy-five per cent (75%) of the counsellors agree that there is a relation between counselling and English learning. Consequently, we can conclude that each counsellor approaches counselling tasks in a different way as a result of certain individual perspectives. Thus, the counsellor must seek ways of enabling the learners to take control of their learning of English in order to build up an appropriately positive level in the language learned.

Question 3. *Do you believe parents' cooperation is important in counselling?*

Table 6. Counsellors' responses to question III. 3.

	YES	NO	TOTAL
Counsellors	04	00	04
Percentage	100%	00%	100%

Having discussed the role of the counsellor in busting the adolescent learners' potential in acquiring skills, in general, and learning English, in particular, the next step is to move on to considerations of importance of parents' cooperation in counselling. All the counsellors agree that parents affect greatly their children's expectations. The parents through their involvement in their children's education, influence their academic performance. The counsellors add, in this respect, that although all families can contribute to their children's growth and development in schools, some parents face institutionalized obstacles to making such a contribution.

Question 4. *Do you believe adolescence is a stage of critical changes that needs special counselling?*

Table 7. Counsellors' responses to question III. 4.

	YES	NO	TOTAL
Counsellors	02	02	04
Percentage	50%	50%	100%

It has long been proved difficult to define and to classify adolescence. In this respect, two among the counsellors do believe that adolescence is a critical stage that needs special counselling. Whereas the other half believes that all students who are counseled need special care regardless of whether they are adolescents or not. What we are concerned with here is *'how'* the adolescent learners go about learning English successfully, that is, the skills and the strategies they use, and the guidance and counselling processes they go through in order to give sense to their learning. If these counsellors and others are able to provide them with such counselling procedures that help them get the notion of "learning to learn", then, we are no more concerned with adolescence crises in particular, but with the counselling and guidance program, as a whole. This is what section four of the interview discusses.

IV. 6. 1. 4. The counselling program:

The final section of this interview stresses the fact that an initiative to developing a school counselling and guidance program is highly recommended for a better access to learning English in the Algerian social context. The questions here developed try to enhance the educational perception of counselling as a key component in the formation of the individual's highly complex set of ideals, and hence in the formation of his citizenship.

Question1. *In what way do you believe a counsellor should view the adolescent students:*

a. As a normal student among others   ☐

b. As an individual with a unique set of aspirations and values.   ☐

c. As a son of his.   ☐

Table 8. Counsellors' responses to question IV. 1

	(a)	(b)	(c)	TOTAL
Counsellors	03	01	00	04
Percentage	75%	25%	100%	100%

Question1. tests the degree of involvement the counsellors display during their guidance sessions. Seventy five per cent (75%) of the counsellors treat the adolescent learner seeking counselling as a normal students, whereas one counsellor out of the total number (25%) believes that any learner is an individual with a unique set of aspirations and values.

To take it for granted that a given view is right or wrong at the detriment of another would be a legacy of mistrust. While none of the counsellors agree that the student should be looked at as a son, the majority treats him as a normal individual, who may display problems during the course of his educational path, but who remains far from getting a more privileged status. It is true that counsellors have a larger set of duties than do parents have for their own children, that is why, special assistance from the part of the counsellors should be established to formulate the three-dimensional triangle already mentioned in chapter one (p. 39).

Question2. *To what extent are the counselling programs in Algeria proving successful?*

To display the range of responses gathered out of this question, we need to make a counsellors attribution profile in order to provide the multiple range of choices recorded.

Strongly agree	agree	disagree	strongly disagree
1	2	3	4 .

The Algerian counselling and guidance programs are proving successful:
*Figure 3.* Attribution profile on counsellors 1. 2. 3. 4.
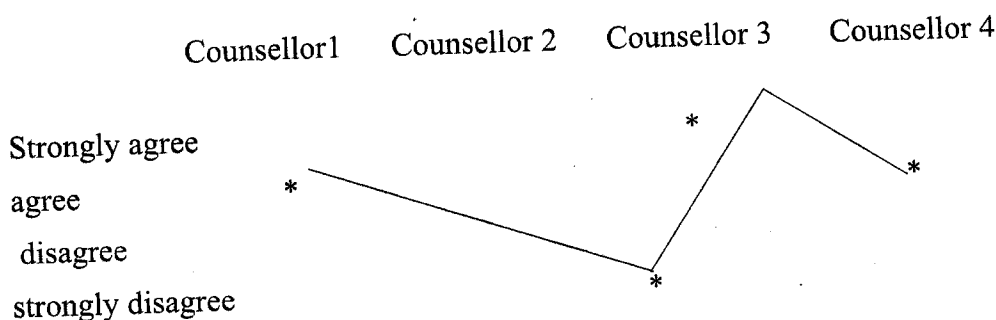
To see the difference between the responses, let us make a graphical representation. The bar chart that follows shows the frequency response amongst the four counsellors that the Algerian counselling and guidance programs are proving successful. First are calculated the frequency answers and are presented in table 9.

Table. 9.

Level of agreement amongst the experimental group
that the Algerian counselling and guidance
programs are proving successful

Strongly agree *1*	agree 2	disagree 3	Strongly disagree 4	Total
01/04	01/04	01/04	01/04	
F= 01	F=02	F= 03	F= 04	n= 10

The frequency response for the 'strongly agree' scale is the most performant. (F= 04) out of a range of (n= 10). (F= 07), the counsellors do not believe the Algerian counselling programs are adequately presented to meet the needs of their users. The bar chart presents the results as follows:

Figure. 4.

Bar chart showing the level of agreement amongst
the experimental group that the Algerian counselling and guidance
programs are proving successful.

19
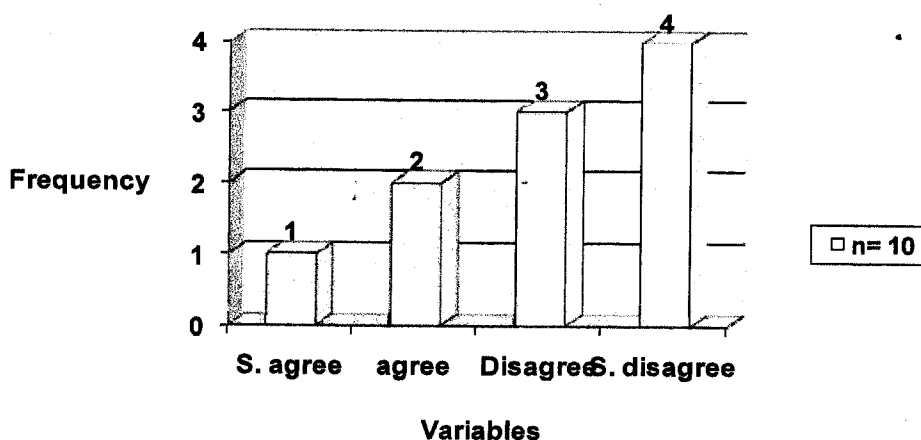
A counselling program is like a tactic used by a player. It is a series of procedures with a particular guidance in mind. Thus, counselling and guidance programs involve an ability to monitor the situation and respond accordingly. However, the Algerian guidance and counselling policy should request the feasibility of the different programs, and the messy applications that go along side.

Question 3. *To what extent counselling programs and educational programs converge?*

This question is very likely linked to the previous one. I putting in question the Algerian counselling program as a whole, the counsellors ultimately provided an answer to the degree the educational and the guidance programs converge. Putting a program that serves both counselling and education practices means being able to assess the learning situation, to plan, to select appropriate skills and to, finally, sequence them. It means, also, to coordinate these different components, to monitor or assess their effectiveness and to revise the plans whenever necessary.

Question 4. *What would you request for a better school guidance and counselling?*

The final question of the counsellors' interview was an open-ended question. The aim of which was to give space and freedom to counsellors to suggest what they think is better to achieve an ameliorated vision of counselling and guidance in the Algerian Secondary schools. Strikingly, all their answers waved around a single axis. their final report can, however, be summed up in this passage:

> *"It is important to discuss a shift in role for guidance counsellors without*
>
> *acknowledging the different industrial relations of recent years. Good quality guidance in schools has always been dependent on significant amounts of good will and generosity of time. When professionals feel*
>
> *undervalued, such additional input becomes vulnerable and cannot*

be taken for granted." (adapted from the counsellors' interview, March 5th, 2004.)

IV. 7. Discussion:

Knowledge about the significance of school counselling and guidance refers to an awareness of the purpose and the demands set for a counsellor. This article has been discussing the responses provided by the different counsellors in this respect. However, to assess the information provided, and to select what is relevant from what is irrelevant, we should refer back to the hypotheses already set forth by this research endeavour. "To what extent do

these latter prove to be valid?", and "what are the values provided for a better guidance and counselling policy in the Algerian educational system?" are points worth-wile of discussion.

Hypothesis # 1: in claiming that English learning affects and is affected by career counselling, I suppose that an investigation may provide clues of how to use the counselling services to help adolescent students achieve better results in learning English as a foreign language. One of the most important applications and beliefs about counselling has been its influence over students' career exploration. The counsellors' answers proved that seventy five per cent (75%) of them believe they have a great influence on the students' decisions to enroll in advanced English language learning. Thus, if decisions are to be taken in this respect, the potential of our students learning English as a foreign language would prove more successful in the Algerian Secondary schools.

Hypothesis # 2: counsellors are important in Secondary schools to provide the students with the ability to integrate awareness about themselves, their potential careers and the post-secondary education into informed decisions about the future. In their response to question III. 1 of the interview, counsellors provided the following answer: "In the career counselling process, all aspects of an individual's life are considered as integral parts of career decision-making and planning. Thus, the presence of counsellors in Secondary schools is very important a stage in the individual's career and citizenship." (Adapted from the Counsellors' interview, March 5th, 2004.) This quotation from the counsellors' interview highlights the importance of counsellors in Secondary schools as a consequence for such programs.

Hypothesis # 3: the Algeria Secondary schools suffer from a massive shortage of counselling and a lack of understanding its role. The background information in table 1, revealed that the number of students to be counseled by a single counsellor is 2500 students. Counselling and guidance is an endeavour that sets profiles of individuals rather than of groups of people. In making decisions to engage in a counselling activity, the counsellor sets appropriate goals that become an important part of his motivated behavior. However, dealing with such an overwhelming number of students is helpless in carrying out the required efforts sustained.

Hypothesis # 4: the Algerian adolescent students do not perceive counsellors as influencing the career exploration and the learning process. It has already been proved in question III. 2. that counsellors are aware of the gap between them and the adolescent students. No doubt that such choices reflect both the students beliefs about counselling, and the counsellors' typical behavior

patterns in achieving such tasks. If the students' confidence in their school counsellors is low, they will act as if there is nothing they can do to improve their performance. In contrast to this, those who pursue learning goals tend to have an underlying belief that counselling and guidance is malleable and that effort is, therefore, worth-wile.

Hypothesis # 5: counsellors do not provide different related social and psychological care to overcome adolescence crises for both male and female students. To question 4 in section II of the interview, the counsellors responded as follows:

"I do not believe I can provide different social and psychological information

to both male and female adolescents because these latter do not perceive

counsellors as influencing their career exploration or learning process, nor

do I believe I can influence them differently in academic decision leading to career exploration." (Adapted from the Counsellors' interview, March 5th, 2004).

Hypothesis # 6: counsellors do not perceive gender differences in English related fields – academically or career related. It is clear from the counsellors' responses that they strongly believe both male and female students are not interested in getting guided to choose their respective paths. They also, add that boys and girls are equally active in making individual selections related to future careers. Whether these selections are rationally made, or whether they are family oriented choices, the goal is to take the appropriate decision as to what the future citizen would be.

Out of a range of different options, the counsellors' responses seem to identify with the hypotheses already tested in the students' questionnaire. The counsellors do not appear to converge with the objectives set in this research endeavour, and thus, the approach toward the significance of school counselling and guidance in helping adolescent learners achieve better results in learning English as a foreign language is identical.

Conclusion:

One of the most interesting implications out of the counsellors' interview is that no one approach to counselling and guidance is necessarily correct. Moreover, specific suggestions are offered as to ways in which students could be helped to change their style of learning English, and to build up more positive orientations. There are, however, a number of as yet unanswered questions with regard to the adolescents' perception of the

counselling and guidance process. An interesting example of this is demonstrated by the good level displayed during counselling sessions, even though the students tend to perform poorly in examination tests.

There is some evidence that learning English is more helpless in boys than in girls. However, as yet, there is no clear indication of why this should be so. Moreover, it is likely that the adolescent learners' interpretations of how do their parents, peers and teachers perceive them exerts a critical influence on their motivational style, and hence, on their will to acquire a language.

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