

# COGNITIVE BEHAVIOURAL THERAPY: A MAGIC TO SPRING TECHNOLOGICAL ANTIDOTE FOR THE CURTAILMENT OF CONSTERNATION AND EXPANSION OF ELOQUENCE IN ENGLISH LANGUAGE.

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**ABSTRACT--***An individual can survive confidently, independently and courageously in this corporate world only if he/she is fluent in English language. The objective of this study is to seek the effectiveness of CBT in reducing the consternation and enhancing the fluency in English language. It signifies the correlation between the effects of consternation on the fluency of English. The experimental design used is one group Pre-test and Post-test design. The sample selected for the study is students of remote area; sample size is 21 students belonging to high school. Consternation regulating capacity scale and Achievement test of English language were used as the Pre-test and Post-test tool for data collection. The statistical techniques used are descriptive statistic, t-test and paired t-test. The findings showed that CBT is much effective in reducing the consternation and enhancing the achievement in English language.*

**Keywords--***Cognitive Behavioral Therapy (CBT), English Consternation regulating capacity, Achievement Test , Foreign Language Anxiety (FLA) , Advising in Language Learning (ALL).*

## I. INTRODUCTION

Education, which is considered to be the most essential element in the overall enlargement of any country, Indian government has put forth high efforts to promote this education system. The importance of retaining words and expressions in any language is the most essential part of learning that particular language. Any person who is capable of memorizing can be proficient in English grammar, but he or she may not be necessarily a good English speaker. As English plays a major role in everyone's life it is mandatory to know and have fluency in English, this is the matter which makes the parents aware of their children to learn English fluently. English is also considered to be a language which makes a person socially mingle with one another and make them a part of society.

The Skill of any language can be acquired through constant listening and regular practice. More easily fluency can be won by having a native speaker as consort. An individual can construct a remarkable stalk in this corporate world only if he or she is a fluent English speaker. Anxiety within an individual may be the main component which is pulling back him or her to interface in English language. Foreign Language Anxiety (FLA) can be defined as a

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fear of performing in a foreign language and it is undoubtedly a major hindrance for learners fends off full participation in and endowment of language classroom. Current study aims at understanding the attitude and cognitive ability of a group of 13 years old students. This paper seeks to embellish the budding of using Cognitive Behavioral Therapy techniques in the field of ALL (Advising in Language Learning) and for facilitating students Experiencing Foreign Language Anxiety (FLA). Cognitive Behavioral Therapy which is popularly called as CBT is the major orientation of psychotherapy and foreshortens unique categories of psychological intervention owing to the fact that it derives from Cognitive and Behavioral psychological models of human behavior. CBT is pre-owned for both individual and group setting and the technique is often habituated for self-help application. It is a process of teaching coaching reinforcing the positive behavior. CBT aids people to point out the link between the both cognitive pattern and emotions with their attitude and behavior towards English language.

Therefore the strung-out learners can feel subservient and self-conscious agitated that they will present witless and be taught of in a pessimistic way by teachers and peers. As such learners want to overcome these difficulties and gain the maximum benefits from their learning experience they require a means of overcoming their concerns and achieving some degree of control over communicative situations. The complete focus of this study is to improve the English fluency and shaping their behavioral patterns by applying the scientific methods and techniques adopted from CBT.

## **II. NEED AND SIGNIFICANCE OF THE STUDY**

CBT helps to improve the mental hesitation that affects human while speaking. This therapy is targeted at supporting children to identify their thoughts, feelings and aiding their understanding of the relationship between cognitive and emotions that can have important impact on Children's speech even at young age. CBT helps to interacts with people who guides to the fluency in English, this interaction enables an individual to gain high degree of confidence and thereby self-analysis about their errors can be made possible. The vernacular language is found most heartwarming to an individual than Foreign Language. This wobbly feeling towards a particular language can be swamped and bring stability. CBT contributes its best to arouse the same feelings towards Foreign Languages, (Singh, 2012).

CBT has been used to examine the result in reduction of anxiety, avoidance of behaviors, frequency of stammering and stuttering and thereby increasing self-esteem, positive thoughts and attitudes about verbal communications, (Gupta, 2016). This therapy eliminates the hidden fear in speaking English through proper healthy exercises like meditation, pleasure trips and providing peaceful environment. It ensures young minds to get complete freedom to bring out their little knowledge by throwing out the ill-favored anxiety. CBT by structuring and giving a proper sense to that little freedom which could necessitate working towards procuring confidence in their potentiality which is more significant than any negative self perception or fears.

The lack of competency of students in Science, Technology, Engineering and Mathematics (STEM), and their attitude towards STEM is one of the main factors that prevents our nation from progressing, (Parvathy, 2019). CBT also completely depends upon attitude level of students.

## **III. LITERATURE REVIEW**

Chandra(2017) made “A Brief Study Of English Language Proficiency: Employability”. The main objective of the study was energizing, enabling, motivating, accuracy and fluency in English. The sample of the study was the engineering employees of various countries. Sample size was 28 countries. The method used for the study was Comparative study. The tool used for the data collection was interview. The finding of the study was to get proficiency only by knowing the basic rules of the language – pronunciation, vocabulary, grammar and its regular usage.

Sanjeev Kumar Gupta (2016) made an attempt to study on “The efficacy of Cognitive Behavior Therapy in an adult who stutters”. The main objective of the study is to reduce the anxiety, avoidance behavior, frequency of stuttering and thereby to increase the social interaction, self-esteem and positive thoughts of an individual about verbal communication. The method used for the study is standardized inventories through Case Study. The tools used for the purpose of data collection were Questionnaires. The findings of the study brought an improvement in adults who stuttered through CBT techniques.

Satwant Singh (2012) made an attempt to study on “Language and Cognitive Behavioral Therapy”. The main objective of the study was to focus on the significance of First and Second languages, hence their impact in the field of CBT. The sample of the study was an Individual who was emotionally unstable after loosing her family. The method used for the study was Case Study. The tool used for the data collection was a simple interview method. The findings of the study were to bring out the linkage emotional difference between first and second language by expressing her own experience.

Rhonda and Susan M. (2010) studied on “Cognitive Behavioral Therapy (CBT)”. The main objectives of the study were to recognize the incompatible cognitive process, and to know the neoteric ways of comprehending and sensing about events. They have dealt with the origins and the very first work of Albert Ellis and Aaron T. Beck in the late 1950’s and early 1960’s. The study was based on CBT and its enactment in curtailing aggression, anxiety, obsessive compulsive disorders. The finding of this study was to overcome the problems by the process of implementing the principles of CBT.

Julian and Matthew (2007) made a core information document on “Cognitive Behavioral Therapy”. The main intent of the documentation was to give a clear picture on CBT, Depression, Bipolar Disorder, Panic disorder, Specific phobias that an individual faces during an action that is unfamiliar or newly practiced by the individuals. CBT was a unique treatment for many psychological problems. Documentation also speaks about the affiliation between how we think, feel and behave in a time limit (10 – 20 session programs)

#### **IV. STATEMENT OF THE PROBLEM**

Cognitive Behavioral Therapy is an antidote for reducing the consternation and there by enhancing the achievement, therefore the study is enfranchised as “Cognitive Behavioral Therapy: A Magic antidote for the curtailment of consternation and expansion of achievement in eloquence of English Language among high school students with special reference to Nanjangud Town”.

#### **V. DEFINITION**

“Cognitive Behavioral therapy is an amalgam of behavioral and cognitive interventions guided by the principles of applied science. The behavioral interventions aim to decrease the maladaptive behaviors and increase adaptive ones by modifying their antecedents and consequences and by behavioral practices that result in new learning. The cognitive interventions aim to modify maladaptive cognitions, self-statement or believes. The hallmark features of CBT are problem focused intervention strategies that are derived from learning theory(as well as cognitive theory principles)” (Craske 2009)

In this study, Conternation Regulating Capacity is the withstanding ability of individual towards the uncontrollable feeling of anxiety.

In the present study, Achievement test is the test given to assess the vocabulary, skills and retention of students.

## VI. OBJECTIVES

1. To comprehend the achievement level of the students in English administering before Cognitive Behavioral Therapy.
2. To cognize the consternation regulating capacity among students before applying Cognitive Behavioral Therapy.
3. To find out the achievement level of the students after Cognitive Behavioral Therapy.
4. To assess the consternation regulating capacity among students after administering Cognitive Behavioral Therapy.
5. To find out the significant difference of Anxiety and Achievement based on the classificatory variables such as Gender, parental occupation and locality.
6. To find out the effectiveness of CBT package and its application to reduce consternation and enhance achievement in English among high school students.

## VII. HYPOTHESIS

1. There exists high achievement level among students in English language after Cognitive Behavioral Therapy.
2. There exists high consternation regulating capacity among the students after the treatment of Cognitive Behavioral Therapy.
3. There exists a significant difference of Conternation and Achievement based on the Gender, parental occupation and locality.
4. Cognitive Behavioral Therapy package is effective and its application reduces consternation and enhances achievement of the students in English language.

## VIII. METHODOLOGY

### *Method*

The Experimental Method has been adopted to find out the withdrawal attitude of the students owing to undesirable anxiety in speaking English. The experimental design used is one group Pre-test and Post-test design.

### **Sample**

The present study included the sample size of 21 students from a aided school of Nanjangud, remote area.

### **Sampling Technique**

Simple Random sampling technique is used for collecting data from the students of aided – school in remote area.

### **Cognitive Behavioral Therapy Modules:**

The investigator developed CBT Module to reduce consternation and thereby to enhance achievement in English. The present experimental study was taken forward through a presentation of 60 modules to the students in a class. The class was taken chronologically in accordance to the module. The module was structured by covering objectives, topic for the study, a detailed plan of teachers' and students' activity and finally ends up with the evaluation stage. The modules were framed by considering various techniques and six phases of CBT, they are “assessment or psychological assessment, reconceptualization, skills acquisition, skills consolidation and application training, generalization and maintenance, post-treatment assessment follow-up” ( Kanfer and Saslow ).

Each stage began with a 10 minutes session of mediation through soothing music effect simultaneously. In the first phase (Assessment or Psychological Assessment) more concentration was enforced in checking out the Schema or Entry behavior of the students by giving pre-test and self introduction activity.

- In the second phase (Reconceptualization) structuring of sentences and generating proper awareness about ones mistakes was focused
- In the third phase (Skills Acquisitions) each skills were separately introduced by the activities to enhance active participation among students.
- In the fourth phase (Skills Consolidation and Application Training) training and application of all the four skills together (LSRW skills) by spotlighting its significance in English language through Techno pedagogy content knowledge.
- In the fifth phase (Generalization and Maintenance) each students were given opportunity to build up their own story by incorporating all the required skills and practical exercises were given to maintain it.
- In the last stage (Post-Treatment assessment follow-up) feedback and future tips to maintain the fluency of English language were given to students by conduction of post-test and self introduction activity to assess their improvement in regard to terminal behavior.

### **Tools Used:**

In the present study the following tools were used for the data collection

#### 1. Questionnaire on English Speaking Consternation

This particular questionnaire included 30 items based on the components such as physical, emotional and behavioral aspects of an individual. It is 5 point Likert scale questionnaires which consist of strongly agree, agree, undecided, disagree, strongly disagree options in it.

#### 2. Questionnaire on Achievement Test

The questionnaire included 30 items based on the components such as cognitive, vocabulary retention and comprehension aspects of an individual. It was a selected-type items.

The above mentioned tools were used as Pre-test and Post-test in the present experimental study.

## IX. ANALYSIS AND INTERPRETATION

➤ The scoring tables have actualized to know the level of achievement among students studying in an aided school of remote area. The comparison of mean and the standard deviation scores are shown in these tables. Mean scores ranging from 1-10, 11-20 and 21-30 will fall under low, moderate and high levels respectively.

1. To comprehend the achievement level of the students before CBT.

**Table 1:** Achievement – Descriptive Statistics (Pre-Test)

Descriptive Statistics	Achievement Test
Mean	12.86
Standard Deviation	3.705
Skewness	0.151
Kurtosis	1.510

Table 1 convey that the mean value is 12.86 with standard deviation 3.705. It reveals that there is moderate level of achievement among students of aided school of Nanjangud, remote area.

2. To find out the achievement level of the students after CBT.

**Table 2:** Achievement – Descriptive Statistics (Post-Test)

Descriptive Statistics	Achievement Test
Mean	23.48
Standard Deviation	4.468
Skewness	0.735
Kurtosis	0.639

Table 2 convey that the mean value is 23.48 with standard deviation 4.468. It reveals that there is high level of achievement among students of aided school of remote area.

➤ The scoring tables have actualized to know the level of consternation regulating capacity among students studying in an aided school of remote area. The comparison of mean and the standard deviation scores are shown in these tables. Mean scores ranging from 1-50, 51-100 and 101-150 will fall under low, moderate and high levels respectively.

3. To cognize the consternation regulating capacity of the students before CBT.

**Table 3:** Consternation regulating capacity – Descriptive Statistics (Pre-Test)

Descriptive Statistics	Consternation Test

Mean	68.38
Standard Deviation	23.168
Skewness	0.502
Kurtosis	1.120

Table 3, indicates that the mean value obtained is 68.38 with standard deviation 23.168. It reveals that there is moderate level of consternation regulating capacity among students of aided school in remote area.

4. To assess the Consternation Regulating measure level after CBT.

**Table 4:** Consternation regulating capacity– Descriptive Statistics (Post-Test)

Descriptive Statistics	Consternation Test
Mean	124.67
Standard Deviation	18.045
Skewness	0.329
Kurtosis	1.478

Table 4, indicates that the mean value obtained is 124.67 with standard deviation 18.045. It reveals that there is high level of consternation regulating capacity among students of aided school of remote area.

5. To find out the significant difference of achievement based on the variables such as Gender, Parental occupation and Locality

**Table 5:** Comparison of Achievement of students based on Gender.

Gender	Mean	Standard Deviation	t	p-value
Male	18.89	2.667	9.637	0.000
Female	26.92	0.996		

Table 5, signifies that the data relating to the gender wise analysis on achievement. Since the p-value is 0.000, it is found that there exist significant differences in the achievement among male and female students. Girls' achievement level is more compared to that of boys' is substantiated.

**Table 6:** Comparison of Achievement of students based on Parental occupation.

Occupation	Mean	Standard Deviation	t	p-value
Employed	23.55	3.804	0.73	0.943
Unemployed	23.40	5.317		

Table 6, signifies that the data is related to the parental occupation. Since the p-value is 0.943, it shows that there exist no significant differences in the achievement among students with regard to their parental occupation.

**Table 7:** Comparison of Achievement of students based on their Locality.

Locality	Mean	Standard Deviation	t	p-value	
Rural	22.15	4.723	1.827	0.083	
Urban	25.63	3.204			

Table 7, signifies that the data is related to the locality. Since the (p-value is 0.083), it shows that there exist no significant difference in the achievement among students with regard to their locality they hail from.

6. To find out the significant difference of anxiety based on the variables such as Gender, Parental occupation and Locality.

**Table 8:** Comparison of Conternation regulating capacity of students based on Gender

Gender	Mean	Standard Deviation	t	p-value
Male	110.00	16.186	4.539	0.000
Female	135.67	9.670		

Table 8, put on view that the data is relating to the gender wise analysis on consternation regulating capacity. Since the p-value is 0.000, it discloses that there exist significant differences in the consternation regulating capacity among male and female students. It attest that girl's have more consternation regulating capacity than that of boys.

**Table 9:** Comparison of Conternation regulating measure of students based on Parental Occupation.

Occupation	Mean	Standard Deviation	t	p-value
Employed	125.20	19.412	0.126	0.901
Unemployed	124.18	17.651		

Table 9, put on view that the data is relating to the parental occupation. Since the p-value is 0.901, it shows that there exist no significant differences in the consternation regulating capacity among students with regard to their parental occupation

**Table 10:** Comparison of Conternation regulating measure of students based on Locality.

Locality	Mean	Standard Deviation	t	p-value
Rural	117.92	19.116	2.438	0.25
Urban	135.63	9.070		

Table 10, put on view that the data is relating to the locality. Since the p-value is 0.25, it signifies that there is no significant difference in the consternation regulating capacity among students with regard to their locality they hail from.

7. To find out the effectiveness of CBT package and its application to reduce consternation and enhance achievement of the students.

**Table 11:** Paired Samples Test

	Paired Difference					t	df	Sig. (tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1								
ECSPreTest								
ECSPostTest	56.286	19.003	4.147	64.936	47.636	13.573	20	.000

**Table 12:** Paired Samples Test

	Paired Difference					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1								
A PreTest-								
A postTest	10.619	3.413	0.745	12.173	9.066	14.259	20	.000

Table 11 and Table 12; evince the effectiveness of CBT package and its application based on the data collected in the pre-test and post-test of aided school students. It discloses that the achievement level of the students is

increased. Thus it has proved that CBT has helped in consternation regulating capacity of the students and thereby enhancing their achievement in English language.

## **FINDINGS**

**From the study, it emanates that:**

1. There is high level of achievement among students after undergoing Cognitive Behavioral Therapy.
2. The student's consternation level has fallen down by applying Cognitive Behavioral Therapy.
3. There exist a significant difference of consternation and achievement based on the variable – Gender.
4. There is effectiveness in Cognitive Behavioral Therapy package in reducing consternation and enhancing achievement, hence there is an inverse correlation between them.

## **X. TENABILITY OF HYPOTHESIS**

1. The stated above hypothesis 1 and hypothesis 2 are accepted as there prevail a high level of achievement and consternation regulating capacity among students.
2. The third hypothesis which remarks that there exists a positive correlation which is accepted as the p value obtained is 0.000 only for the variable – Gender. Since there is no significant difference among other variables that is parental occupation and locality they are not accepted.
3. The last hypothesis was accepted as the efficacy of the Cognitive Behavioral Therapy was noticed in the terminal behavior of the students.

## **XI. SUGGESTIONS**

1. As CBT contributes to the process of teaching, coaching, and reinforcing positive behaviors through proper shaping of one's withdrawal attitude towards English language, it should be applied in the educational settings of an individual's by the instructors.
2. Through meditation, pleasant environment, constant support and enhancing aplomb one can clinch the essence of CBT, hence results in reduction of anxiety.
3. Frequent training programs should be organized for both instructors and students to rectify their carried up traditional mistakes in the English language and bring the English fluency in the proper track.
4. For the successful achievement of students in English language, effective awareness about usage of CBT should be provided for the freshly recruited teachers to structure the positive behavior among the students.
5. An instructor can reduce the burden thoughts of English by giving freedom to speak, in the form of self introduction, pick and speak and storytelling accompanying with positive reinforcement by the instructor.

## **XII. CONCLUSION**

English, an inevitable part of a humans' life without which the existence of human is like travelling without destination. The fluency of English should be structured in a proper way to the young minds, and it has been taken through a different psychological approach so call CBT. Through this study it is much clear that reducing

consternation helps in enhancing the fluency of any language. There is an inverse correlation between anxiety and achievement in fluency. Thus it is clearly understood that without managing consternation, it is highly impossible to reduce the withdrawing attitude of an individual in speaking English. Hence to enhance and maintain the improvement level of fluency, thorough follows up of this therapy is most essential.

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