

Developing First year EFL Students' Learning Skills through Adopting Task-Based Learning in the Study Skills Session

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Abstract

The LMD (Licence- Master- Doctorat) system brought certain innovations in the field of teaching/learning English as a foreign language at the University of Badji Mokhtar- Annaba- Algeria. The very significant innovation in the department of English was the insertion of the Study Skills session. First year study skills' syllabus aims at developing students' awareness of themselves as learners and at promoting their learning skills. The first semester deals with the following learning skills: learning styles, memorization, attention and concentration, note taking, time management, self discipline, anxiety management and exam management. However, the question to be asked is: How to develop these skills in learning English as a foreign language for first year students at the University of Badji Mokhtar during the first semester? It is easy to provide theory but how to effectively develop learners' learning skills? Adopting task based learning (TBL) could be the clue to expand and refine learners' skills. Therefore, along the first semester of the academic year 2014-2015, sixty first year students were involved, consciously, in developing their learning skills of English through tasks inside and outside the classroom. Two questionnaires were administered to investigate learners' skills before and after the implementation of Willis' TBL framework. The results showed that the majority of learners have effectively developed their learning skills, and TBL assured that the study skills session is no more about the theory of how to be successful, but the practice of being successful.

Key words: Constructivism, learner autonomy, learning Skills, 'Study skills', Task based learning