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Investigating Challenges facing first year students in the course of study skills Case: of L1 students of Biskra University

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Declaration

I, Ghoul Djihane, do hereby declare that this dissertation is my own original work

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Dedication

I dedicate this work

To my beloved parents Ghoul Othman, Arab Radia, you are the reason for What i have become now. Thank for your continuous Care and support.

To my husband Adham Selmi who always pushes me to reach for the stars.

I pray for my mother-in-law Haddoud Samia with things that come from above the sky, like sick people, like luck, like a daughter. How beautiful it is to give your mother-in-law a sincere invitation sent secretly to heaven. To my children, who continue to inspire me to tell stories that matter

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Abstract

This study examines instructional strategies and support mechanisms that can help mitigate challenges faced by first language students in a study skills course and promote their language learning and study skills development. The research focuses on identifying specific difficulties encountered by L1 students and explores how these challenges can be addressed through effective instructional approaches. Utilizing a case study methodology, the study incorporates surveys, interviews, and observations to gather data on the impact of these strategies. The findings contribute to the existing knowledge by providing recommendations for educators and course designers to enhance language learning and study skills development among L1 students. Specifically, the study aims to understand the nature and root causes of the difficulties faced by first language students in the context of a study skills course and identify effective teaching methods, techniques, and support systems that can address these challenges and foster improved language learning and the development of effective study skills. The multi-faceted case study approach allows for a comprehensive examination of the issue, leading to practical recommendations that can be implemented to better support first language students and facilitate their academic success in study skills courses.

Keywords: challenges, first year students, instructional strategies, language learning, study skills course, support mechanisms.

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General introduction

In today's interconnected world, English language proficiency plays a crucial role in academic and professional success. For non-native English speakers, often referred to as first language (first language) students, acquiring study skills that facilitate language learning becomes a key challenge. A study skills course specifically designed for first language students aims to address these challenges and enhance their language learning abilities (Lea & Street, 1998; Wingate, 2006). This thesis explores the challenges faced by first language students in such a study skills course and examines the effectiveness of instructional strategies in promoting their language learning and study skills development.

The study skills course for first language students encompasses a range of essential skills and techniques that are crucial for effective language learning and academic success. It covers areas such as note-taking, reading comprehension, time management, critical thinking, and effective study strategies. While these skills are essential for all students, first language students face unique challenges due to their linguistic and cultural backgrounds. (Zimmerman, 2002; Zimmerman & Schunk, 2011)

This thesis aims to shed light on the specific challenges that first year students encounter in a study skills course. By identifying and understanding these challenges, educators and practitioners in the field of English didactics can better tailor their instructional approaches and support mechanisms to meet the diverse needs of first language students.

Additionally, this research examines the theoretical framework underlying the teaching of study skills to first language students. It explores the concepts of language acquisition, first language interference, and the various approaches and strategies that can be employed to enhance the study skills development of first language students.

By conducting a case study of a study skills course designed for first year students, this thesis further investigates the effectiveness of specific instructional methods, teaching materials, and assessment strategies in addressing the challenges faced by first language students. The findings of this study contribute to the existing body of knowledge on effective pedagogical practices for first year students in the context of study skills courses.

Overall, this thesis seeks to provide valuable insights into the challenges faced by first year students in a study skills course and offer recommendations for optimizing instructional practices to support their language learning and study skills development. By addressing these challenges, educators can create a more inclusive and effective learning environment for first year students, empowering them to succeed in their academic pursuits and beyond. (Cummins, 2000; Harmer, 2015; Lightbown & Spada, 2021)

- **Research methodology**

The study was conducted by a mixed methods approach, utilizing a semi-structured questionnaire for students. The study was limited to first year English students, with 43 first language English students/learners answering the questionnaire.

- **Statement of the Problem**

first year students who are non-native English speakers face unique challenges in acquiring study skills for effective language learning. While study skills courses are designed to equip students with essential strategies and techniques, the specific challenges encountered by first language students in such courses have not been extensively explored. Understanding these challenges is crucial for designing effective instructional approaches and support mechanisms tailored to the needs of first language students.

- **Research question:**

"What instructional strategies and support mechanisms can be employed to mitigate the challenges faced by first year students and promote their language learning and study skills development?"

- **Aims of the study:**

-To identify and analyze the specific challenges faced by first year students in a study skills course designed to enhance their language learning abilities.

-To examine the impact of linguistic and cultural backgrounds on the engagement and learning outcomes of first year students in the study skills course.

-To explore effective instructional strategies and support mechanisms that can mitigate the challenges faced by first year students and promote their language learning and study skills development.

-To assess the effectiveness of a study skills course in addressing the challenges faced by first year students and enhancing their language learning abilities.

-To provide recommendations for optimizing instructional practices and interventions in study skills courses for first year students based on the findings of the study.

- **Structure of the research**

  This study examines the challenges facing first year students in a study skills course. The literature review in **Chapter 1** is divided into two main sections:

  Section 1 provides an overview of teaching methods used in English as a foreign language (EFL) courses. This likely includes an analysis of common instructional approaches, teaching materials, and classroom activities employed when teaching English to non-native speakers.

  Section 2 then delves into the different proficiency levels of English language students, exploring the unique needs and challenges faced by learners at beginner, intermediate, and advanced stages.

  Chapter 2 presents the research results and discussion.
  Section 1 describes the specific study skills course offered to the first language student participants. This likely includes details about the course curriculum, learning objectives, and instructional format.

  Finally, **Section 2** discusses the findings from a 13-question survey administered to 43 first language students enrolled in the study skills course. This section likely provides an in-depth analysis of the key challenges, difficulties, and pain points experienced by these students as they navigate the course content and develop essential academic skills.

Chapter 01:

literature review

Chapter I: literature review

I. Teaching methods of English as a foreign language

Introduction

Learning to effectively study and develop strong academic skills is critical for success in higher education. However, for many first-language students, the transition to university- level study presents unique challenges. first language students must adjust to new learning environments and heightened expectations that differ from their prior educational experiences (Wingate, 2006; Lea & Street, 1998). They often struggle to develop effective time management, prioritize commitments, and cultivate essential skills like critical reading and note-taking (Stanton et al., 2017; Engin, 2017). Additionally, the increased autonomy and self-directed learning required at the university level can be daunting for first language students accustomed to highly structured classrooms (Zimmerman, 2002; Kember, 1997). This chapter will explore the root causes and consequences of these challenges, as well as potential strategies for first language students to overcome the difficulties they face in a dedicated study skills course.

The field of Teaching English as a Foreign Language (TEFL) has evolved significantly over the past several decades, with a range of methodologies and approaches emerging to address the diverse needs of language learners. One of the earliest and most traditional methods is the Grammar-Translation Method, which emphasizes the explicit teaching of grammatical rules and the translation of texts between the target language (English) and the learner's native language. This teacher-centered approach was later challenged by the Direct Method, which called for exclusive use of the target language in the classroom and a focus on building direct associations between words, objects, and actions. The Audio-Lingual Method, influenced by behaviorist psychology, further refined language instruction by concentrating on repetitive oral drills and pattern practice to help learners develop linguistic habits. More recently, Communicative Language Teaching (CLT) has become a dominant paradigm, prioritizing the development of communicative competence through meaningful, learner-centered activities that engage students in authentic language use. Task-Based Language Teaching (TBLT) and Content-Based Instruction (CBI) have also gained popularity, with their respective emphases

on using real-world tasks as the focal point of lessons and integrating language learning with the study of academic or professional content. The diversity of teaching methods reflects the field's ongoing efforts to optimize language acquisition and empower learners to effectively communicate in English across a wide range of contexts. (Ellis, R. 2003)

I.1. Teaching methods of language

I.1.1. Grammar-Translation Method

Grammar-focused English teaching strategies rely on extensive explanations. This technique is the traditional or "old-fashioned" way of learning a language. The main idea behind this strategy is to familiarize students with all the grammar rules so that they can easily translate different sentences.

Furthermore, it does not allow learners to think directly in the target language. This prevents a direct connection between thought and expression. Therefore, this technology cannot improve students' language communication skills, but can only enhance their strong language writing skills. (Kember, D. 1997).

The Grammar-Translation Method, while historically prominent in language instruction, has significant limitations in developing practical English proficiency. As Kember (1997) notes, this traditional approach "does not allow learners to think directly in the target language," which "prevents a direct connection between thought and expression." This heavy reliance on translation inhibits students' ability to use English spontaneously and communicate effectively. Furthermore, the method's primary focus on explicit grammar explanations and written exercises means that listening and speaking skills are often neglected (Larsen-Freeman & Anderson, 2011). Students may become adept at analyzing sentence structures and translating passages, but struggle to engage in natural conversations or comprehend spoken English. This disconnect between grammatical knowledge and functional language use is a key weakness of the Grammar-Translation Method. While it may enhance learners' reading and writing abilities, it fails to develop the communicative competence required for successful real-world language use, leading to the rise of more communicative approaches in modern TEFL pedagogy.

- Focuses on explicit teaching of grammar rules and translation between the target language and native language.

- Emphasizes reading and writing skills over speaking and listening.

- Involves activities like analyzing grammatical structures and translating sentences/passages.

I.1.2. Direct Method:

The Audio method is also known as the direct method, which involves thinking and communicating in English. This communication between the teacher and the student is strictly in English, and the student is barred from using their native language. This way helps everyone to work on their speaking language and try to improve it step by step.

Direct Method was developed by studying how children learn their native tongue. Think about how you learned to speak your first language. You listened to adults and older children, then started trying out language, using trial and error, action and reaction, to develop your speaking ability. This is the core idea behind the direct method of copying this natural language learning process. (Henry Harvin. 2024, April 20).

It is a natural method, this method typically focuses more on speaking and listening than on reading and writing. Having said this, there's plenty of room for reading and writing in the direct method classroom.

The best part of DM comes from the fact that it's a natural method; because it replicates how we learned our native language, it feels more inborn to our children and allows them to learn English more deeply than other methods. (Note that for students who haven't been

taught in this way, it can be a little tough at first. And after a few days, they'll get used to it. (Henry Harvin. 2024, April 20).

- Teaches entirely in the target language, with no use of the students' native language.

- Emphasizes speaking and listening skills over reading and writing.

- Uses gestures, visuals, and demonstrations to convey meaning without translation.

The Direct Method's emphasis on spontaneous, communicative language use generally promotes higher levels of student engagement and potentially better long-term language retention compared to more traditional, grammar-focused approaches. As Larsen-Freeman and Anderson (2011) note, the Direct Method's "reliance on active, spontaneous communication in the target language keeps students actively involved in the learning process," in contrast with the passive absorption of grammar rules often seen in other methods. This dynamic, interactive nature of Direct Method lessons can be more motivating for many learners, as the familiar, intuitive approach mirrors how students acquired their first language. Furthermore, the Direct Method's focus on building direct connections between the target language and students' thoughts and expressions, rather than relying on translation, can lead to more durable learning and the ability to apply language skills in real-world situations (Brown, 2007). While the effectiveness of the Direct Method can vary based on learner characteristics, its engaging, naturalistic approach generally promotes stronger student involvement and more enduring language acquisition compared to more traditional instructional techniques.

I.1.3. Audio-Lingual Method:

The audio-lingual method is also known as the Army Method. The audio-lingual methods are:

Language Teaching Methods starts with communication; the material is educated before it is offered in a composed structure.

The objective language is the main language; the student's primary language isn't utilized.

The teacher is the role model for the student.

With the outbreak of World War II armies needed to become orally proficient in the languages of their allies and enemies as quickly as possible. This teaching technique was initially called the Army Method and was the first to be based on linguistic theory and behavioral psychology.

The Audio-lingual Method was widely used in the 1950s and 1960s, and the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue. (Bridge. n.d.).

A distinguishing feature of the Audio-Lingual Method is its strong emphasis on accurate pronunciation and intonation from the very beginning of instruction. As Richards and Rodgers (2014) explain, lessons in the Audio-Lingual approach "begin with model dialogues or phrases that students are expected to repeat and memorize," with the goal of helping learners automatize the target language's sounds, rhythms, and common conversational patterns through extensive drilling and mimicry. This focus on developing aural-oral proficiency before introducing reading and writing reflects the method's origins in meeting the urgent need for oral fluency during World War II, when it was first developed as the "Army Method" (Bridge, n.d.). By prioritizing the mastery of spoken language structures through repetitive practice, the Audio-Lingual Method aims to facilitate habit formation in accordance with the behaviorist psychological principles that underpin its approach to language teaching.

- Based on behaviorist psychology and linguistic theory.

- Emphasizes habit formation through extensive drilling of dialogues and language patterns.

- Focuses on developing oral proficiency through repetition and mimicry.

I .1.4. Task-Based Language Teaching (TBLT):

A defining characteristic of the Task-Based Language Teaching approach is its focus on organizing lessons and activities around meaningful, real-world tasks that require students to use the target language for a communicative purpose (Nunan, 2004). Rather than presenting language in isolated grammatical structures or vocabulary lists, TBLT lessons center on tasks such as planning a trip itinerary, ordering food at a restaurant, or delivering a group presentation. To complete these tasks successfully, students must draw upon their existing language skills to listen, speak, read, and write appropriately, promoting more natural and spontaneous language use compared to traditional, form-focused methods. This emphasis on

using language communicatively, rather than just learning its structures, helps make the learning process more engaging and relevant for students, as they take an active role in problem-solving and negotiating meaning within the task-based context. Importantly, TBLT places a greater focus on fluency and successful task completion over strict grammatical accuracy, reflecting its underlying philosophy that language is best learned through meaningful interaction and authentic use.

- Organizes lessons around meaningful, real-world tasks that require students to use the target language.

- Encourages students to use their existing language skills to complete tasks.

- Focuses on fluency and communication over strict accuracy. (Scribbr. n.d.).

I.1.5. Total Physical Response (TPR):

Total Physical Response, also called TPR, is a method that follows 'learning by doing. For example, the new learner will learn English through a series of activities, "Close the door", "Stand up", "Open your book", and "Stroll to the window and open it." With TPR, the most significant aptitude is aural perception, and everything else will be regular.

The majority of class time in TPR lessons is spent doing drills in which the instructor gives commands using the imperative mood. Students respond to these commands with physical actions. In the beginning, students learn the meaning of the commands they listen to by direct observation. After they learn the meaning of the words in these commands, the teacher provides a command that uses novel combinations of the words the students have learned.

(El-Koumy, A. R. 2010)

A defining feature of the Total Physical Response approach is its focus on developing students' aural comprehension and ability to physically demonstrate understanding of the target language before being expected to produce spoken output. As Asher (1969) explains, TPR lessons are structured around the instructor issuing commands in the target language, such as "sit down," "raise your hand," or "walk to the door," which students must then respond to through physical actions. This "learning by doing" methodology allows learners to associate

new vocabulary and grammatical structures with their conceptual referents through the strong mind-body connection, rather than relying solely on abstract, cognitive learning. As students gain proficiency, the teacher gradually increases the complexity of the commands, combining familiar words in novel ways to encourage active participation and experimentation with the target language. By assessing comprehension through nonverbal responses rather than verbal production, TPR minimizes the anxiety often associated with speaking a new language, particularly for beginner or young learners, and instead promotes the development of aural skills as the foundation for future speaking ability.

- Involves students responding physically to commands and instructions in the target language.

- Aims to develop listening comprehension and associate language with physical movement.

- Particularly effective for beginners and young learners.

I.1.6. Communicative Language Teaching (CLT):

The idea behind this approach is to help students communicate more successfully and effectively in difficult situations. Therefore, this lesson focuses on basic skills such as thanking, complaining, suggesting, inviting, asking for instructions, and giving examples.

There are some learning and teaching techniques that can be used in communicative language teaching such as role-playing, information gaps, language exchange, simulations, discussions, games, pair work and group work. All of these technologies allow learners to participate in the communication process. (Macaro, E. 2009).

A communicative language teaching approach focuses on providing students with the skills to communicate clearly and confidently in real-world settings with native speakers of the target language. (Engin, M. 2017).

This is a second and foreign language teaching method that focuses primarily on the development of communicative skills. This approach emphasizes using language for meaningful purposes in authentic situations.

A core tenet of the Communicative Language Teaching method is its focus on developing learners' communicative competence, rather than just their mastery of grammatical structures and vocabulary (Savignon, 1991). Rather than presenting language as an abstract system to be studied and memorized, CLT emphasizes using the target language for meaningful, authentic communication through interactive activities such as role-plays, information gaps, and problem-solving tasks. In this way, the classroom becomes a site for genuine interaction, where students must draw upon not just their linguistic knowledge, but also their sociolinguistic awareness, discourse skills, and communication strategies to successfully accomplish communicative goals. The teacher's role shifts from that of an authoritative figure imparting grammatical rules, to a facilitator who provides opportunities for students to practice using the language spontaneously and offers feedback only when necessary to maintain the flow of interaction. By centering the development of overall communicative proficiency, the Communicative Language Teaching approach aims to better prepare learners to use the target language effectively in real-world situations outside the classroom.

The Communicative Language Teaching (CLT) methodology focuses on developing students' ability to communicate effectively in real-life situations. This approach emphasizes meaningful interaction and the use of language for authentic purposes, rather than just the mastery of grammatical structures. CLT encourages activities like role-playing, problem-solving, and information exchange, which simulate real-life communication. The method is learner-centered, with the teacher acting as a facilitator and the students actively engaged in the learning process. CLT emerged in the 1970s and 1980s as a reaction to more traditional, grammar-focused methods of language instruction, and it is widely used in modern language classrooms around the world, as it aligns with the goal of developing students' communicative competence in the target language. (Wingate, U. 2006).

I.2. levels of English students

I.2. 1. Needs Analysis of English language students

For English language learners, an extensive needs analysis is necessary to properly customize their educational experience. It is essential to comprehend the various backgrounds, levels of education, and communication requirements of students. Many English language courses are available at Henry Harvin and other similar institutions, with different levels of proficiency and learning goals being catered to. When it comes to teaching English, effective strategies such as the Grammar-cum-Translation Method and other active teaching methods are used to help students master the language. There is disagreement over whether teaching English in one's first language (L1) is always beneficial, especially when it comes to saving time for students who are not as proficient in the language. (Graves, K. 2000).

Students' language acquisition can be improved by involving them in communicative language teaching techniques like contextualizing and eliciting. Meeting the needs of English language learners also requires creating a welcoming and inclusive learning environment, using visual aids, and encouraging regular practice speaking and writing in English. Through the implementation of suitable teaching strategies and a comprehensive needs analysis, educators can provide effective support to English language learners as they progress in their language acquisition process. (Munby, J. 1978).

I.2.2. student's level in English

Determining a student's level in English is essential for providing appropriate instruction and support. English language proficiency levels are commonly categorized into different frameworks such as the Common European Framework of Reference for Languages (CEFR) or the American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels. Here is a general overview of English language proficiency levels based on the CEFR:

The level of English proficiency among students can have a significant impact on the implementation and effectiveness of the Communicative Language Teaching (CLT) approach. As Spada (2007) notes, CLT is particularly well-suited for learners at the intermediate or advanced levels, who have already acquired a sufficient foundation of grammatical knowledge and vocabulary to engage in meaningful communication.

For beginner-level students, however, the heavy emphasis on spontaneous interaction and lack of explicit grammar instruction inherent in CLT may pose some challenges. As Nunan (1991) suggests, these learners may initially benefit from a more structured, teacher-centered approach that provides ample opportunities for controlled practice of language forms before transitioning to the communicative activities that are the hallmark of CLT. This allows them to build a stronger linguistic base from which to draw when engaging in authentic communication.

Furthermore, the cultural backgrounds and educational experiences of the learners can also shape their readiness for the CLT methodology. As Savignon and Wang (2003) observe, students accustomed to more traditional, teacher-fronted instruction may feel uncomfortable with the increased responsibility and ambiguity inherent in the communicative classroom. Carefully scaffolding the shift to a learner-centered approach and managing learner expectations can help ease this cultural transition.

Ultimately, the success of Communicative Language Teaching depends in part on aligning the instructional approach with the proficiency levels and learning preferences of the student population. A judicious blending of communicative and more form-focused activities may be necessary to support learners at different stages of language development and acclimate them to the demands of the CLT classroom.

I.2.2.1. A1 - Beginner: (Grade University, April 23).

- **Listening**: Can understand and respond to basic questions and instructions in familiar contexts.

- **Speaking**: Can introduce themselves, ask and answer simple questions, and engage in basic conversations.

- **Reading**: Can understand simple texts with familiar vocabulary and basic grammatical structures.

- **Writing**: Can write short, simple sentences and fill in basic forms with personal information.

I.2.2.2. A2 - Elementary: (Littlewood, W., & Yu, B. 2011).

- **Listening**: Can understand short, simple messages and conversations on familiar topics.

- **Speaking**: Can participate in basic conversations, describe daily routines, and express likes and dislikes.

- **Reading**: Can comprehend short texts on familiar topics and extract key information.

- **Writing**: Can write short, simple texts like emails, messages, and notes on familiar topics.

I.2.2.3. B1 - Intermediate: (Butzkamm, W. 2003).

- **Listening**: Can understand the main points of clear, standard speech on familiar topics.

- **Speaking**: Can handle most everyday situations, express opinions, and discuss familiar topics.

- **Reading**: Can understand the main ideas of straightforward texts on familiar subjects.

- **Writing**: Can write simple connected texts on familiar topics, describe experiences, and express opinions.

I.2.2.4. B2 - Upper-Intermediate: (CEFR Companion Volume 2018, p.35)

- **Listening**: Can understand extended speech and lectures, and follow complex arguments.

- **Speaking**: Can engage in discussions, give presentations, and express ideas clearly and coherently.

- **Reading**: Can understand complex texts, articles, and reports on a wide range of topics.

- **Writing**: Can write clear, detailed texts on various subjects, present arguments, and express viewpoints.

I.2.2.5. C1 - Advanced: (CEFR Companion Volume 2018, p.36)

- **Listening**: Can understand extended speech even when it is not clearly structured and involves abstract topics.

- **Speaking**: Can participate effectively in discussions, debates, and negotiations, using language flexibly and effectively.

- **Reading**: Can understand long, complex texts, including literary and academic texts.

- **Writing**: Can write clear, well-structured essays, reports, and reviews, expressing ideas with precision and sophistication.

I.2.2.6. C2 - Proficient: (CEFR Companion Volume 2018, p.38)

- **Listening**: Can understand virtually everything heard or read, including idiomatic expressions and nuances.

- **Speaking**: Can express themselves fluently, spontaneously, and precisely, adapting language to different social and professional contexts.

- **Reading**: Can understand virtually all forms of written language, including specialized and complex texts.

- **Writing**: Can produce clear, well-structured, detailed texts on complex subjects, demonstrating a high level of language proficiency.

I.3. How do teachers take in consideration the needs Analysis procedure to design their courses

Students' language acquisition can be improved by involving them in communicative language teaching techniques like contextualizing and eliciting. Meeting the needs of English language learners also requires creating a welcoming and inclusive learning environment, using visual aids, and encouraging regular practice speaking and writing in English. Through the implementation of suitable teaching strategies and a comprehensive needs analysis, educators can provide effective support to English language learners as they progress in their language acquisition process. (Peyró, M. C. R., Herrero, E. C., & Llamas, E. 2020).

❖ And also to design their courses they follow this rules:

I.3.1. Individualized Learning Plans:

Teachers create individualized learning plans for each student based on their proficiency level, learning goals, and areas for improvement. These plans outline specific learning objectives, activities, and assessments tailored to the student's needs. (Graves, K. 2000)

I.3.2. Flexible Grouping:

Teachers use flexible grouping strategies to ensure that students are grouped based on their proficiency levels for specific activities or tasks. This allows for targeted instruction and support for learners at different levels within the same classroom. (Munby, J. 1978)

I.3.3. Language Support:

Teachers provide language support through scaffolding techniques, where they gradually reduce support as students become more proficient. This gradual release of responsibility helps students build confidence and independence in using English. (Richards, J. C., & Rodgers, T. S. 2014)

I.3.4. Differentiated Assignments:

Teachers assign tasks and projects that are differentiated based on students' proficiency levels. For example, beginners may have simpler tasks with more guidance, while advanced learners may have more complex assignments that require critical thinking and creativity.

(Cook, V. 2001)

I.3.5. Language Input:

Teachers adjust the language input they provide based on students' proficiency levels. They use simplified language, visual aids, and gestures for beginners, gradually increasing the complexity of language input as students' progress to higher levels of proficiency. (Swain, M., & Lapkin, S. 2000)

I.3.6. Feedback and Reflection:

Teachers provide timely and constructive feedback to students on their language use, highlighting areas of strength and areas for improvement. Encouraging students to reflect on their language learning process helps them become more aware of their progress and set goals for improvement. (El-Koumy, A. R. 2010).

I.3.7. Language Practice Opportunities:

Teachers provide ample opportunities for students to practice their English language skills in authentic contexts. This includes role-plays, discussions, debates, and real-life tasks that simulate language use outside the classroom. (Hutchinson, T., & Waters, A. 1987)

I.3.8. Monitoring Progress:

Teachers regularly monitor students' progress through formative assessments, quizzes, and observations. This ongoing assessment helps teachers track students' development, identify areas of difficulty, and adjust instruction to meet individual learning needs. (Brown, J. D. 1995)

I.4. Previous research on study skills courses for L1 students

Several studies have examined the effectiveness of standalone study skills courses or workshops for traditional college students, those who are native speakers of the language of instruction (L1 students).

A meta-analysis by Hattie, Biggs, and Purdie (1996) reviewed 51 studies on the effects of study skills interventions. They found that study skills course had a moderate positive effect on academic achievement, with stronger effects for courses that integrated study skills instruction with subject-area content.

Dickson, Krause, and Boster (2019) evaluated a semester-long study skills course for first-year L1 university students. They found that students who completed the course showed significant improvements in time management, note-taking, and test-taking skills compared to a control group.

Credé and Kuncel's (2008) review of the literature indicated that study habits, skills, and attitudes are strong predictors of academic performance, on par with standardized test scores and high school GPA.

Research has also suggested that the timing of study skills instruction is important. Courses or workshops delivered early in a student's academic career tend to have greater impact on outcomes like GPA and retention (Hoops & Yu, 2017).

Chapter 02:
research results and discussion

Introduction

This chapter represents the practical application and implementation of the theoretical foundations established in the preceding sections of this dissertation. While the literature review and conceptual framework have provided a robust academic basis for study skills students, it is essential to explore how these theoretical insights can be translated into real-world practice.

II.1. Description of Study Skills Course of L1 students
II.1. 1.Definition and importance of study skills

Study skills encompass a range of strategies and techniques that empower students to learn more effectively and efficiently. These skills include time management, note-taking, active reading, memorization, test preparation, critical thinking, concentration, and collaborative learning. By mastering study skills, students can better organize their time, engage with course material, retain information, and approach academic tasks with confidence. Ultimately, the development of strong study skills is a crucial component of academic success, as it enables students to take a more active and intentional role in their own learning process. (Gettinger, M., & Seibert, J. K. 2002)

❖ The importance of study skills are as follows: (Credé, M., & Kuncel, N. R. 2008)

- Study strategies are important as it helps in cultivating self-motivation

- Study methods help in improving the organized skills

- Study skills strategies are important because it helps in improving the retention power in students

- Study strategies boost the level of concentration amongst the learners

- Study methods help to achieve higher grades

- Study strategies have proved a boon with time management

- Study methods help a student in studying, recalling and retaining information

II.2. Research results

II.2.1. Questionnaire results for the L1 students

As part of our study on the study skills of first-year English students, we have designed this questionnaire to better understand their learning habits, attitudes, and challenges. The goal is to identify areas where students are struggling and develop targeted pedagogical interventions to help them improve their study strategies and academic success.

This questionnaire covers various aspects of study skills, including time management, note-taking, exam preparation, task organization, and resources used. Your responses will help us paint a detailed picture of the needs and practices of first-year English students.

- **Question 01:** Which modules do you find it difficult? (you can tick many choices)

The survey results indicate that students face varying degrees of difficulty across a range of academic modules. Certain subjects, such as Civilization and Literatures, may pose challenges due to the need to engage with unfamiliar historical contexts, complex sociopolitical dynamics, and the development of sophisticated interpretative skills. Technical modules like Grammar, Linguistics, and Phonetics can also be cognitively demanding, as students grapple with mastering the nuances of language structure, theory, and application. Modules centered on communication, such as Oral Expression and Written Expression, present their own set of hurdles, as students work to overcome language barriers, shyness, and the ability to effectively convey ideas. Additionally, the Technical and Technological Uses (TTU) module may challenge those with limited prior experience in navigating digital tools and adapting to the rapid pace of technological change. Finally, the interdisciplinary nature of Social Sciences modules can be daunting, requiring students to integrate diverse theoretical perspectives and develop a critical understanding of complex societal issues. By identifying these areas of difficulty, educators can tailor their instructional approaches, provide targeted support, and design learning activities that address the unique needs of students across the various academic disciplines.
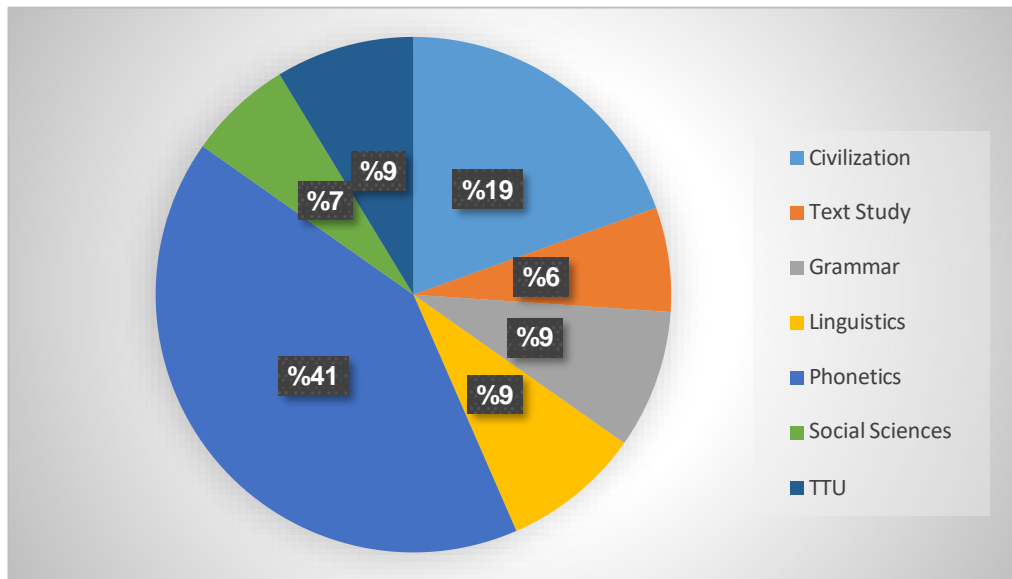
Figure 01: student's dificulties in english modules

The module difficulty percentages provided reveal that certain subjects pose significantly greater challenges for students compared to others. Phonetics stands out as the most problematic, with 41% of students reporting difficulties in this area, suggesting that the detailed study of language sounds, articulation, and transcription requires substantial support and innovative teaching methods to help students overcome these hurdles. Civilization is also a area of concern, with 19% of students finding the complex historical contexts and sociopolitical dynamics within this module particularly challenging. On the other end of the spectrum, Text Study (6%) and Social Sciences (7%) appear to be relatively more manageable for the majority of students. The institution should prioritize addressing the needs of the sizable groups facing difficulties in Phonetics, Civilization, as well as the smaller but still noteworthy percentages struggling with Grammar (9%), Linguistics (9%), and Technical and Technological Uses (9%). By deeply analyzing these module-specific difficulty levels, educators can tailor their instructional approaches, provide targeted interventions, and allocate resources to elevate student success across the diverse academic disciplines.

- **Question 02:** What is the frequency of your study skills studies per week?

Ideally, the student should be dedicating a consistent and regular amount of time to practicing study skills, such as time management, note-taking, active reading, and test preparation. A higher frequency, such as several times per week, would suggest a more disciplined and organized approach to studying. Conversely, a lower frequency, perhaps just once a week or even less, could signal areas for improvement in the student's study routine and habits.

It is important to note that the specific study skills in focus may influence the frequency of practice. Certain skills may require more regular attention, while others may be addressed less frequently. Understanding the student's interpretation of "study skills" is crucial to properly contextualizing their response.

Additionally, the frequency of study skills practice can be impacted by various factors, such as academic workload, extracurricular commitments, personal circumstances, and the level of support or guidance provided by the educational institution. Recognizing these contextual elements can help the educator better interpret the student's habits and identify potential areas for intervention or additional support.

By analyzing the student's response to this question, the educator can gain valuable insights into the student's study practices, identify areas for improvement in their study skills development, and tailor their guidance and support accordingly to help the student enhance their academic performance and overall learning outcomes.
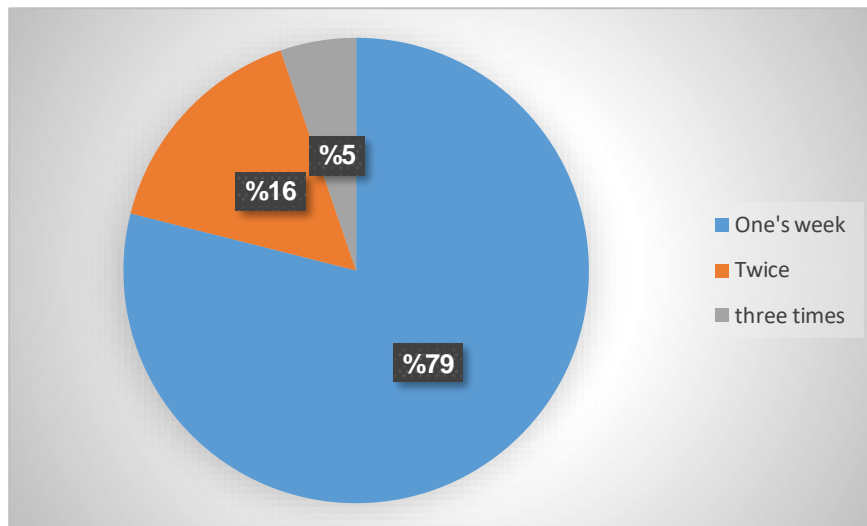
Figure 02: the frequency of study skills studies per week

The data on the frequency of students' study skills practice per week reveals a concerning pattern. According to the information provided, the majority of students, a staggering 79%, reported practicing their study skills only once a week. This alarmingly low frequency of engagement with critical learning techniques, such as time management, note-taking, and test preparation, is unlikely to be sufficient for these students to effectively develop and reinforce their study skills. In contrast, a smaller percentage of students, 16%, indicated that they practice their study skills twice a week, demonstrating a more structured approach to their academic development. However, the group practicing study skills three times a week, representing a mere 5% of the student population, represents the optimal level of engagement, which is not the norm. The educator should prioritize implementing targeted interventions and support systems to encourage the majority of students who are practicing study skills only once a week to increase the regularity of their practice, while also exploring ways to further motivate and challenge the students who have already established a more consistent study skills routine. By addressing this disparity in study habits, the educator can help foster a culture of academic excellence and ensure that all students have the necessary tools and strategies to succeed in their studies.

- **Question 03:** What are the difficulties you find in this module study skills?

The survey results unveil a multifaceted set of challenges students face in this study skills module, with potential issues ranging from the relevance and applicability of the content to the instructional approach and cognitive demands placed on learners. Respondents may struggle to perceive the immediate value and practical utility of the study strategies covered, hindering their motivation and engagement. The breadth and complexity of the material, coupled with a lack of personalization to individual academic needs and learning profiles, could also contribute to feelings of being overwhelmed. Additionally, students may encounter difficulties in transferring the study skills to their other courses, underscoring the importance of explicitly addressing how the strategies can be adapted across different contexts. Institutional support and access to resources like tutoring and technology-enabled learning tools may further impact students' ability to effectively apply and sustain the study skills acquired. By closely examining these areas of difficulty, educators can redesign the module to be more responsive to student needs, enhance the relevance and accessibility of the content, and foster a more engaging and empowering learning experience.
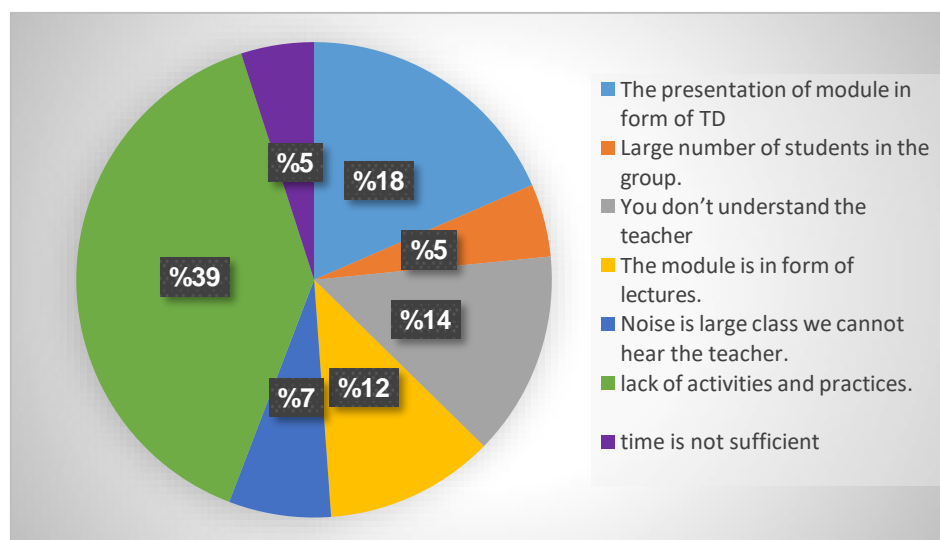

Figure 03: the difficulties of study skills course

The survey results reveal a multifaceted set of challenges faced by students, with the most prominent issue being the lack of engaging activities and hands-on practice opportunities, cited by 39% of respondents. This points to a strong preference for more interactive, student-centered learning approaches over traditional lecture-based formats, which were also identified as problematic by 12% of participants. Alongside this, 18% of students struggled with the tutorial-discussion (TD) presentation of course material, suggesting the need to evaluate the effectiveness of this instructional delivery method. Further difficulties included the inability to comprehend the teacher's explanations (14%), as well as environmental factors such as noise and large class sizes (7%) that hindered effective communication. Additionally, 5% of students reported issues with the limited time allocated for the module, while another 5% cited the large number of students in their group as a challenge. Collectively, these findings highlight the importance of adopting a more learner-centric approach, improving instructional clarity, and managing classroom environments to create a more conducive learning experience for students studying English.

- **Question 04:** when do you use English?

The question "When do you use English?" is designed to elicit a detailed understanding of the person's language usage patterns, particularly regarding the English language. It seeks to uncover the various contexts and situations in which the individual employs English as a means of communication, such as in academic, professional, social, or personal domains. The question also aims to explore the person's linguistic background, including their native language, proficiency levels, and any multilingual abilities, as these factors can significantly influence their English usage. Additionally, the question probes the specific situations, purposes, and motivations behind the person's English usage, while also considering any challenges or preferences they may have in utilizing the language. By addressing these multifaceted aspects, the educator or interviewer can gain valuable insights that can inform tailored support, identify areas for language learning improvement, and foster the individual's overall English language development and proficiency.
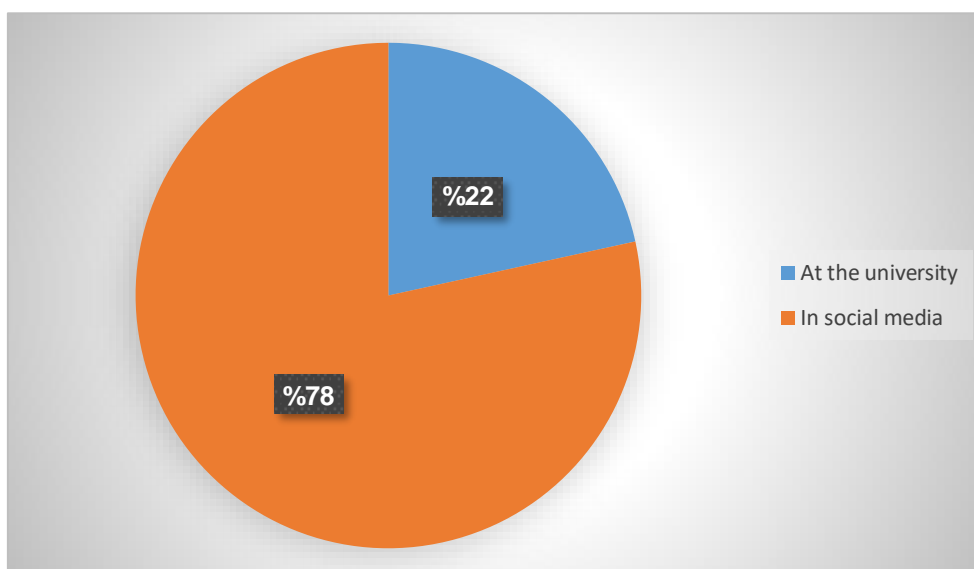
Figure 04: where students use English

The data provided reveals an interesting dichotomy in the English language usage patterns of the respondents. While only 22% reported using English primarily in the university context, a staggering 88% indicated that they utilize the language extensively on social media platforms. This stark contrast suggests that for the majority of the group, social media has become a dominant domain for their English language engagement, far outweighing their usage of the language in formal academic settings. The low percentage of respondents using English at the university level may indicate that their educational programs do not emphasize or provide sufficient opportunities for English language practice, or that these individuals have limited exposure to the language in their scholarly pursuits. Conversely, the overwhelming majority's self-reported use of English on social media underscores the importance of these online spaces as avenues for these individuals to actively employ and develop their English language skills, potentially outside the confines of their academic lives. This disparity highlights the need for educators and language instructors to explore ways to bridge the gap between the academic and social spheres, leveraging the students' comfort and proficiency in social media usage to enhance their overall English language development and create a more balanced, holistic approach to language learning.

- **Question 05:** What are the difficulties you face when studying English?

This focused, open-ended question invites students to share the specific challenges they encounter when learning the English language, providing nuanced, qualitative data to guide the development of targeted support and instructional resources. Responses may span a range of potential difficulties, such as vocabulary acquisition, grammar comprehension, reading/writing skills, and

pronunciation, allowing respondents to highlight their unique pain points. While the neutral wording avoids introducing significant biases, factors like proficiency

level and cultural background may influence the nature of the answers. Positioning this question within a broader survey or interview on language learning, academic skills, or international student experiences would create helpful context, enabling the data to be analyzed alongside information on learning strategies, resource utilization, and academic support services. Though the open-ended format requires more time and cognitive effort from participants, the resulting insights can yield invaluable guidance for educators, language instructors, and support staff to implement more effective teaching methods and academic support programs to address the specific difficulties faced by students when studying English.
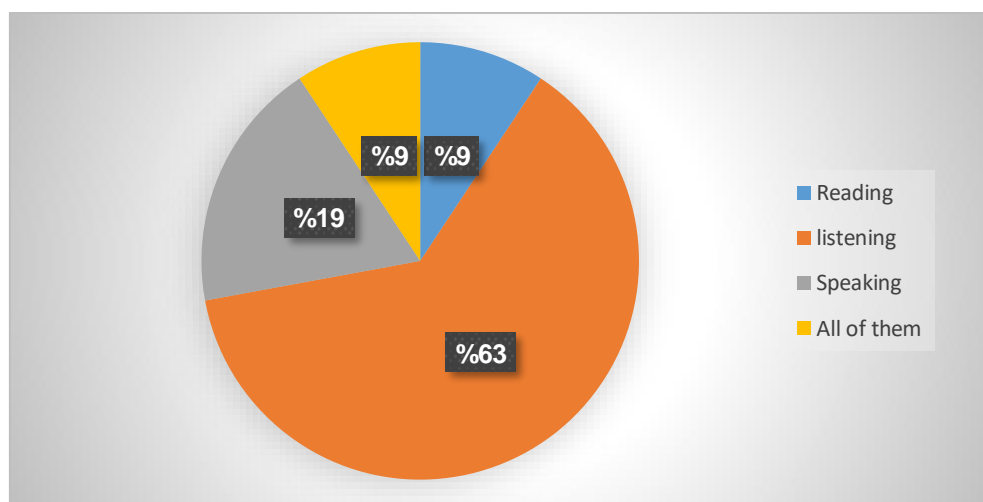

Figure 05: the difficulties of study skills module

The survey results indicate that listening comprehension is the dominant challenge, with 63% of respondents reporting difficulties in this area, likely requiring a greater emphasis on developing authentic listening skills through exposure to varied audio/video materials and interactive practice. Speaking also emerged as a prominent issue for 19% of learners, underscoring the need for more opportunities to engage in conversational English and strengthen oral

communication abilities. While reading presented difficulties for a smaller 9% of participants, the data suggests a holistic, balanced approach to language instruction may benefit the 9% who grappled with challenges across all skills, highlighting the importance of providing integrated skill development to cater to diverse learner needs. Overall, these insights can guide educators and institutions to implement targeted interventions, such as enhanced listening and speaking activities, to effectively address the primary obstacles faced by English language students.

- **Question 06:** How do you manage your time during your studies?

This open-ended question allows students to describe their unique time management strategies and challenges in their own words, providing rich, qualitative data to inform efforts to support academic success. The flexible format invites respondents to share a diverse array of tactics, from using calendars and planners to prioritizing tasks and minimizing distractions, offering deep insights into their decision-making and behaviors around time management. While responses may be influenced by social desirability bias, the question's neutral wording avoids introducing significant preconceptions. Positioning this query within a broader survey on academic skills, study habits, or student well-being would create helpful context, allowing the data to be analyzed alongside related factors like goal-setting, productivity, and work-life balance. Though the open-ended nature requires more time and cognitive effort from participants, the resulting qualitative information can yield invaluable guidance on developing tailored resources and interventions to address common time management difficulties faced by students.
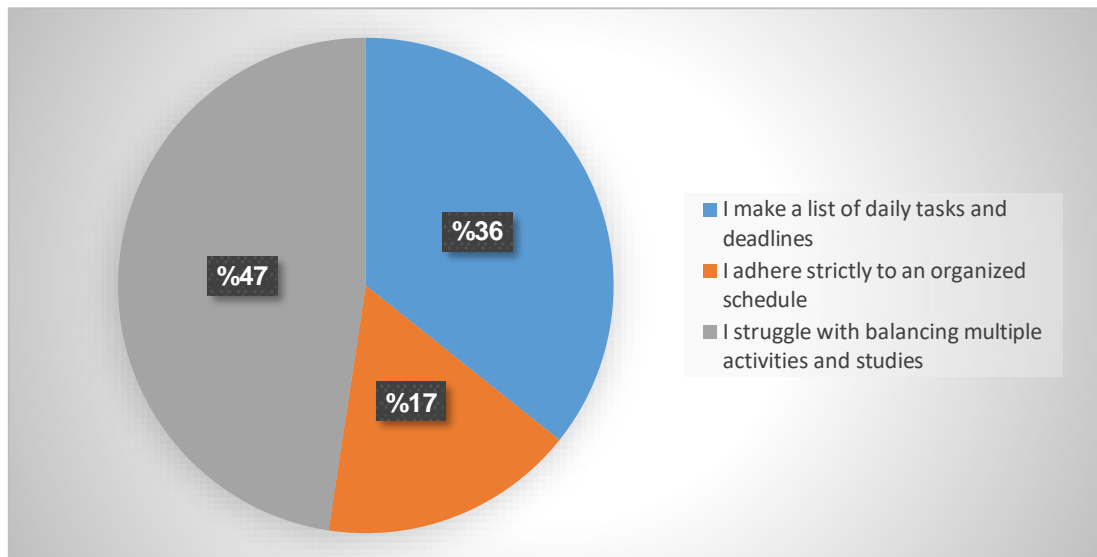
Figure 06: the management of the time to studies

   The response data reveals a mixed picture of students' time management strategies and challenges. The largest group, 47% of respondents, indicated that they struggle with balancing multiple activities and studies. This suggests that time management is a significant pain point for nearly half the student population, likely contributing to stress, burnout, and potential academic underperformance.

In contrast, 36% of students reported that they make a list of daily tasks and deadlines as their primary time management tactic. This proactive, list-based approach demonstrates an understanding of the importance of organization and prioritization in effectively managing one's studies. These students may experience greater productivity, focus, and a sense of control over their academic responsibilities.

A smaller proportion, 17%, stated that they adhere strictly to an organized schedule. This highly structured approach likely provides a clear framework for balancing different commitments and optimizing productivity. These students may excel at time blocking, minimizing distractions, and maintaining a consistent study routine.

The disparate responses highlight the variable nature of students' time management skills and the diverse strategies they employ. While some are able to leverage structured planning and organization, a significant portion struggle with the competing demands on their time. This suggests a need for targeted support and instruction in time management techniques, as well as

the cultivation of meta-cognitive skills to help students better understand and address their individual challenges.

Tailoring academic resources, counseling services, and peer-to-peer learning opportunities to address the specific time management pain points revealed in these responses could have a meaningful impact on students' academic success, stress levels, and overall well-being. Identifying and scaling effective time management practices used by the more organized students may also provide a valuable framework for supporting their peers.

- **Question 07:** Do you feel that your study skills course could benefit from more personalized attention and support?

This open-ended question is an effective way to gauge students' perceptions of the academic support and guidance they receive from their teachers. The clarity and specificity of the question allows respondents to provide detailed feedback on this important aspect of their educational experience. As an open-ended query, it avoids introducing potential biases from pre-defined response options, and instead gives students the freedom to share nuanced perspectives. While this format may require more time and effort from the respondent compared to a multiple-choice question, the rich qualitative data it can yield makes it a valuable inclusion in the overall questionnaire. Strategically placing this question alongside other queries about the student-teacher relationship could help provide helpful context and flow. Overall, this question appears well-designed to gather meaningful insights

that can inform efforts to improve the level of support and guidance teachers provide to students.
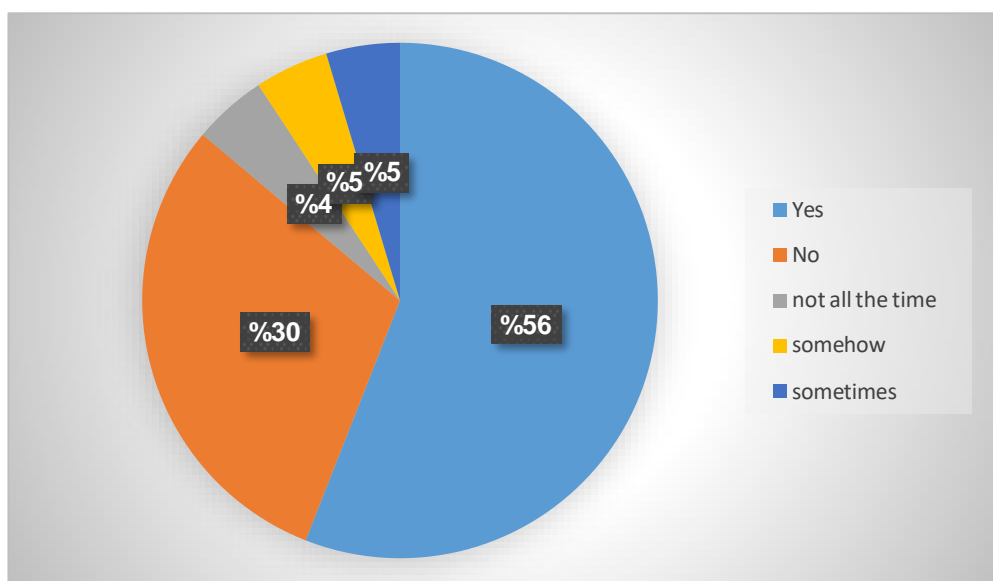
Figure 07: the benifits of studing study skills

The results of this question indicate that a slim majority of students (56%) feel their teachers do provide adequate support and guidance in their studies. This suggests the teaching staff is generally meeting the academic support needs of over half the student body.

However, the significant portion who responded negatively (30% answering "no") raises some concerns. Nearly one-third of respondents do not believe they are receiving sufficient support and guidance from their teachers. This is an area that warrants further investigation to understand the specific issues or gaps these students are experiencing.

The remaining responses provide more nuanced perspectives. The 4% who said "not all the time" and the 5% who answered "somehow" imply the support may be inconsistent or lacking in certain contexts. And the 5% who said "sometimes" indicates the level of support can vary.

Taken together, these results show a mixed picture - while over half the students are satisfied, a meaningful proportion feel their teachers are falling short in providing adequate academic guidance and assistance. Drilling down into the reasons behind the negative perceptions could help identify specific areas for improvement, such as enhancing teacher training, increasing one-on-one student support, or better tailoring instructional methods to student needs. Addressing the concerns of the substantial minority who lack confidence in their teachers' support should be a priority.

- **Question 08**: What English level do you want to reach?

   The responses to this question can provide insights into the person's current self-assessment of their English abilities, as well as their future-oriented targets and ambitions. Some may aspire to achieve beginner or intermediate fluency, while others may seek advanced or even native-like competency, depending on their personal interests, academic or professional needs, and long-term plans. Understanding these individualized goals can help educators, language instructors, and program designers tailor their approaches to support the person's specific language learning journey.

Furthermore, the question implies that the person has the agency and motivation to set their own targets for English language improvement. This suggests an active, self-directed approach to language learning, where the individual is willing to take ownership of their goals and the necessary steps to achieve them. Analyzing the person's response can shed light on their understanding of the language learning process, their readiness to commit to the required efforts, and the factors that shape their desired English proficiency level.

By gaining this comprehensive understanding of the individual's English language goals and aspirations, educators and language professionals can develop personalized learning plans, identify appropriate resources and strategies, and provide targeted support to help the person reach their desired level of English competency. This holistic approach to language learning can ultimately foster greater success and fulfillment for the individual throughout their language development journey.
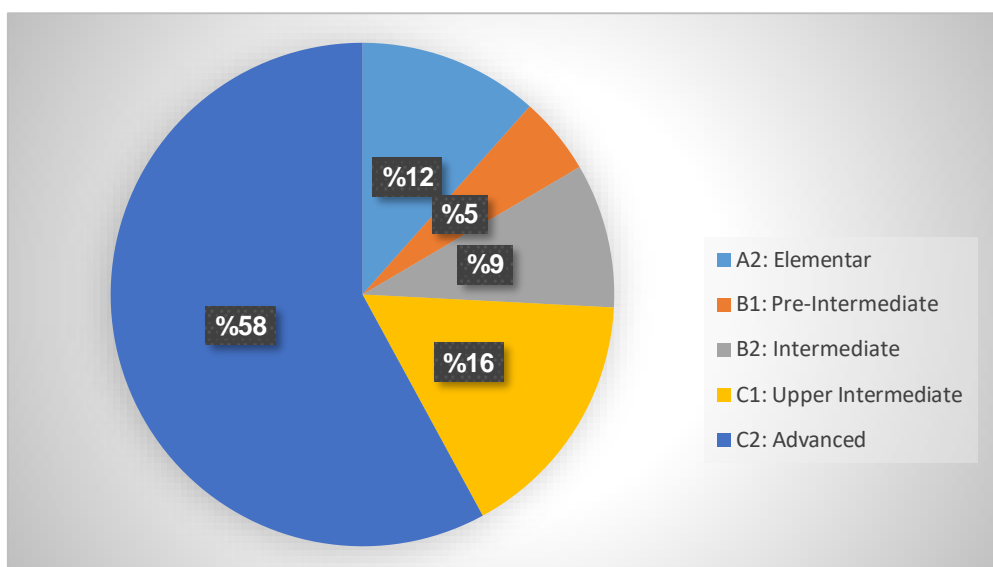
Figure 08: the goals of students in English

The data provided on the respondents' desired English proficiency levels reveals a diverse spectrum of language learning goals. While the majority (58%) aspire to reach the advanced C2 level, demonstrating a strong drive for near-native fluency, a significant portion also aim for the upper-intermediate C1 level (16%) and the intermediate B2 level (9%). This suggests that the group encompasses individuals at various stages of their English language journey, with some focusing on foundational skills at the elementary A2 level (12%) and pre-intermediate B1 level (5%). This heterogeneity in the respondents' aspirations underscores the importance of adopting a tailored and flexible approach to

language education, where programs and resources can be customized to meet the unique needs and goals of each learner. By understanding this range of desired proficiency levels, educators and language instructors can develop personalized learning paths, allocate appropriate support, and create opportunities for collaborative learning among individuals at different stages of their English language development. This holistic approach can foster greater engagement, progress, and ultimately, the achievement of the respondents' diverse language learning objectives.

- **Question 09:** Do you find it challenging to take effective notes during lectures?

This direct yes/no question effectively assesses students' perceptions of the difficulty they experience in taking useful notes during lectures, a critical academic skill. The clarity and specificity of the wording allows respondents to clearly indicate whether they struggle with this task or not. While the use of the term "effective" may subtly imply a certain standard of note-taking that some students may not feel they meet, the overall neutral tone of the question avoids introducing significant biases. As a straightforward query requiring minimal time and effort to answer, this question can be easily incorporated into a broader survey examining students' study habits, classroom engagement, and usage of academic support services. Positioning this item alongside related questions about note-taking strategies, lecture comprehension, and time management can provide helpful context and flow to the data collection process. Overall, this well-designed question can yield valuable insights to inform efforts to enhance students' note-taking skills and identify areas where additional support or instruction may be needed.
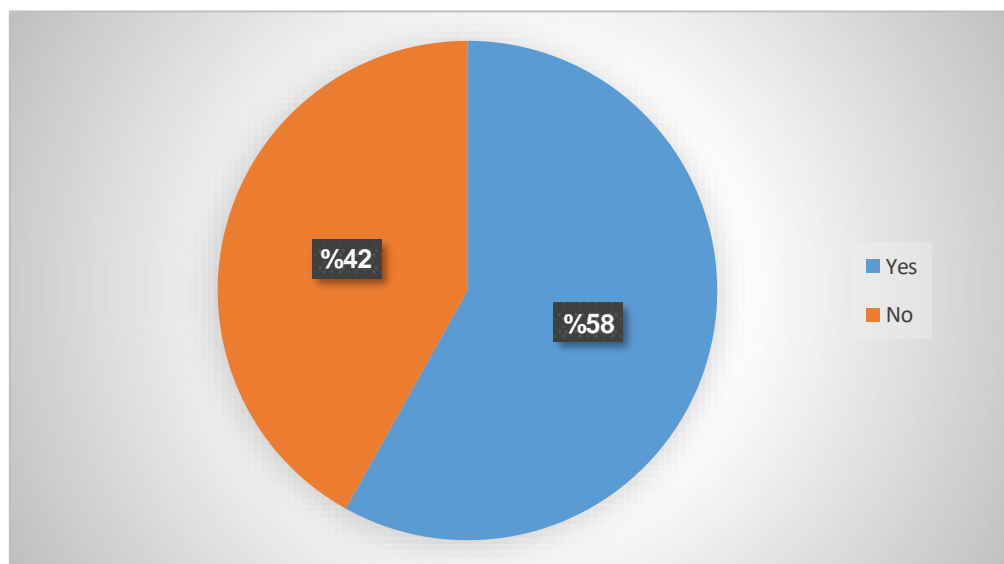
Figure 09: the challenges that facing students

The results show that a slim majority of students, 58%, find it challenging to take effective notes during lectures. This suggests that note-taking skills are an area of struggle for a significant portion of the student population. The fact that over half the respondents indicated difficulty in this academic activity points to a common pain point that may warrant greater attention and support.

At the same time, the 42% who answered "no" represent a sizable minority who are able to take effective notes without major challenges. This group may have stronger pre-existing note-taking strategies, be adept at quickly processing and synthesizing lecture content, or simply have a learning style that aligns well with the typical lecture format.

The fairly close split between those who find note-taking challenging and those who do not indicates that this is an issue with variable impact across the student body. Some may struggle significantly, while others navigate it with relative ease. Identifying the specific factors that contribute to these divergent experiences could help target interventions and support to the students most in need.

Addressing the note-taking challenges faced by the majority of respondents could yield tangible benefits in terms of improved lecture comprehension, information retention, and overall academic performance. Providing instruction on effective note-taking strategies, encouraging the use of technology-enabled tools, and offering targeted tutoring or workshops are all potential ways to support students in developing this critical academic skill.

Overall, the results suggest that note-taking during lectures is an area where a sizable portion of students would benefit from additional guidance and support. Tailoring academic resources and programs to address these challenges could lead to meaningful improvements in student learning and success.

- **Question 10:** Do you feel that your study skills course could benefit from more personalized attention and support?

   This direct yes/no question is an effective way to gauge students' perceptions of the level of personalization and support provided in their study skills course. The clarity and specificity of the wording allows respondents to clearly indicate whether they believe the course would benefit from more individualized instruction and assistance. While the terminology used may subtly imply the course is currently lacking in this area, the overall neutral tone of the question avoids introducing significant biases. As a straightforward query requiring minimal time and effort to answer, this question can easily be incorporated into a broader questionnaire focused on evaluating the structure, content, and effectiveness of the study skills curriculum. Carefully positioning this item alongside related questions about the course can help provide helpful context and flow to the survey. Overall, this question appears well-designed to gather valuable student feedback that can inform efforts to enhance the personalized support offered in the study skills program.
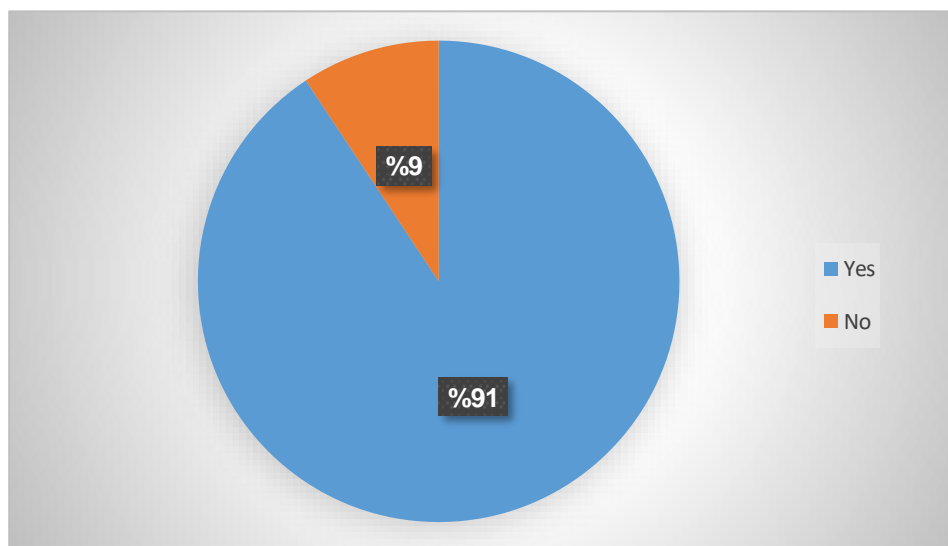
Figure 10: the expectations of students

The overwhelmingly positive response, with 91% of students indicating that the study skills course would benefit from more personalized attention and support, suggests that this is a significant area of concern for the majority of learners. The strength of this sentiment across nearly all respondent's points to a widespread perception that the current level of individualized instruction and assistance is inadequate.

The fact that only 9% answered "no" further underscores how prevalent the desire is for increased personalization in this course. This small minority who are satisfied with the current level of support may represent outliers or students whose learning needs are already being effectively met.

These results reveal a clear demand from students for their study skills instruction to be more tailored to their individual needs and challenges. The high percentage of "yes" responses implies students feel the generic, one-size-fits-all approach is not sufficiently addressing their unique learning styles, paces, and areas for improvement.

Addressing this gap in personalized support could have a substantial positive impact on student engagement, skill development, and overall academic outcomes. Implementing more individualized teaching strategies, providing greater one-on-one attention, and offering more adaptive learning resources are all potential ways to respond to the students' expressed need.

Overall, the overwhelmingly affirmative response to this question highlights an important opportunity to enhance the study skills course by infusing it with a stronger focus on personalized instruction and support. Prioritizing this area of improvement could lead to significant gains in the effectiveness of this critical academic preparation program.

- **Question 11:** what are the difficulties you face when studying English?

    This focused, open-ended question invites students to share the specific challenges they encounter when learning the English language, providing rich, qualitative data that can guide the development of targeted support and instructional resources. Responses may cover a wide range of potential difficulties, such as vocabulary acquisition, grammar comprehension, reading and writing skills, and pronunciation, allowing respondents to highlight their unique pain points. While the neutral wording avoids introducing significant biases, factors like proficiency level and cultural background may influence the nature of the answers. Positioning this question

within a broader survey or interview on language learning, academic skills, or international student experiences would create helpful context, enabling the data to be analyzed alongside information on learning strategies, resource utilization, and academic support services. Though the open-ended format requires more time and cognitive effort from participants,

the resulting qualitative insights can yield invaluable guidance for educators, language instructors, and support staff to develop and implement more effective teaching methods and academic support programs to address the specific difficulties faced by students when studying English.
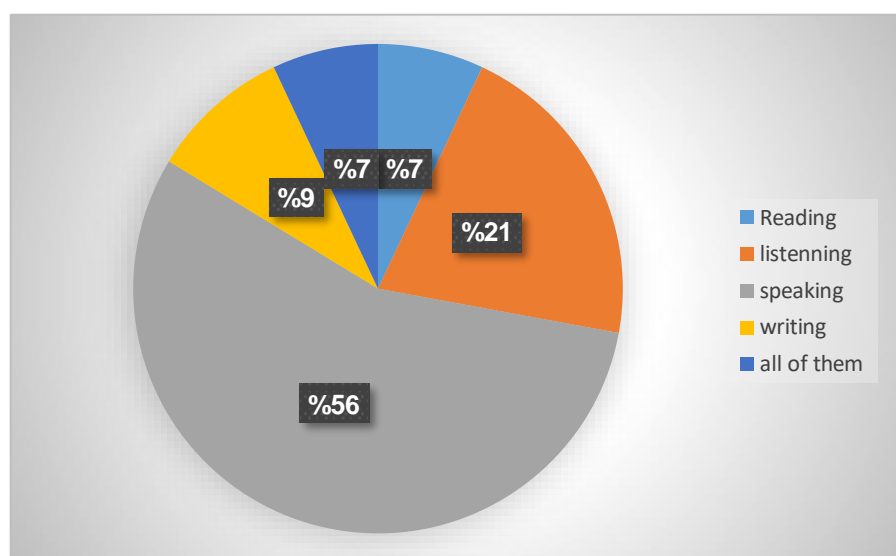
Figure 11: the difficulties of studying English

The data shows that the majority of students (56%) feel their teachers place the greatest emphasis on developing their speaking skills during language instruction. This suggests the teaching approach is heavily weighted towards oral communication, which may be an effective strategy for certain learning objectives.

However, the fact that only 21% of respondents indicated a focus on listening skills is somewhat concerning. Listening comprehension is a critical component of language proficiency, and the disparity between the attention given to speaking versus listening is noteworthy.

The low percentages for writing (9%) and reading (7%) skills are also quite striking. These receptive and productive skills are equally important for well-rounded language development, yet they appear to be relatively neglected compared to the oral aspects.

The 7% who selected "All of them" implies there is a minority of students who feel their teachers are successfully integrating instruction across the full range of language competencies. This could indicate best practices being implemented by certain educators, which may be worth further investigation.

Overall, the data suggests an imbalance in the language teaching approach, with a heavy emphasis on speaking at the expense of other vital skills like listening, writing, and reading. Addressing this disparity and ensuring a more holistic, balanced focus on all language modalities could lead to improved learning outcomes for students. Soliciting feedback directly from learners provides useful insight into optimizing the language curriculum and instructional methods.

- **Question 12:** Does your study skills teacher take in consideration your needs and lacks when teaching you?

It is clear and specific, asking the respondent to directly evaluate how well their study skills teacher tailor's instruction to their individual needs and weaknesses. The open-ended format allows for nuanced and detailed responses, which could give the researcher a deeper understanding of the student's experiences. While an open-ended question may require more time and effort from the respondent, the relevance of the information it could yield makes it a worthwhile inclusion in the questionnaire. The only potential consideration would
be ensuring this question flows logically within the overall structure and goals of the survey. Otherwise, this appears to be an effective question for assessing the student-teacher dynamic in the study skills course.
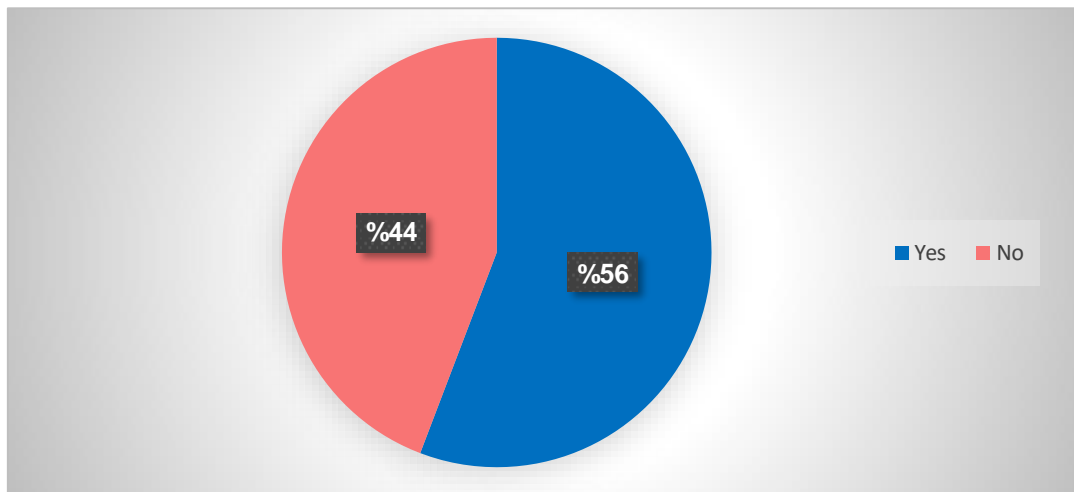
Figure 12: the touch of study skills teacher

The results of this question suggest that the majority of students (56%) feel their study skills teacher does take their individual needs and weaknesses into account when providing instruction. This is a positive indicator that the teacher is making an effort to personalize the learning experience for students.

However, the fact that 44% of respondents answered "no" indicates there is still room for improvement in this area. Nearly half the students do not feel the teacher is adequately addressing their specific learning requirements and gaps in knowledge/skills.

This split in responses highlights that the teacher's approach to differentiated instruction is not meeting the needs of all students equally. Further investigation may be warranted to understand the reasons behind the negative perceptions - for example, are certain students' needs being overlooked, or is the teacher struggling to effectively implement personalized teaching strategies?

Addressing the concerns of the 44% of students who do not feel their needs are considered would be an important next step. Obtaining more detailed feedback from these respondents could help the teacher identify specific areas for

 improvement in their instructional methods and student engagement. Overall, the data suggests the teacher is on the right track, but still has work to do in order to ensure all students feel their individual learning requirements are being met.

- **Question 13:** What do you suggest for your English teacher can do in order to facilitate

  and help youmeet your target?

    To effectively facilitate and help a student meet their targets, the English teacher should first strive to fully understand the student's specific learning goals, whether they relate to academic performance, skill development, or broader personal/professional objectives. Armed with this understanding, the teacher can then employ personalized learning approaches that cater to the student's unique strengths, weaknesses, and preferences. This may involve adapting lesson plans, providing differentiated instruction, offering one-on-one guidance, and tailoring assignments and assessments to address the student's target areas. Additionally, the teacher should design targeted activities and interventions to systematically improve the student's proficiency in key English language skills, such as writing, reading comprehension, or oral communication. Establishing regular progress monitoring, offering constructive feedback, and collaboratively reviewing and adjusting goals can help the student stay motivated and on track. Finally, the teacher should be prepared to recommend and facilitate access to supplementary

    resources, such as tutoring, study groups, or online learning materials, to further support the student in meeting their targets. By taking this multifaceted approach, the English teacher can create a learning environment that empowers the student to achieve their academic and personal objectives in the subject.

- ❖ Here are the answers of the L1 students:

    - To help me meet my target, my English teacher could provide clear guidelines and examples, offer constructive feedback on my work, encourage active participation in class discussions, and provide extra resources or support if needed. Additionally, setting achievable goals together and tracking progress would be beneficial.
    - I don't have any suggestions because I have a good teacher in study skills module
    - More support
    - They are good teachers; maybe more practice? That is going to help
    - I think our teacher facilitates everything so if there any difficulty it's my own fault

- don't force us to speak
- The teacher should give us practices and activities to understand the lectures and he should be aware of the strengths and the weaknesses of each student
- He should give us more support and encourage us to facilitate our difficulties
- Motivate us, do some activities and exercises in the classroom to be more helpful.
- More practices
- Make more instructions and guidance for the learners in their courses
- Become familiar with their students' backgrounds and use examples that connect to their lives
- Clarity
- I prefer if they can change the teaching methods and make much efforts with their students
- more personalized feedback
- make more interactions with us and different activities also make sure that we all participate this will help us recognize our abilities and needs and to develop them
- Intensive activities in the target language. Give all students the opportunity to participate and emphasize in learning skills.
- I propose that teachers provide more practice and activities during class to enhance our understanding.
- We need to practice and exercise more what we learn.
- the teacher should get to know each student personally to know their strengths and weaknesses, for the sake of improving personal limitations
- Teachers can help students by explain in simple way, and provide them with different activities to develop their weaknesses
- Provide activities during lectures
- more activities and role playing or dialogues more questions and interaction
- Bring us more activities and more practices and activities

To help me meet my targets in English, my teacher could provide clear instructions, offer constructive feedback, assign engaging tasks that cater to different learning styles, and encourage active participation in class discussions. Additionally, providing resources for further practice and offering extra support when needed would be beneficial.
Nothing
more focus on the practical activities
Work consciously
Provide clear learning objectives: Ensure you understand what is expected of you and what you need to achieve. Offer personalized feedback: Identify your strengths and areas for improvement, providing guidance on how to enhance your skills.
Personally, teachers must make lecture presentations something joyful and simple as much they can by making lectures brief simple and easy to student's mind.

❖ **Analyzation of the 13ʳᵈ question**

❖ The students answered different responses to this open question so here is the analyses to each one of it:

1. "To help me meet my target, my English teacher could provide clear guidelines and examples, offer constructive feedback on my work, encourage active participation in class discussions, and provide extra resources or support if needed. Additionally, setting achievable goals together and tracking progress would be beneficial."

   - This student has thoughtful and constructive suggestions for how the teacher could support their language learning goals. They identify specific areas like clear instructions, feedback, participation, and additional resources.

   - The emphasis on setting achievable goals and tracking progress shows an understanding of the importance of a structured, personalized approach.

2. "I don't have any suggestions because I have a good teacher in study skills module. More support."

 - This student is satisfied with their current teacher and acknowledges that they would benefit from more support, indicating an awareness of their learning needs.

 - The brevity of the response suggests the student may not feel the need to provide detailed suggestions, as they are generally pleased with the teacher's approach.

3. "They are good teachers; maybe more practice? That is going to help."

 - This student recognizes that more practice would be beneficial, indicating an understanding of the importance of active language use and skill development.

 - The response is concise and focused on the core need for additional practice opportunities.

4. "I think our teacher facilitates everything so if there any difficulty it's my own fault. don't force us to speak."

 - This student seems to place the responsibility on themselves, rather than suggesting changes for the teacher.

 - The request to "not force us to speak" suggests a preference for a less demanding or pressured approach to language learning.

5. "The teacher should give us practices and activities to understand the lectures and he should be aware of the strengths and the weaknesses of each student. He should give us more support and encourage us to facilitate our difficulties."

 - This student provides specific suggestions, such as incorporating more practices and activities, as well as being aware of individual student strengths and weaknesses.

 - The emphasis on providing more support and encouragement indicates a need for a more personalized and nurturing learning environment.

6. "Motivate us, do some activities and exercises in the classroom to be more helpful. More practices."

 - This student's response focuses on the need for increased motivation, classroom activities, and more practice opportunities.

- The request for "more practices" aligns with the suggestions from other students, highlighting the importance of active language engagement.

7. "Make more instructions and guidance for the learners in their courses. Become familiar with their students' backgrounds and use examples that connect to their lives. Clarity."

  - This student emphasizes the importance of clear instructions, guidance, and personalized references to students' backgrounds and experiences.

  - The focus on "clarity" suggests a need for more explicit and relatable teaching approaches.

8. "I prefer if they can change the teaching methods and make much efforts with their students. more personalized feedback."

  - This student wants the teacher to explore different teaching methods and put more effort into working with students.

  - The request for "more personalized feedback" indicates a desire for individualized support and attention.

9. "make more interactions with us and different activities also make sure that we all participate this will help us recognize our abilities and needs and to develop them. Intensive activities in the target language. Give all students the opportunity to participate and emphasize in learning skills."

  - This student's suggestions center around increasing interactive activities, ensuring all students participate, and focusing on language skills development.

  - The emphasis on recognizing individual abilities and needs, as well as providing opportunities for participation, reflects a holistic approach to language learning.

10. "I propose that teachers provide more practice and activities during class to enhance our understanding. We need to practice and exercise more what we learn."

  - This student directly requests more practice and activity-based learning during class to improve understanding and reinforce learning.

  - The focus on practicing and exercising the content aligns with the suggestions from other students.

11. "the teacher should get to know each student personally to know their strengths and weaknesses, for the sake of improving personal limitations."

   - This student highlights the importance of the teacher understanding individual students' strengths, weaknesses, and limitations.

   - The emphasis on a personalized approach suggests a desire for tailored support and interventions.

12. "Teachers can help students by explain in simple way, and provide them with different activities to develop their weaknesses."

   - This student suggests that teachers should employ simplified explanations and provide a variety of activities to address individual weaknesses.

   - The focus on developing weaknesses indicates an understanding of the need for targeted support.

13. "Provide activities during lectures."

   - This student's response is concise and direct, simply requesting more activities to be incorporated during lectures.

   - The brevity of the response suggests a clear and specific need for more active engagement during class time.

14. "more activities and role playing or dialogues more questions and interaction."

   - This student emphasizes the need for a range of activities, including role-playing, dialogues, questions, and increased interaction.

   - The variety of suggestions reflects an understanding of the benefits of diverse learning experiences.

15. "Bring us more activities and more practices and activities."

   - This student's response reiterates the need for more activities and practice opportunities, similar to the requests made by other students.

   - The repetition of "more activities and more practices" underscores the importance of this aspect for the student's language learning.

16. "To help me meet my targets in English, my teacher could provide clear instructions, offer constructive feedback, assign engaging tasks that cater to different learning styles, and encourage active participation in class discussions. Additionally, providing resources for further practice and offering extra support when needed would be beneficial."

   - This response closely mirrors the suggestions made in the first response, highlighting the importance of clear instructions, feedback, engaging tasks, participation, and additional resources and support.

   - The comprehensive nature of the suggestions demonstrates a thoughtful and well-rounded understanding of the elements that can contribute to effective language learning.

17. "Nothing."

   - This brief response suggests the student is either satisfied with the current teaching approach or does not have any specific suggestions to offer.

18. "more focus on the practical activities."

   - This student's suggestion emphasizes the need for more practical, hands-on activities to support language learning.

   - The focus on practical activities aligns with the requests for more practice and interactive experiences from other students.

19. "Work consciously."

   - This concise response does not provide any specific suggestions but implies the student believes the teacher should approach their work with more intentionality or focus.

Overall, the diverse responses from the students highlight a range of perspectives and needs within the group. The majority of the suggestions revolve around the following key themes:

1. Increased practice, activities, and interactive learning opportunities

2. Personalized feedback, support, and attention to individual strengths and weaknesses

3. Clear instructions, guidelines, and explanations

4. Motivation, encouragement, and fostering active participation

5. Variety in teaching methods and learning experiences

By analyzing these student responses, the teacher can gain valuable insights into the specific areas that require attention and the types of support that would be most beneficial for this group of language learners. Implementing a balanced approach that addresses these recurring themes can help the teacher tailor their instruction and create a more effective learning environment that caters to the diverse needs and preferences of the students.

Discussion:

The challenges facing L1 (first language) students in a study skills course can be multifaceted and require a comprehensive approach to address. One of the primary difficulties is the need to adapt to a new academic environment, where teaching styles, expectations, and norms may differ significantly from the students' previous educational experiences. This adjustment period can be particularly challenging for L1 students, who may not have the same level of familiarity with the institutional culture and academic conventions as their peers.

Language barriers can also pose a significant hurdle for L1 students, even for those who are proficient in the language. The specialized vocabulary and discourse used in the study skills course material can be unfamiliar and require deliberate effort to understand and internalize. Developing effective note-taking and organization strategies is crucial for L1 students to keep up with the self-directed learning required in the course.

Furthermore, the increased emphasis on self-directed learning in study skills courses can present additional challenges for L1 students, who may be more accustomed to a more structured and teacher-led learning environment. Navigating the cultural differences in the classroom, such as expectations for participation or academic integrity, can also add to the complexity of the learning experience for L1 students.

Maintaining motivation and resilience is essential for L1 students to persevere through the demands of the study skills course, especially during periods of difficulty. Strategies such as setting achievable goals, celebrating progress, and seeking support from peers, mentors, or counseling services can help L1 students build the necessary coping mechanisms to overcome these challenges.

Conclusion:

In conclusion, the challenges facing L1 students in a study skills course are multifaceted and require a comprehensive approach to address. From adapting to a new academic environment to overcoming language barriers, developing effective learning strategies, and navigating cultural differences, L1 students must demonstrate a high degree of resilience and adaptability to succeed in the course.

By seeking out resources and guidance from instructors, academic support services, and their peers, L1 students can work to overcome these challenges and develop the necessary skills and strategies to thrive in the study skills course. With the right support and a willingness to learn and grow, L1 students can not only overcome the obstacles they face but also emerge as stronger, more self-directed learners, better equipped to tackle the demands of higher education.

Suggestions and recommendations

1. Adapting to the unfamiliar teaching styles and academic norms of the study skills course can be a significant challenge for L1 students.

2. Even proficient L1 speakers may struggle with the specialized vocabulary and discourse used in the study skills course material.

3. Developing effective note-taking and time management strategies is crucial for L1 students to keep up with the self-directed learning required in the study skills course.

4. Navigating cultural differences in the classroom, such as participation expectations or academic integrity standards, can be an added hurdle for L1 students.

5. Maintaining motivation and resilience is essential for L1 students to persevere through the demands of the study skills course, especially during periods of difficulty.

6. L1 students may need to seek out resources and guidance from instructors or academic support services to help them adjust to the unique requirements of the study skills course.

7. Actively practicing and reinforcing the new terminology and concepts introduced in the study skills course can help L1 students overcome language barriers.

8. Experimenting with different note-taking and organization strategies can help L1 students find the approaches that work best for their individual learning styles.

General conclusion

The challenges faced by L1 students in study skills courses are multifaceted and influenced by linguistic, cultural, and educational factors. Understanding these challenges and employing appropriate instructional strategies is crucial for supporting the language learning and study skills development of L1 students. The literature reviewed in this section provides a foundation for further research and informs the design and implementation of effective study skills courses that cater to the specific needs of L1 students.

The analysis of the survey data collected from 43 L1 student participants revealed a range of academic obstacles encountered within the study skills course. As described in Chapter 2, Section 2, these learners struggled with developing effective time management strategies, conducting scholarly research, and preparing for high-stakes examinations. These difficulties highlight the unique learning requirements of native English speakers transitioning to the rigors of tertiary education, even when enrolled in a course designed to bolster essential study skills.

The implications of these findings are twofold. First, they underscore the need for more responsive and tailored instructional design within study skills courses, with content and pedagogical approaches that better address the specific needs of L1 learners. Second, the results point to the importance of enhancing academic support services to provide holistic guidance and resources for native English speakers navigating the shift to university-level learning. By heeding these recommendations, educators can better position L1 students for success in their studies and beyond.

Overall, this research contributes to an important, yet under-explored, area of inquiry surrounding the academic challenges confronted by first language speakers in specialized skills-based courses. The insights gleaned from this study hold valuable lessons for strengthening educational practices and student support mechanisms within the higher education landscape.

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APPENDICES

Mohamed khaider university

Biskra Faculty of letters, languages

Department of English

Level: Master 02

Needs analysis

You are kindly requested to answer these questions below, the results of this questionnaire will be used for educational purposes only.

1. *Which modules do you find it difficult? (you can tick many choices)*

☐Civilization   ☐Text Study   ☐Grammar   ☐Linguistics   ☐Literatures

☐Oral Expression ☐Phonetics ☐Social Sciences ☐TTU   ☐Written Expression

2. *What is the frequency of your study skills studies per week?*

☐One's week ☐Twice ☐three times

3. *What are the difficulties you find in this module study skills?*

☐The presentation of module in form of TD ☐Large number of students in the group.

☐You don't understand the teacher   ☐The module is in form of lectures.

☐ Noise is large class we cannot hear the teacher. ☐ lack of activities and practices.

☐   time is not sufficient

4. *- when do you use English?*

☐At the university ☐In social media

5. **What are the difficulties you face when studying English?**

☐Reading ☐Listening ☐Speaking ☐All of them

6. **How do you manage your time during your studies?**
  ☐I make a list of daily tasks and deadlines
  ☐ I adhere strictly to an organized schedule
  ☐I struggle with balancing multiple activities and studies

7. **Do you feel that your teachers provide adequate support and guidance in your studies?**
☐Yes
☐ No

8. **What English level do you want to reach?**

☐A2: Elementar ☐B1: Pre-Intermediate ☐B2: Intermediate ☐C1: Upper Intermediate

☐C2: Advanced

9. Do you find it challenging to take effective notes during lectures?

☐**Yes** ☐ **No**

10. Do you feel that your study skills course could benefit from more personalized attention and support?

☐ *Yes*   ☐ **No**

11. What are the difficulties you face when studying English?

☐reading　☐listening　☐speaking ☐writing　☐All of them

12. Does your study skills teacher take in consideration your needs and lacks when

teachingyou?

☐Yes　☐No

13. What do you suggest for your English teacher can do in order to facilitate and

help youmeet your target?

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الملخص

هذه الدراسة تبحث في استراتيجيات التدريس وآليات الدعم التي يمكن أن تساعد في التخفيف من التحديات التي يواجهها الطلاب الناطقين بلغتهم الأم في مساق مهارات الدراسة وتعزيز تعلم اللغة وتطوير مهارات الدراسة لديهم. يركز البحث على تحديد الصعوبات المحددة التي يواجهها الطلاب الناطقين بلغتهم الأم واستكشاف كيفية معالجة هذه التحديات من خلال نهج تعليمي فعال. باستخدام منهجية دراسة الحالة، تستخدم الدراسة استبيانات ومقابلات ومراقبات لجمع البيانات حول تأثير هذه الاستراتيجيات. تسهم النتائج في المعرفة الحالية من خلال تقديم توصيات للمعلمين ومصممي المناهج لتعزيز تعلم اللغة وتطوير مهارات الدراسة بين الطلاب الناطقين بلغتهم الأم. بشكل محدد، تهدف الدراسة إلى فهم طبيعة وجذور الصعوبات التي يواجهها الطلاب الناطقين بلغتهم الأم في سياق مساق مهارات الدراسة وتحديد طرق التدريس والتقنيات وأنظمة الدعم الفعالة التي يمكن أن تعالج هذه التحديات وتعزز تعلم اللغة وتطوير مهارات الدراسة الفعالة. يتيح النهج متعدد الجوانب لدراسة الحالة فحصًا شاملاً للقضية، مما يؤدي إلى توصيات عملية يمكن تنفيذها لدعم الطلاب الناطقين بلغتهم الأم بشكل أفضل وتسهيل نجاحهم الأكاديمي في مساقات مهارات الدراسة.

الكلمات المفتاحية: آليات الدعم ، استراتيجيات تعليمية ، التحديات ، تعلم اللغة ، طلاب اللغة الأم ، مقرر مهارات الدراسة.