

People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Mohammed Khider University of Biskra  
Faculty of Letters and Foreign Languages  
Department of English Language



# Study Skills

**Syllabus for 1<sup>st</sup> year LMD**

**Prepared by: Dr. Messaouda BENDAHMANE**

**Academic Year: 2022/2023**



# STUDY SKILLS

Study *smarter*, not harder.

## General Course Information

**Course Title:** Study Skills

**Teaching Unit:** Methodology

**Target Audience:** 1<sup>st</sup> year LMD students of English

**Coefficient:** 02

**Credits:** 04

**Average Teaching Hours:** 45 hours (15 weeks)

**Number of Sessions per Week:** 2 sessions ( of one hour and a half per each week)

**Course Delivery Modality:** TD

**Follow-up and Evaluation Modality:** continuous assessment (formative assessment):50%

+ Written exam: 50%

### **Introductory Note**

Many learners who study English language as a speciality at university focus on acquiring the linguistic features of the language and ignore other skills that would help them to succeed. Excelling at university requires learners to acquire a set of skills that would allow them to advance in their studies and achieve good learning results.

In order to be effective learners and improve their academic level, learners are advised to use a set of study skills. The latter refers to a plethora of skills which are useful in helping the learner to become more effective. They are techniques which are discreet and can be merged in a short period of time. They include various skills to assist learners process, organise and retain information effectively such as time management, taking relevant notes, listening skills, research skills, the ability to use information technology productively, and, of course, the ability to read and to write at the appropriate level (Wallace, 2009). It is very important to mention that these skills can also be applied to almost all fields of study and not only for EFL learners. Consequently, study skills encompass an ample of techniques that learners employ when learning in class or at home to make the learning process easier, more productive and more fruitful.

It is commonly agreed among EFL teachers that effective learning of EFL requires learners to develop constructivist learning habits. Recently, however, teachers began to realize that constructivist learning cannot be achieved if learners are not well-equipped with the necessary skills to be successfully autonomous and engaged learners. Henceforth, there has been a growing consensus that student need a structured support to help them develop

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essential study skills. To this end, with the implementation of the LMD system, the Algerian higher education started to provide guidance to first year EFL learners through the course of *Study Skills*.

*Study Skills* is deemed important in teaching and learning EFL in the Algerian university setting. This course is different in nature from the other modules because it represents a guide or a channel of conduct developed to support 1<sup>st</sup> year students in their initial steps at university. It aims at making learners active and independent individuals who are aware of their own learning styles and approaches as well as it helps them to use beneficial strategies and skills essential for maximizing study benefits. Thus, this course attempts to emphasise constructivist methods and techniques to encourage learners to engage deeply in the learning process and accelerate their learning outcomes.

Before every lecture, learners receive handouts to read and prepare in advance. This is assumed to help them concentrate on the content of the lecture and encourage them to enrich the lecture with information obtained from personal examples, shared experiences, questions and discussions.

After the presentation of the lesson, learners are invited to use the handouts and the notes (taken during the lecture) to recapitulate and elaborate in order to better consolidate their knowledge. This is not the only teaching methodology as the teacher tries to differentiate her teaching style from time to time to motivate learners and diversify her teaching methods in order to cater for learners' needs and differences.

Among the various teaching methods used in the course, the teacher used PowerPoint presentations (send to students via email and downloaded to be used in class due to the difficulty of using data show projectors in class for technical problems), students' oral

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presentations (individual, pair and group), and mini-research papers. As a matter of fact, this teaching method has proved to be efficient as students actively engage in constructing knowledge and significantly involve in lesson presentation and information accumulation.

The time allotted to *Study Skills* is three hours per week divided into 1h30 for each session which amounts to approximately 45 hours per semester that equals to almost 90 hours per academic year. Last but not least, the course's assessment papers have been designed based on Bloom's Taxonomy to appeal to distinct thinking levels (knowledge, comprehension, application, analysis, synthesis, and evaluation). Accordingly, learners are exposed to miscellaneous types of activities that target different thinking levels.

# Course Description and Outline

## 1. Course Description

It can be argued that, regardless to one's age and experience, learning at university represents an exciting new phase in life. It is a time of anticipation and of new challenges. First year EFL students often encounter many obstacles that may hinder them from learning effectively such as, meeting and working with new people, managing time, planning studies, attending lectures and taking notes, gathering and filtering information, conducting research and learning autonomously.

*Study Skills* course aims to provide students with insights into the university experience and gives learners a number of useful tips to help them settle into the new rhythms of university life and learning to show them how to efficiently manage their studies at university. It attempts, therefore, to help freshmen gain and develop the needed skills, attributes and knowledge that would successfully help manage their studies.

This course is addressed first year LMD students majoring in English as a foreign language. The content of the course is designed in a way that would assist first year EFL students at university life. That is, the course of Study Skills aims to equip the students with a range of essential skills in order to improve their learning process, enhance their achievement and foster their autonomy.

The course is composed of four sections to be covered over a period of 15 weeks per each semester, i.e. a total of 30 weeks over the entire academic year wherein the course is taught twice a week and each session lasts for one hour and a half

### 1.2. Objectives of the Course

This course aims to:

- Develop students' skills, techniques and strategies in order to carry out university studies in an effective way, which includes being as autonomous as possible.
- Build students' self-confidence and positive thinking to achieve success at university and after graduation.
- Enable students to deal with learning difficulties.
- Enable the students to accomplish their academic goals and achieve success in their courses.
- Help the students to become independent life-long learners and critical thinkers.
- Improve their reading, writing and research methodology skills.

### 1.3. Prerequisite of the Course

Students should be aware of basic techniques of English use.

### 1.4. Methodology of Teaching

Lessons are presented mostly in a form of teacher-student interaction based on discussion and students' engagement in lesson delivery. The lesson is followed by a set of activities that aim mainly to involve learners in the learning process and encourage them in knowledge construction by experiential participation and active collaboration in lesson presentation.

Different methods of teaching are employed by the instructor to attain the aforementioned objectives including:

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- Class Discussion
- PowerPoint presentation
- Online (Moodle) course presentation (PDF handouts)
- Homework
- Mini research papers

Students' class presentation

**It should be noted that changes may occur during the academic year, students will be kept informed.**



## 2. Table of Contents

### **Semester One: (15 weeks/ 45h)**

#### **Unit One: A General Introduction**

1. Getting Started: Understanding what university involves
2. The LMD System

#### **Unit Two: Personal Understanding and Management**

3. Characteristics of Good Language Learner
4. Learning Styles
5. Learning Strategies
6. Metacognition
7. Goal Setting
8. Studying Habits
9. Time Management

### **Semester Two: (15 weeks/ 45h)**

#### **Unit Three: Developing Essential Study Skills**

1. Using the Library
2. Effective Reading

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3. Summarizing and Paraphrasing

4. Note-Taking

5 Study Groups

### **Unit Four: Preparing for Exams**

6. Memorisation

7. Learning to revise

8. Examination Preparation

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**Level:** First year LMD

**Instructor:** Dr. Messaouda BENDAHMANE

**Academic year:** 2022/2023

## Understanding What University Involves

**Objectives of the Lesson:** By the end of this lecture, learners will be able to:

- Develop a deep understanding of studies at university.
- Provide an accurate picture of the higher educational system in Algeria.
- Differentiate between the types of classes at university.
- Determine a comprehensive way to study effectively at university.

## Introduction

Studying at university also referred to as higher education is the fourth level learners go through in the Algerian educational system. After primary, middle, and secondary school, Algerian learners join university after passing the Baccalaureate

examination. This education takes place at universities and includes undergraduate and postgraduate studies. It gives learners the chance to study a subject they are interested in and can boost their career prospects and earning potential. Going to university can be regarded as a life-changing event. This experience is indeed exciting and mind-expanding but also difficult and intimidating for the new comers. For this reason, a deep understanding of what the university involves is needed to equip students with the necessary information that would permit them to study effectively and avoid problems.

### 1. Definition of University

The word *university* is derived from the Latin *universitas magistrorum et scholarium*, which roughly means "community of teachers and scholars". A university is an institution of higher (or tertiary) education and research which awards academic degrees in several academic disciplines. Universities typically offer both undergraduate and postgraduate programs.

### 2. Tertiary Education in Algeria

Algerian universities have implemented a reform in (2004-2005) called the BMD-Bachelor-Master-Doctorate- (also LMD) system aiming at integrating the Bologna process standards: 3 years of study for the bachelor's degree and 2 years for the master's degree. Bachelor's or master's degree can take two different forms: "academic" or "applied", i.e. specialised or technical. In parallel to the Bologna process system, there are other scales of classification for qualifications in Algeria, as it is the case of the so-called "single cycle" or "long" qualifications, which last five to seven years, such as medical studies. Besides the general enrollment of graduates' higher education, Algerian university also offers:

**A. Vocational Training:** In Algeria, there are two types of vocational degrees. The obtained diplomas are regarded to be vocational training and not academic.

- Vocational degrees in higher education, the vocational master's degree, are awarded by higher education institutions,
- Professional degrees supervised by the Ministry of Vocational Training.
- Teacher training

Various institutes are responsible for the teacher training depending on the level and subjects taught. The disciplines taught in the Higher Normal Schools (HNS) are: languages, exact sciences, technology, natural sciences, history-geography, music and philosophy

**B. Higher Normal Schools (Ecoles Normales Supérieures):** Training for the benefit of the Ministry of National Education (Training of Primary School Teachers, Training of Middle Education Teachers, Training of Secondary School Teachers)

### 3. Access to Algerian Higher Education

All students holding a Baccalaureate or recognised foreign equivalent qualification can access Algerian universities. There are some specific exceptions concerning the procedures governing access to higher education programs (including mechanisms for adult learners and students with special needs to access higher education, validation of prior learning, etc.).

Students' access to the university is based on the prerequisites provided by a pre-registration and orientation circular which is promulgated every year. The latter sets the conditions for access to the faculties provided by higher education and training institutions.

In other words, graduate orientation is subject to a classification which is based on the combination of four parameters:

- The wishes expressed by the “Baccalaureate” holder,
- The specialization and results of the “Baccalaureate”,
- The accommodation capacity of higher education and training institutions,
- The geographical district of the “Baccalaureate” holder.

In addition to other conditions, such as the grades obtained in the core subjects, are required for access to certain fields and/or courses of study. Moreover, access to certain fields may require the presentation of a medical certificate of good health or to an interview with a panel.

### **4. The Transition from High School to University**

University is absolutely a different environment than high school, complete with its own demands and expectations. Most students successfully make the transition, but keep in mind that it is a process, with bumps in the road for many. The transition from high school to university signifies a giant step in the learner’s academic career. It denotes the shift from being a dependent to independent learner. More importantly, it marks a move from being enrolled in a vigilantly controlled atmosphere to being significantly responsible and autonomous learner who is able to manage his/her own time and make decisions independently. These tips may help learners to bridge the gap between school and university:

- Do not assume that high marks at school equates to high marks at university. The marking criteria can require different levels of understanding and synthesis.
- Learn how to use the library properly

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- Learn to prioritise studies, otherwise time management issues could become a problematic issue.
- Things can be changed but learners will need to be proactive.
- Learning is more open-ended in a university context and that learners should remember that their independence in the learning environment is highly valued.
- Studying at university is not like a 9.00 am-5.00 pm job, so learners will need to be flexible in their study patterns.
- Studying for hours-on-end without breaks is not smart. Learners need to take breaks to recharge their batteries.
- Learners are entering a different learning environment and the transition process can take time, so they should be patient with themselves.

### 4. How to Succeed at University

In order to succeed at university, the student needs to:

- Manage his/her time and get guidance on a range of study skills including skills for research and examination success.
- Learn how to identify and develop key transferable skills that will stay with him/her throughout the professional life.
- Improve employability prospects and consider the advantage in the job market
- Benefit from other students' experience
- Explore the uses of digital technologies in learning and assessment
- Use what to learn right away, with handy downloadable checklists and worksheets.
- Strengthen critical thinking skills
- Develop problem-solving skills

### 5. Types of Classes at University

Students are required to attend lectures and some other different classes to attain some different purposes. No matter to which faculty or department the student belongs, lectures will not be the only formal learning opportunity offered. There are a number of different classes:

**A. Lecture:** is the most common method used in universities. It is a course in which the lesson is typically delivered via a speech or presentation by the instructor intended to present information or teach people about a particular subject.

**B. Tutorial/ Seminar:** (TD: travaux dirigés) is a regular meeting with an academic, known as a tutor, and a small group of students studying a particular module and designed usually to complement lectures. Tutorial and seminar are sometimes used interchangeably. They are much more interactive than lectures or school classes. It has a variety of different purposes depending on the module and discipline and therefore it may include different activities: Group discussion, exercises and activities, oral presentations (These can either be formative to gain necessary skills or summative count towards the module mark).

**C. Practical Work Class:** (TP: Travaux Pratique) it is a 'hands on' class where students are expected to participate as part of their assessment in a physical and practical manner. Practicals are often conducted in one of the University's specialised laboratories.

**D. Laboratory:** common in science courses, laboratory classes allow the student to explore material allied to what s/he is learning in their theory classes but with a focus placed on the practical nature of the material being studied.

**E. Workshops/ Workgroups:** These require more participation than tutorials and are task oriented. They are led by a tutor and are often graded. They represent an opportunity for



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students to work in small groups and focus on particular sections. They aim to develop students' skills.

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**Course:** Study Skills

**Level:** First year LMD

**Instructor:** Dr. Messaouda BENDAHMANE

**Academic year:** 2022/2023

## The LMD (BMD) System

**Objectives of the lesson:** By the end of this lecture, learners will be able to:

- Develop a deep understanding of the LMD system constituents and its objectives.
- Define the meaning of credits system.
- Identify the success criteria at university and the evaluation procedure within the LMD system
- Distinguish between the four teaching units and their corresponding credits.

## Introduction

The rapid growth of globalization has led Algeria to make crucial reforms in its educational system to respond to the demands of the new world. There have been two main reforms of the sector: the 1971 Reform that changed the structure of the universities from institutes to faculties, and recently the LMD reform that started in 2004 and was finalized in 2010. This reform (LMD) is introduced aiming to improve the quality education at

university, provide adequate and up-to-date courses and to harmonise the Algerian system of education with the rest of the world.

### 1. Definition

The LMD (also BMD) means License (or Bachelor)-Master-Doctorate. It presents a higher educational architecture following the developed countries model. This system is gradually being introduced in Algeria since 2004-2005. It is based on an architectural structure with three (03) training courses; each of which is awarded by an accredited degree internationally recognized.

- **License Degree:** Bac. +3 years .180 credits that must be met to obtain the License degree.
- **Master Degree:** Bac. +5 years that is to say License Degree+2 years. 120 credits that must be met after the License Degree to obtain the Master.
- **Doctorate:** Bac. +8 years that is to say Master+3 years.

In each of these cycles, the curricula are organized into teaching units which are grouped into semester-based studies. The teaching unit has the quality of being capitalizable and transferable allowing thereby the opening of bridges between several training courses and inducing student's mobility. The studies are organized into 2 semesters of 16 weeks each.. Lessons, however, are grouped into educational units: Fundamental, Methodological, Discovery and Transversal. Each unit has a determined allotted time, an average, a coefficient and a number of credits.

### 2. The Objectives of the LMD System

Pedagogically speaking, the implementation of such a reform meant that training is highly learner-centred. The introduction of the credit system provides more flexibility that has to be translated into new ways of teaching and new ways of learning expressed in terms of performances realized by the student. This new approach to teaching has brought to the fore the notion of *learning outcomes* (translated in terms of knowledge, competences, skills and attitudes). The change follows the competency-based approach to teaching/learning already introduced in national education.

The implementation of the LMD system in the Algerian universities meant also a change in the evaluation techniques. The main shift is the change from the summative to the formative assessment. Formative assessment corresponds more to the learner-centeredness that is at the heart of the reform. The learner is then less of a spectator. The consecrated term is autonomy, of action, thought and practice.

**Theoretically, the new system is expected to meet some of the concerns of the Algerian university pursuing the following objectives:**

- To improve the quality of university training.
- To encourage the student's individual work.
- To facilitate the mobility and orientation of students by ensuring learning capitalization and transferability.
- To propose diversified and adapted training courses.
- To facilitate students' employability by opening the university to the outside world.
- To provide training for all throughout life.

- To encourage and diversify international cooperation.
- To Offer training grades, approved and recognized worldwide.
- To promote student success with diversified and personalized training courses
- To prepare for diplomas that are better suited to the real needs of the job market.

### 3. Credit System

Credits are the accounting units that allow for measuring the student's work during the semester (course, homework, practical work, internship, long study, personal work, etc.). Credits can be capitalised and transferred from one course to another. A credit is equivalent to an hourly volume of 20 to 25 hours per semester covering the hours of instruction provided to the student by all forms of teaching and the student's personal working hours. The number of credits per subjects corresponds to the time allotted to that module depending on the importance of that module within the speciality.

- One semester=30 credits.
- Fundamental course unit: 60% of the semester's credits
- Main course unit: 30% of the semester's credits
- Discovery course unit and common course unit: 10% of the semester's credits

Each semester includes 30 credits. Each degree corresponds to the capitalisation of given amount of credits: 180 credits for the *Bachelor*; 120 additional credits for the *Master*; and 180 credits for the *Doctorate* which is obtained after 6 semesters of studies and research.

### 3.1. Credits Transfer

Credits allocated to any subject or unit acquired is capitalised. A student capitalises 30 credits for each acquired semester and 60 credits for each acquired year (valid only for bachelor's degree). Credits facilitate mobility; they are: capitalisable and transferable if they correspond to the subjects acquired with an average  $\geq 10/20$  and are capitalisable and not definitively transferable if they correspond to the subjects acquired by compensation.

### 4. Success Criteria at University

The academic year is organised in 2 semesters. The progression from the first to the second semester of the same academic year is an automatic right for any student enrolled in the same course. The progression from the first to the second year of the bachelor's degree, within the same training course, is a right if the student has acquired the first two semesters of the academic course. Passing from one year to another is achieved when:

- The average of all course units of the academic year is acquired,
- The overall average by compensation between the marks of all units is equal to or greater than 10/20.

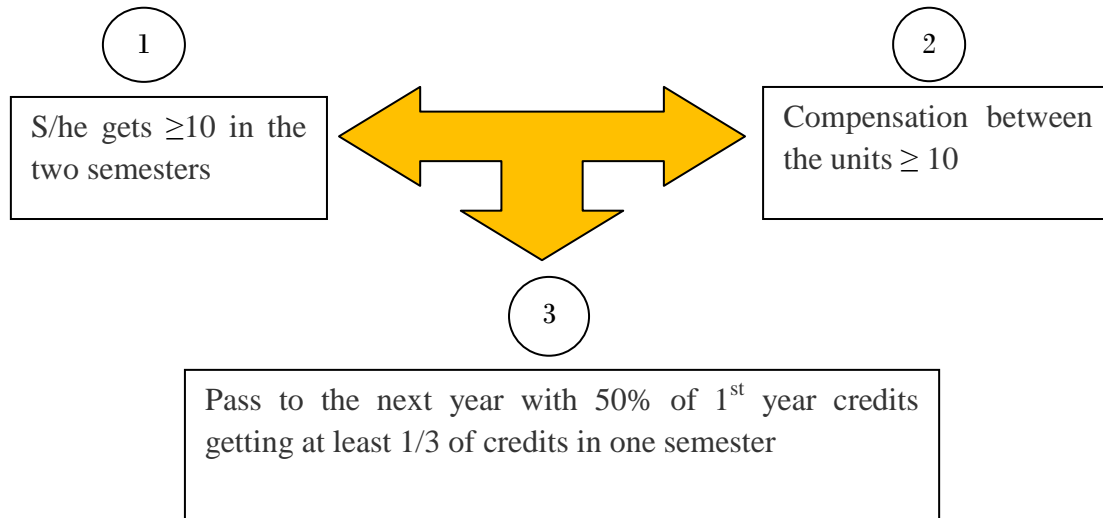
A course can be validated by capitalisation or compensation. The validation of a unit is achieved when the student reach the average. The validation of course units is also achieved by compensation:

- Between the marks of the constituent elements of the same unit
- Between the marks of the different units in the same academic year, weighted by coefficients.

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So, the students succeed when:



Moreover, admission to further studies can also be validated as follows:

- **From 1<sup>st</sup> to 2<sup>nd</sup> year:** if the student has a minimum of 30 credits out of the 60 of the year.
- **2<sup>nd</sup> to 3<sup>rd</sup> year:** if the student totals a minimum of 80% of the credits of the two years (1<sup>st</sup> and 2<sup>nd</sup> year) of the bachelor's with the validation of the fundamentals course units.

In either case, the opinion of the teaching team is required if the number of credits is less than 60 (transition from the 1<sup>st</sup> to the 2<sup>nd</sup> year) or 120 (passage from the 2<sup>nd</sup> to the 3<sup>rd</sup> year). If the student is accepted for a conditional admission (with debts), it will be up to him/her to catch up on the missing credits. The teaching team can set up a special evaluation system to allow the student to be directed to another training course.

### 4.1. Evaluation Procedure

Interesting, the credit determines the amount of work accomplished by the student while the average helps to rank the quality of work the student has done. In other words,

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the credits serve to pass whereas the average serves to rank. So, if the student does not cover the time allotted for every module to acquire its credits, s/he will be excluded and is required to attend the course in the next year in order to pass.

So, the student needs to consider that in order to pass to the next year, s/he should obtain:

- **Module:**  $\geq 10$  (i.e. Exam + Continuous Evaluation  $\geq 10$ )
- **Unit:** 10 in all modules, or compensation (i.e.,  $\text{module}^1 \times \text{coefficient} + \text{Module}^2 \times \text{coefficient} + \dots \geq 10$ )
- **Semester:** all the units (credits) or compensation between units
- **Year:** pass both semesters

Compensation means that the student has the average of 10 with 60 credits.

| Old System  | LMD System  |
|---|---|
| <ul style="list-style-type: none"> <li>➤ student's average <math>&gt; 10</math>: student moves to upward course</li> <li>➤ student's average <math>&lt; 10</math>: student drops</li> </ul> | <ul style="list-style-type: none"> <li>➤ Student's average <math>&gt; 10</math>: student moves to upward course</li> <li>➤ Student's average <math>&lt; 10</math>: check number of annual credits. Here, s/he may have two 2 cases: <ul style="list-style-type: none"> <li><b><u>Case 1:</u></b> Number of credits <math>\geq 30</math>: student has a pass to the upward semester but is bound to retake one or more courses</li> <li><b><u>Case 2:</u></b> Number of credits <math>&lt; 30</math>: student drops</li> </ul> </li> </ul> |



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### 4. The Teaching Units (1<sup>ST</sup> Year )

| Teaching Units      | Modules                   | Credits | Coefficients | CC   | Exam |
|---------------------|---------------------------|---------|--------------|------|------|
| Fundamental Unit    | Written Expression        | 4       | 2            | 50%  | 50%  |
|                     | Oral Expression           | 4       | 2            | 50%  | 50%  |
| Fundamental Unit    | Grammar                   | 4       | 2            | 50%  | 50%  |
|                     | Phonetics and Linguistics | 4       | 2            | 50%  | 50%  |
| Fundamental Unit    | Study of Literary Texts   | 2       | 1            | 50%  | 50%  |
| Methodological Unit | Study Skills              | 4       | 2            | 50%  | 50%  |
|                     | Reading                   | 4       | 2            | 100% |      |
|                     | ICT and e-Learning        | 1       | 1            | 100% |      |
| Discovery Unit      | Culture of the Language   | 2       | 2            | 50%  | 50%  |
| Transversal Unit    | Foreign Language          | 1       | 1            | 100% |      |
| Total Semestre 1    |                           | 30      | 17           |      |      |

As shown in the table above, the modules are categorised into groups according to a set of common criteria.

**A. Fundamental Unit:** where the rudimentary subjects are grouped. It includes the main subjects with high number of credits.

**B. Methodological Unit:** is primarily destined to prepare learners to acquire skills in methodology. It contains the subjects that encourage students to become autonomous learners and independent researchers.

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**C. Discovery Unit:** includes teaching subjects that broaden the student's knowledge horizon and open up other perspectives in the event of a reorientation. In this unit, students can get acquainted to new subjects in new fields, so they can widen the scope of their knowledge the thing that facilitates the passage from one discipline to another be it one of the facilities offered by the LMD system..

**D. Transversal Unit:** Students are exposed to other languages, social sciences and technical communication.

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### Characteristics of Good Language Learner

**Objectives of the Lesson:** By the end of this lecture, learners will be able to:

- Identify the significant features of the good learner.
- Determine the different characteristics of good language learners

### Introduction

Most students choose to study English due to many reasons. Some believe that this language will benefit them in their future career or they think it will help them fulfil certain educational requirements. These learners are motivated to learn the language and believe they are capable of learning because they possess a variety of characteristics.

According to Rubin and Thompson (1983, as cited in Nunan, 2000), a good language learner possesses some of these following characteristics.

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1. **Good learners find their own way (take responsibility):** they find their own way and take charge of their learning. They find the methods that are best suit them as individual learners. They learn from others and experiment with different methods.
2. **Good learners organize information about language:** they organize their study of the language, and they organize information about the language they study.
3. **Good learners are creative and experiment with language:** they are creative. They understand that language is creative. They experiment with the language and play with grammar, words, and sounds.
4. **Good learners make their own opportunities:** they also find strategies for getting practice in using the language inside and outside the classroom.
5. **Good learners learn to live with uncertainty and develop strategies (be motivated and patient):** for making sense of the target language good language learners learn to live with uncertainty by focusing on the meaning of what they can understand, by not getting flustered, and by continuing to talk or listen without necessarily understanding every word.
6. **Good learners use mnemonics (rhymes, word associations, etc. to recall what has been learned) find strategies:** they use mnemonics and other memory strategies to recall what they are learning.
7. **Good learners make errors work:** they make errors work for them and not against them. They learn a second language by trial and error.
8. **Good learners use linguistic knowledge, including knowledge of their first language in mastering a second language (use their prior knowledge):** students who have strong

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first language skills are able to acquire the second language more easily due to language transfer.

**9. Good learners let the context (extra-linguistic knowledge and knowledge of the world) help them in comprehension:** they use contextual clues to aid their comprehension of the language. They maximize use of all potential contexts around the language attended to for enhancing comprehension.

**10. Good learners learn to make intelligent guesses (guess intelligently):** they learn to make intelligent guesses.

**11. Do not worry about every detail:** good learners learn chunks of language as wholes and formalized routines to help them perform 'beyond their competence'. For example, they may learn idioms, proverbs, or other phrases knowing what the whole phrase means without necessarily understanding each individual part.

**12. Good learners learn production techniques (e.g. techniques for keeping a conversation going):** good language learners learn certain production techniques that also fill in the gaps in their own competence.

**13. Good learners learn different styles of speech and writing:** good language learners learn different styles of speech or writing to learn to vary their language according to the formality of the situation.

**14. Use Hacks and Tricks:** good language learners learn certain tricks that keep conversations going.

**15. Motivation to Communicate:** one of the most important characteristics of a good language learner is finding a motivation to communicate which will make a huge

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difference in your learning efforts. For instance: having a foreigner friend from US can teach you many things about English.

### Exercise

- Mention other characteristics of a good language learner?
- In your opinion, which are the most important characteristics of a good language learner? And why?

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## Learning Styles

**Objectives of the lesson:** By the end of this lecture, learners will be able to:

- Understand the meaning of learning styles.
- Differentiate between the characteristics of each learning style.
- Distinguish between learning styles and learning strategies.

### Introduction

It is clearly noticed that people learn and process information in different ways.. Due to the fundamental educational reforms that emphasize the learner-centred approach, it becomes mandatory that teachers vary their techniques and methods to appeal to their learners' needs. For that reason, teachers may find it very difficult to deal with learners of different learning styles. However, it is not only the teachers' responsibility to adjust

lessons in order to suit each type of students, yet, students also need to be aware of their learning styles and learning differences and try to learn accordingly because this will impact their learning positively.

### **1. Definition of Learning Styles**

Cornett (1983) asserts that styles are the overall patterns that give general direction to learning behaviour. It has been proved that students learn in a variety of ways. These ways are interpreted as styles or preferences of learning. The term “learning styles” incorporates that every student learns differently. Technically, an individual’s learning style refers to the preferential way in which the student absorbs processes, comprehends and retains information.

### **2. The Difference between Learning Styles and Learning Strategies**

Learning styles are general approaches to language learning, while learning strategies are specific ways to deal with language tasks in particular contexts (Cohen, 2003, Oxford, 2003). Learning strategies refer to the actions and behaviours that depend greatly on students’ learning styles including the ways in which students learn, remember information, and study for tests. They are the specific mental and communicative procedures that learners employ in order to learn and use language (Chamot, 2005, O’Malley & Chamot, 1990). In contrast, learning styles refer to the broad approaches that students use in acquiring a new language or in learning any other subject.

All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since language classroom is like a problem-solving environment in which



language learners are likely to face new input and difficult tasks given by their instructors, learners' attempts to find the quickest or easiest way to do what is required, that is, using language learning strategies is inescapable.

### 3. Types of Learning Styles

There are three primary types of learning styles, as defined by Neil Fleming (1987): visual, auditory, and kinaesthetic. Generally, People have different learning styles because they vary in their ability or need to process information by sight, sound, and touch.

#### 3.1. Visual (spatial)

As the name suggests, visual learners prefer the use of images, maps, visual media, graphic organizers, diagrams, colour-coordination, and other visual elements to access, understand and process new information. Visual learners are characterized by having good spatial awareness and sense of direction. They enjoy reading textbooks or attending lectures where the material is presented on slides (including charts/graphs). They like coloring and drawing, capturing detail and remember what they saw.

##### 3.1.1. Strengths of Visual Learners: Visual learners are strong at:

- Organizing colours and arranging text and things they saw visually in their mind
- General organization
- Following instructions and directions that are written down and explained
- Memorizing material

##### 3.1.2. Weaknesses of Visual Learners: Sometimes visual learners can struggle when:

- Information is not presented to them in a visual format (text, graphics, etc.)

- Information is not presented to them in a visual format (text, graphics, etc.)
- They are restricted from jotting down notes or drawing diagrams that help them understand things
- They are not allowed to experiment with how they visualize information

### 3.1.3. How to use visual learning to help you advance in your studies

If you are a visual learner, you may need to:

- Take advantage of opportunities to create presentations for co-workers or clients to get your point across effectively.
- Make sure to take notes when attending lectures to reference them later on if needed.
- Try and create a visual representation of the material for yourself, if possible, during tutorials by drawing out pictures to help make sense of what is being discussed. This will also help solidify those concepts more firmly into memory.
- Stay organized with work, colour-code charts, sticky notes, and other managerial tasks.

**3.2. Auditory (aural-musical):** It is a style in which auditory learners best understand new content through listening and speaking in situations such as lectures and podcasts, audio-books and group discussions. Aural learners use repetition as a study technique and benefit from the use of mnemonic devices. They typically enjoy participating in discussions and listening carefully during lectures because they need the sound component for optimal comprehension.

**3.2.1. Strengths of Auditory Learners:** Auditory learners are competent at:

- Repeating back details from lectures when asked questions

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- Storytelling
- Listening
- Holding conversations
- Verbal communication

### 3.2.2. Weaknesses of Auditory Learners

On the other hand, auditory learners can struggle with:

- Any distraction (people talking, music playing) can take away from their focus needed to learn the material at hand.
- Environment where they cannot verbally participate (discussions with others or answering questions). They might feel lost and struggle to follow along.

### 3.2.3. How to use auditory learning to help you advance in your studies

If you learn best by listening to things, try to:

- ✓ Learn in an environment that involves open communication, regular feedback with the opportunity to use your listening skills to improve your knowledge and skill set.
- ✓ Take advantage of opportunities to repeat information after hearing it from a professor or co-worker, and make sure to be vocal during meetings and presentations (if allowed) so that you can get your point across effectively.

**3.3. Kinesthetic (physical):** students who are kinesthetic learners best understand information through tactile representations of information. Physical learners are animated. These students are hands-on learners and learn best through figuring things out by hand.

Physical learners are characterized by having high level of energy, and they perform well in art and drama, experiments, practical exercises and role playing. kinesthetic learners may find paying attention in a traditional classroom difficult. This is because sitting for long periods does not allow them to move around, which can help with focus and engagement.

### **3.3.1. Strengths of Kinaesthetic Learners**

Some strengths of kinaesthetic learners include:

- Retaining information from hands-on activities and experiments
- Engaging and games and physical learning experiences
- Balance, as they prefer move their bodies around while working and learning
- Helping captivate others with their energy and engagement

### **3.3.2. Weaknesses of Kinaesthetic Learners**

Kinaesthetic learners can struggle when they are:

- Asked to sit down and remain inactive for long stretches
- Discouraged from fidgeting or moving around when the situation requires general immobility
- Presented information without the opportunity for the learner to absorb or repeat the information while doing something physical
- Forced to stay in one learning environment over the course of a day.

### **3.3.3. How to use kinaesthetic learning to help you advance in your studies**

- Take advantage of opportunities at work to move around and be physically active.

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- When having a conversation with someone, do not be afraid to move around, talk with your hands, and be generally physical.
- Look for games or activities that you can do outside of learning space to help reinforce material you are trying to learn.

### Exercise

- ☞ Work in groups of five or six students and draw a word mapping in which you mention the useful strategies of EFL styles of learners (visual, auditory and kinesthetic).
- ☞ Why is it important to find the right learning style for you?
- ☞ How could awareness of your learning styles be beneficial for your studies?
- ☞ Fill in the provided questionnaire and determine your dominant learning style.

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**Course:** Study Skills

**Level:** First year LMD

**Instructor:** Dr. Messaouda BENDAHMANE

**Academic year:** 2022/2023

## Learning Strategies

**Objectives of the Lesson:** By the end of this lecture, learners will be able to:

- Understand the meaning of the language learning strategies
- Identify their learning strategies
- Differentiate between the different learning strategies
- Evaluate the appropriateness of learning strategies they use.

### Introduction

EFL students come to their classes with their own learning strategies. Most of these strategies are learnt through their schooling years either by being taught how to do activities or simply by watching other people. Because the use of strategies may be influenced by others, students may not know the best strategies that suit their learning abilities. Learning strategies are very personal; so what works for one person may not work for another person.

### 1. Definition

Language learning strategies are the behaviours, techniques, operations and methods used by the learners to comprehend and process new information in order to enhance their learning. They are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (Oxford, 1990, p. 8).

### 2. Taxonomy of Language Learning Strategies

Language learning strategies (LLS) have been classified by many scholars. In this lesson, the focus is put on Oxford’s model (1990) which is one of the most comprehensive classifications of learning strategies.

| Main group | Strategy groups | Sub-groups  |
|------------|-----------------|---|
| Direct     | Memory          | Creating mental linkages, applying images and sounds, reviewing well, employing action                        |
|            | Cognitive       | Practising, receiving and sending messages, analyzing and reasoning, creating structures for input and output |
|            | Compensate      | Guessing intelligently, overcoming limitations in speaking and writing  |
| Indirect   | Meta-cognitive  | Centering your learning, arranging and planning your learning, evaluating your learning                       |
|            | Affective       | Lowering your anxiety, encouraging yourself, taking your emotional temperature                                |
|            | Social          | Asking questions, cooperating with others, empathizing with others  |

### 2.1. Direct Strategies

**A-Memory strategies:** are techniques used to remember more effectively, to retrieve and transfer information needed for future language use. Memorization helps students to store in memory important information gathered from their learning. When the information is needed for use in the future, these strategies help the student to get the information back.

**B-Cognitive Strategies:** involve learner's interaction and manipulating what is to be learned. Examples include replaying a word or a phrase mentally to 'listen' to it again, outlining and summarizing what has been learned from reading or listening and using key words. Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

**C- Compensatory Strategies:** help the learner make up for missing knowledge. (e.g., guessing from the context in listening and reading; using synonyms and “talking around” the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words such as um, uh, er, ah, like, okay, right, and you know.) Compensatory strategies can be used for speaking and writing.

### 2.2. Indirect Strategies

**A. Metacognitive Strategies:** are used to plan, monitor and evaluate a learning task. Examples of metacognitive strategies include arranging the conditions that help one learn, setting long and short term goals and checking one's comprehension during listening or reading. Metacognitive strategies (e.g., identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study



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space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall.

**B. Affective Strategies:** The other category is Affective strategies where learners, interact with other persons or use affective (emotional) control to assist learning. Examples include creating situations to practice the target language with others, using self-task, where one thinks positively and talks oneself through a difficult task and cooperating or working with others to share information, obtain feedback and complete a task.

**C. Social Strategies:** help the learner work with others and understand the target culture as well as the language. (e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms).

### Exercise

- What is the most effective learning strategy?
- How learning strategies affect language learning styles?

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## Metacognition

**Objectives of the Lesson:** By the end of this lecture, learners will be able to/

- Recognize the importance of metacognition and its effect on their learning
- Identify their own cognitive and metacognitive strategies
- Use metacognitive skills and strategies in developing their learning

## Introduction

Traditionally, a teacher's main function was to teach *pr* to transmit knowledge. People often think of learning as just receiving knowledge or reviewing information repeatedly in order to have them memorised. But the truth is a little more complex than that. What about occasions when there is no teacher? How do people learn in that case? While repetitively reviewing content *does* help learners to learn, there are some deeper cognitive processes which help them actually remember content when they study. One

such process is the **self-reflective activity of metacognition**. People who are effective self-directed learners are likely to be much more successful.

### 1. Definition

The term **metacognition** refers to an individual's ability to plan, monitor, evaluate, and make changes to their own learning behaviours in order to confront challenges more effectively. It is also a form of self-regulation, involving self-awareness, critical analysis skills, and the ability to problem-solve. So, it is a regulatory system that helps a person understand and control his or her own cognitive performance.

Metacognition allows people to take charge of their own learning. It involves awareness of how they learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies (Hacker, 2009). Metacognitive knowledge is crucial for efficient independent learning because it fosters forethought and self-reflection.

### 2. Dimensions of Metacognition

Metacognition is often considered to have two dimensions: metacognitive knowledge and metacognitive regulation.

**2.1. Metacognitive Knowledge:** refers to what learners know about learning. This includes:

- The learner's knowledge of their own cognitive abilities (e.g. *'I have trouble remembering dates in history'*)

- The learner's knowledge of particular tasks (e.g. 'The ideas in this chapter that I'm going to read are complex')
- The learner's knowledge of different strategies that are available to them and when they are appropriate to the task (e.g. *'If I scan the text first it will help me to understand the overall meaning'*).

**2.2. Metacognitive Regulation:** refers to what learners do about learning. It describes how learners monitor and control their cognitive processes. For example, a learner might realise that a particular strategy is not achieving the results they want, so they decide to try a different strategy.

- During the **planning** phase, learners think about the learning goal the teacher has set and consider how they will approach the task and which strategies they will use. At this stage, it is helpful for learners to ask themselves:

*'What am I being asked to do?'*

*'Which strategies will I use?'*

*'Are there any strategies that I have used before that might be useful?'*

- During the **monitoring** phase, learners implement their plan and monitor the progress they are making towards their learning goal. Students might decide to make changes to the strategies they are using if these are not working. As students work through the task, it will help them to ask themselves:

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*‘Is the strategy that I am using working?’*

*‘Do I need to try something different?’*

- During the **evaluation** phase, students determine how successful the strategy they used was in helping them to achieve their learning goal. To promote evaluation, students could consider:

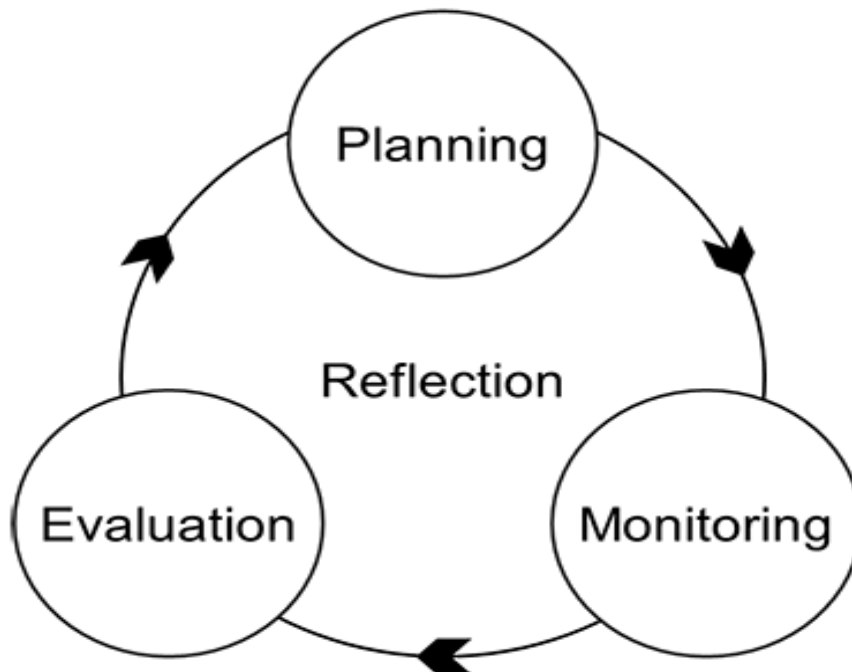
*‘How well did I do?’*

*‘What didn’t go well?’ ‘What could I do differently next time?’*

*‘What went well?’ ‘What other types of problem can I use this strategy for?’*

**Reflection** is a fundamental part of the plan-monitor-evaluate process. Encouraging learners to self-question throughout the process will support this reflection.

### Metacognition phases



### 3. Metacognitive Skills

Having metacognitive skills means that learners are able to recognise their own cognitive abilities, direct their own learning, evaluate their performance, understand what caused their successes or failures, and learn new strategies. It can also help them learn how to revise because it optimises their basic cognitive processes like memory, attention, activation of prior knowledge, and ability to solve or complete a task. It makes them learn more efficiently and more effectively, and so they are able to make more progress. For example, a student with metacognitive skills might:

- Recognise that they have trouble applying formulas in maths.
- Think about the maths problems they have solved before, and the strategies they used.
- Apply these strategies, assessing whether they are working or not.

- Try a different strategy if the one they are using is not effective.
- Reflect on how they performed in this task, and use this to inform their future work.

### 4. Metacognitive Strategies

Metacognitive strategies are techniques to help students develop an awareness of their thinking processes as they learn. These techniques help students focus with greater intention, reflect on their existing knowledge versus information they still need to learn, recognize errors in their thinking, and develop practices for effective learning. Some metacognitive strategies are easy to implement:

**4.1. Self-Questioning:** Self-questioning involves pausing throughout a task to consciously check your own actions. Without self-questioning, we may lack humility and awareness of our own faults.

**4.2. Meditation:** Meditation involves clearing your mind. We could consider it to be a metacognitive strategy because meditators aim to:

- Clear out the chatter that goes on in our heads.
- Reach a calm and focused state that can prime us for learning.
- Be more aware of our own inner speech.

**4.3. Reflection:** Reflection involves pausing to think about a task. It is usually a cyclical process where we reflect, think of ways to improve, try again then go back to reflection.

**4.4. Awareness of Strengths and Weaknesses:** Central to metacognition is a person's capacity to see their own strengths and weaknesses. Only through looking at yourself and making a genuine assessment of your weaknesses can you achieve self-improvement.

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**4.5. Awareness of Learning Styles:** Learning styles theories such as Gardner's Multiple Intelligences and Learning Modalities theories argue that different people learn in different ways.

**4.6. Thinking Aloud:** Lev Vygotsky (a central figure in the sociocultural theory of education) argues beginner learners tend to think aloud before learning to think inside their heads. The benefit of sociocultural theory's strategy of thinking aloud is that it makes you really think. You have to talk through what your brain is doing, making those thinking processes explicit.

**4.7. Active Reading Strategies:** Active reading strategies are strategies that ensure you are concentrating while you read and actually comprehend the information.

**4.8. Planning Ahead:** When we plan ahead, we often have to think about how we will go about a task. Planning ahead involves thinking about what we are going to do in order to complete a task.

When learners "think about their thinking" they are more capable of self-improvement. Metacognitive strategies can be learned, practiced, and made into habits in order to improve learning, studying, and *thinking* skills into the future.

### Exercise

- What metacognitive strategies skills do students need to know and be able to use?
- How you would develop the metacognitive ability of students in your classroom?
- How can metacognitive factors influence learning?



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**Course:** Study Skills

**Level:** First year LMD

**Instructor:** Dr. Messaouda BENDAHMANE

**Academic year:** 2022/2023

### Goal Setting

**Objectives of the Lesson:** By the end of this lecture, learners will be able to:

- Determine the meaning of goal-setting
- Design short-term, mid-term and long-term SMART goals.
- Develop some helpful techniques to organize and work for their goals effectively.

### Introduction

Goal- setting is crucial component to be a good time manager, yet not every manager knows how to do it well. Setting a goal helps learners to be well-organized. In other words, they will not waste their time and energy in non-essential activities. So, setting specific and time-based goals can help learners to direct their efforts and time towards what they really want to do in life by working smarter not harder. Some consider goal setting to be an

abstract activity that involves wishing or dreaming. In fact, it is an activity that requires careful organization and planning.

### **1. Definition of a Goal**

A goal is an objective or target that learners are trying to reach or achieve. It is also an aim or objective that learners work toward with effort and determination. Austin and Vancouver (1996, p. 338) define goals as “internal representations of desired states, where states are broadly construed as outcomes, events, or processes”.

Cochran and Tesser (1996) explain further that a goal is ‘a cognitive image of an ideal stored in memory for comparison to an actual state; a representation of the future that influences the present; a desire (pleasure and satisfaction are expected from goal success); a source of motivation, an incentive to action’.

### **2. Definition of Goal-Setting**

Goal setting refers to the process of setting specific, attainable targets for individuals or groups. It is the process of taking active steps to achieve the desired outcome. Setting study goals will help learners plan, focus and use their time for study effectively. If they set goals and stick to them, they will be more likely to stay motivated and achieve success in their studies.

### **3. Types of Goals**

Achieving a desired outcome involves setting and reaching small and major goals. Each of these major goals can be broken down into smaller, more attainable goals that will propel you towards success. Small and major goals are referred to as short-term and long-term goals respectively.

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**3.1. Long Term:** major life targets which may take years to achieve such as a career.

**3.2. Mid Term:** goals that you may attain within few years such as earning a degree.

**3.3. Short Term:** may be reached in a year or less and require action now or in the near future.

### 4. Tips for Discovering Your Goals

**4.1. Brainstorm:** write down possible goals and words that come to mind without worrying about spelling neat handwriting or analysing at that exact moment. This needs to be an organic and honest group of notes that will help you later in determining you possible goals. After you finish, group similar ideas together and write a one sentence summary about its main idea.

**4.2. Plan:** focus on one goal that you have chosen and write down a plan or series of steps you need to take in order to reach this goal.

**4.3. List your strengths:** write down all of your academic strengths along with personal qualities.

**4.4. Assess your weaknesses:** write down all of your academic weaknesses and personal obstacles that you will need to overcome; this could include family, financial, or health problems.

### 5. Goal Setting Steps

- ✓ Thinking about the target.
- ✓ Breaking the target into smaller goals.
- ✓ Using the SMART method to create attainable goals.
- ✓ Create some short term positive goals.

- ✓ Set priorities
- ✓ Keep track of progress.
- ✓ Rewarding accomplishments

### 4. Benefits of Goal Setting

- ✓ Defines priorities
- ✓ Establish direction
- ✓ Identifies expected results
- ✓ Enhances teamwork
- ✓ Improves individual performance
- ✓ Clarifies expectations
- ✓ Connects individual contributions to the overall success of the university

### 5. SMART Goals

Goal-setting is like a map – the big-picture goal is the destination, Goals should be straightforward and emphasise what people want to happen. Goal-setting will provide direction and help with one's motivation, as well as increasing satisfaction and self-confidence in one's performance.

Goals need to be *specific* and represent an *end result*. They should also be SMART. SMART is an acronym that stands for Specific, Measurable, Achievable, Relevant, and Time-bound. When constructed carefully, a SMART goal will help you achieve an end result and support your decision making. Each of the components of a SMART goal will now be described in more detail below.

**5.1. Specific:** goals help us to focus our efforts and clearly define what we are going to do. Specific means design an outline of what you are going to do. When designing that use action words such as direct, organise, coordinate, lead, develop, plan, build etc. It is critical to think why it is important at this time. In simple terms, it is what you want to ultimately accomplish. Ensure the goals you set are very specific clear and easy. Instead of setting a goal to break a world record, set your personal goals. In other words, for a goal to be **specific**, it must be carefully defined. A goal of *get a good job when I graduate* is too general. It doesn't define what a good job is. A more specific goal would be something like *identify an institutions that recruit graduate teachers and has clear career paths*.

**5.2. Measurable:** if the goal is accomplished, there will be success. However, it is beneficial to set measurable progress points along the way. Choose a goal with measurable progress, so you can see the change occur. Be specific "I want to improve my personal best by the end of next month." When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to the continued effort required to reach your goals.

In other words, to show effect, and report progress, goals need to be measured. What this means is that the goal should have clearly defined outcomes with enough detail to measure them. For example, setting a goal of *doing well at university* is a bit undefined, but making a goal of *graduating with a grade point average above 14 at university* is measurable and something you can work with.

**5.3. Attainable:** Attainable or achievable goals means they are reasonable and within your ability to accomplish. While a goal to *complete six subjects in a semester and work part time* is something that would be nice to achieve, the odds that you could make that happen in

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a semester are not very realistic for most students. However, if you plan to *complete three subjects this semester and work part time* it may well be more achievable.

**5.4. Relevant:** For goal setting, *relevant* means it applies to the situation. In relation to university, a goal of *buying a horse to ride to for pleasure on weekends* is unlikely to be relevant to your student goals, particularly if you live 100km from campus, but *getting dependable transportation to the campus* is something that would contribute to your success at university.

**5.5. Time-bound:** Time-bound means you set a specific time frame to achieve the goal. *I will get my paper written by Wednesday* is time-bound. You know when you must meet the goal. *I will get my paper written sometime soon* does not help you plan how and when you will accomplish the goal.

The following table shows some examples of goals that do and do not follow the SMART system (see the table below). As you read each one, think about what elements make them SMART, or what modifications you need to add to change the non-smart goals into smart ones.

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| Goal  | Is it SMART? | Comments   |
|---|--------------|--|
| I am going to be rich someday   | No           | There is nothing specific, measurable, or time-bound in this goal.   |
| I will graduate with an average of 14/20 by the end of next year.   | Yes          | The statement calls out specific, measurable, and time-bound details. The other attributes of attainable and relevant are implied. This goal can also be broken down to create smaller, semester or even weekly goals. |
| I will walk for 30 mins each day to help me relieve stress.   | Yes          | All SMART attributes are covered in this goal, explicitly or implied.  |
| I would like to do well in all my courses next semester.  | No           | While this is clearly time-bound and meets most of the SMART goal attributes, it is not specific or measurable without defining what “do well” means.  |
| I will earn at least 14/20 in all my courses next semester by seeking help from the Learning Advisor (Maths). | Yes          | All the SMART attributes are present in this goal.   |
| I am going to start being more organised.   | No           | While most of the SMART attributes are implied, there is nothing really measurable in this goal.   |

### 6. Some SMART Examples

#### Example 1

*Goal - I will follow the course study guide for how far through the course materials I need to be each week.*

- **Specific:** Every Monday I'll check the course study guide to see what I need to cover and plan how to complete the work.
- **Measurable:** I will know how many modules I will need to work through each week.
- **Achievable:** I can tick off each module as I do them.
- **Relevant:** The work I'm planning will be based on what is recommended for my course.
- **Time bound:** Every Monday.

#### Example 2

*Goal – I will finish the first draft of my essay by Friday so I can review it on Monday.*

- **Specific:** I will follow my plan and finish my first draft of the essay.
- **Measurable:** I have three sections to finish.
- **Achievable:** I have time to complete the last three sections.
- **Relevant:** I need to submit this essay as part of the course requirements.
- **Time-bound:** I'll do it by Friday.

### Exercise

- Have you ever set goals and achieved *them*?



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- What academic *goals* have you achieved?
- How should the process of goal setting work?
- What are the tips that may help you discover your goals?

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**Course:** Study Skills

**Level:** First year LMD

**Instructor:** Dr. Messaouda BENDAHMANE

**Academic year:** 2022/2023

## Study Habits

**Objectives of the Lesson:** By the end of this lecture, learners will be able to

- Determine the major study habits and how to use those habits effectively.
- Identify the benefits of these habits in developing the students' level.
- Distinguish between good and bad study habits.

## Introduction

Learning effectively plays a pivotal role in developing individuals' academic level. Being an effective learner, one needs to acquire information systematically and respond to the learning environment positively. Yet, achieving effectiveness cannot be realised, if learners are not exposed to training. This includes showing them how to formulate solutions to problems, how to grow independently, how to practice what they have learned

in different real life situations and settings. In other words, learners cannot learn simply by being told what to do or by watching others, they have to practice frequently.

Successful students employ different ways to ensure their progress; one of these handy ways is study habits. The latter may include a wide variety of behaviours, from the amount of time that students study, to the strategies that they use while studying, to the environment in which they study.

### **1. Definition of Study Habits**

Study Habits refer to the habitual practices that learners do during the process of getting new information. In other words, study habits are regular tendencies used by a person to gain knowledge. Good study habits can help students achieve and/or maintain good grades. A person with poor study habits will not be able to learn properly. That is, he/ she will suffer from different problems. Generally, students develop their study habits before going to university. So they are generally expected to have effective study habits. But, the environment of school and university are very different (Kumar, 2015, p.18).

### **2. Importance of Study Habits**

Good study habits are an important part of learner's success at university and in life in general. That is, study habits can increase their self-confidence, self-esteem and competence which will help them in developing their academic performance. They can also reduce anxiety about tests and deadlines. By developing effective study habits, learners may spend less time in studying, leaving more time for other things in life.

### 3. Good /Effective Study Habits

Successful students have good study habits. They apply these habits to all of their classes. According to Katelyn (2013), good study habits “are sometimes referred to as positive or productive study habits. As the name implies, they are those pleasant study habits which have the tendency to improve the academic performance of students or that seem to produce good results”.

Fourteen good study habits which students can employ in order to improve their academic performance have been identified. They are: attending all classes, reviewing notes daily, reading material prior to it being covered in class, study daily, have at least one conference with the professor, develop and learn a word list for the course, read materials to improve background in the course (other than text), attend help session, attend learning resource lab when available, develop a list of possible questions, ask questions in class, study an old exam (when available), avoid a last minute cram session, and sleep at least 8 hours the night before exams commence (Katelyn, 2013).

In the same vein, Harper and Row (2009), highlight good study habits as thus:

**a. *Studying every day:*** Consistency is crucial point when it comes to studying. Learners need to get daily opportunities in order to learn or revise.

**b. *Creating a quiet place at home or anywhere to study:*** It is a good idea to find a place at home or in campus where learners feel comfortable and inspired to dive into a successful study session. Learners need an environment that will aid in keeping them focused on their assignments. The library has always been a reliable place to get some real academic work done, but if learners prefer someplace else, just make sure that they are set up for success. University may have other places on campus that will provide them with a nice little

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studying spot. In other words, the environment should be whatever works best for them. This means the ability to study in silence, lighted place

***c. Turning off the phone, TV and other devices that may disturb you when studying:***

when we talk about lifestyles distractions, nothing can disturb learners like social media. In fact, technology offers helpful ways to access new information. However, it also creates distractions that prevent you from concentrating on their research.

***d. Studying in a way that suits your learning style:*** as a matter of fact, the process of learning is something personal. That is, it differs from one to another. Learners need to select the appropriate style and strategies that suit them best. For instance: if a student is a visual learner, he/she needs to see images, colours, drawings...etc to get knowledge.

***e. Taking regular breaks:*** Do not be so hard on yourself. Learners have to take care of themselves in order to improve their academic performance.

***f. Keep Track of Deadlines and Important Dates:*** learners should be sure to review the important dates every day and write down the dates for assignments, homework, exams, and other important events. Keeping track of what you need to study for can help you stay ahead of crucial projects and develop good study habits for college.

***g. Do not cram for your exam:*** If learners respect deadlines and important dates, then, they likely will not find themselves in a difficult situation, but it is worth repeating. Studies show that reviewing material in smaller chunks of time is more effective than trying to cram a ton of material into one session.

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***h. Schedule your study time:*** Instead of mixing study sessions with, naps, jobs and other responsibilities, learners should treat studying like any other class or commitment. Pick a specific setting, then set a specific appointment with yourself each week, and stick to it.

***i. Asking for help if one is struggling with his studies:*** students should not be afraid to ask for help from tutors, professors, and classmates if they think they are falling behind. Whenever you feel trouble in understanding a new concept or just need help managing your time, ask others because university is full of people who know exactly what learners are going through. Do not be afraid to ask classmates for a refresher if you miss a lecture.

***j. Taking notes as well as organizing notes in a notebook or folder:*** Whenever students are sitting through a lecture or doing an assigned reading, they must take notes. Take and review thorough notes. Use notebook to write down new things immediately. When doing that, learners will absorb key terms and ideas more quickly. Do not be afraid to ask classmates for a refresher if you miss a lecture.

***k. Study with a group or partner:*** Many university students have realized how helpful it is to help one another throughout the school year. Study in groups usually happens before big tests, and events. You can exchange notes, quiz each other, and most importantly, hold each other responsible for showing up to each session.

### 4. Bad/ Poor Study Habits

According to John (2010), bad study habits are negative or non-productive study habits which are undesirable and counter-productive to students' academic performance. When developed and utilized by students at all levels, they tend to hamper academic

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progress and performance of the users. Ebele and Olofu (2017) and Nikki (2013) believe that bad study habits include:

**a. Procrastination:** One of the worst habits that students need to avoid is procrastination. It is the act of postponing, delaying or putting off especially habitually or intentionally which results in a less-than-stellar output.

**b. Not taking note:** writing down new things can help learners organize ideas and keep track of what they need to study, especially when covering large amounts of information. If students do not take notes, they increase the chances of missing crucial points related to different subjects and failing to get high scores.

**c. Listening to loud music:** listening to music can be beneficial, however, music does not help people when they are engaged in learning new, complex and hard things.

**d. Studying in uncomfortable conditions:** Sometimes, studying at home is tricky and can cause developing poor study habits. In fact, learners can face many distractions that can prevent them from giving you 100% attention to the task at hand. Whether it is the sound from the TV, house equipment or family members wanting to chat with you, any interruption can break your momentum.

**e. Cramming:** getting enough sleep is very important thing learners need to give to their minds and body. That is, in order to prepare for a test, students need to take their time to study for an hour or two several nights before having that test instead of cramming all things together to avoid ending up ill or with low scores.

**f. Skipping classes:** being absent without good reasons, will make students suffer. In fact, they will spend many hours copying notes and asking friends and classmates about the

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lessons they have missed. That is, if students skip classes regularly, they will need to read and learn the lesson from scratch, making it harder to get better grades.

**j. Studying without a plan:** this can lead to an unstructured schedule that lacks direction. With this, learners may find it challenging to cover all the material they need within a specific period of time.

**h. Poor time management:** It is common for students to spend hours studying without covering all the material they need to understand. This is often a result of poor time management skills.

**i. Using phones or watching TV during studying:** In this digital age, it is common to see people hooked to their smartphones wherever they are. Some may be browsing their social media accounts because of FOMO (fear of missing out).

### Exercise

- Think about any additional good/effective study habits and mention the ones you use the most ?
- Mention other poor/bad study habits that you get accustomed to and discuss how to avoid them?



# Study Skills

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**Course:** Study Skills

**Level:** First year LMD

**Instructor:** Dr. Messaouda BENDAHMANE

**Academic year:** 2022/2023

## Time Management

**Objectives of the Lesson:** By the end of this lecture, learners will be able to

- Determine the meaning of organization and time management
- Highlight the importance of time management skills and their benefit.
- Critically analyze personal time management effectiveness.
- Reflect on what values and priorities they want to spend time and how this impacts effective planning.

## Introduction

At university, learners need to organise their work by themselves which means that they have to be self-disciplined and use their time effectively. Success is not just about intelligence but about how to use the time available in an appropriate way. The purpose of

organising time is not to make learners slaves to their schedule, but to free them from inefficient study and anxiety.

### 1. Definition

Time Management refers to making the best use of time as time is always limited. It means managing and organizing time effectively so that the right time is allocated to the right activity. Effective time management allows individuals to assign specific time slots to activities as per their importance.

### 2. Time Management Skills

Time management include a variety of skills that will help you manage your time well. Taking time to develop each of these skills will help you organize your daily work. Some of the most important time management skills include:

- **Organization:** Staying organized can help learners maintain a clear picture of what they need to complete and when. Being well-organized means that learners maintain an up-to-date calendar have a tidy environment where they can locate certain documents easily and take detailed, diligent notes.
- **Prioritization:** Assessing each of learners' responsibilities for priority is important in being a good time manager. There are many ways to prioritize what they need to accomplish.
- **Goal-setting:** Setting goals is the first step to becoming a good time manager. Goal-setting allows learners to clearly understand their end goal and what exactly they need to prioritize to accomplish it.
- **Planning:** A fundamental part of time management is planning. Being efficient in planning out will help learners stick to their schedule.

- **Stress management:** When practising good time management, learners should also be attentive to their mental health. Handling stress in a positive way can help them stay motivated and perform well when going through their schedule.

### 3. How to Improve Time Management Skills?

Working on your time management skills can help you be a good learner. These are a few ways you can improve your time management skills:

📅 **Set short and long-term goals:** Practicing regular goal-setting can help learners clearly understand exactly what they need to accomplish to achieve certain results. Long-term goals, identify smaller milestone goals along the way.

📅 **Set a time limit to complete a task:** Setting time constraints for completing tasks helps learners be more focused and efficient. Making the small extra effort to decide on how much time they need to allot for each task can also help them recognize potential problems before they arise.

📅 **Prioritize your assignments:** Prioritization is a difficult skill but gets easier with practice. Learners can practice prioritization by making to-do lists. Prioritize tasks based on importance and urgency. For example, look at your daily tasks and determine which are:

- ➡ Important and urgent: do these tasks right away.
- ➡ Important but not urgent: decide when to do these tasks.
- ➡ Urgent but not important: delegate these tasks if possible.
- ➡ Not urgent and not important: set these aside to do later.



**Figure 1.** Time Management Matrix

Improving time management skills can help learners be better workers and have the ability to focus fully as they go about their day. They can be better time managers by being organized, setting goals and prioritizing your to-do list.

📌 **Take a break between tasks:** When doing a lot of tasks without a break, it is harder to stay focused and motivated. Consider grabbing a brief nap, going for a short walk, or meditating.

📌 **Organize yourself:** Utilizing a calendar for more long-term time management and writing down the deadlines for projects are part of completing the overall project.

✎ **Remove non-essential tasks/activities:** It is important to remove excess activities or tasks. Determining what is significant and removing non-essential tasks/activities frees up more of the time to be spent on genuinely important things.

✎ **Plan ahead:** learners should start every day with a clear idea of what they need to do what needs to get done that day.

### 5. The Benefits of Time Management

The ability to manage your time effectively is important. Good time management leads to improved efficiency and productivity, less stress, and more success in life. Here are some benefits of managing time effectively:

#### ✓ **Stress relief**

Making and following a task schedule reduces anxiety. As learners check off items on their “to-do” list, they can see that they are making tangible progress. This helps to avoid feeling stressed out with worry about whether they are getting things done.

#### ✓ **More time**

Good time management gives learners extra time to spend in their daily life. People who can time-manage effectively enjoy having more time to spend on hobbies or other personal pursuits

#### ✓ **More opportunities**

Managing time well leads to more opportunities and less time wasted on trivial activities. Good time management skills are key qualities that employers look for. The ability to prioritize and schedule work is extremely desirable for any organization.

### ✓ **Ability to realize goals**

Individuals who practice good time management are able to better achieve goals and objectives, and do so in a shorter length of time.

## **6. The Consequences of Poor Time Management**

Poor organization and time management may lead to a number of consequences, among which:

### ➤ **Poor workflow**

The inability to plan ahead and stick to goals means poor efficiency. For example, if there are several important tasks to complete, an effective plan would be to complete related tasks together or sequentially. However, if learners do not plan ahead, they could end up having to jump back and forth, or backtrack, in doing their work which is translated to reduced efficiency and lower productivity.

### ➤ **Wasted time**

Poor time management results in wasted time. For example, by talking to friends on social media while doing an assignment, learners are distracting themselves and wasting time.

### ➤ **Loss of control**

By not knowing what the next task is, learners suffer from loss of control of their life. This can contribute to higher stress levels and anxiety.

### ➤ Poor quality of work

Poor time management typically makes the quality of learners' work suffer. For example, having to rush to complete tasks at the last minute usually compromises quality.

### Exercise

- How do you plan your work when you have multiple conflicting tasks?
- What are some of the techniques you use to *manage your time*?

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**Course:** Study Skills

**Level:** First year LMD

**Instructor:** Dr. Messaouda BENDAHMANE

**Academic year:** 2022/2023

## Using Library

**Objectives of the Lesson:** By the end of this lecture, students will be able to:

- Identify the accurate meaning of a library
- Determine some helpful usages of a library
- Discover and make a clear distinction between the different types of libraries.
- Signal the importance of using library.

## Introduction

People are enormously dependent on the internet for getting information. However, the obtained information are not always right. That is, libraries are still needed as they play a fundamental role in learning and society. Libraries are gateways to knowledge and culture. The



resources and services they offer create opportunities for learning, support literacy and education, and help shape the new ideas and perspectives that are central to a creative and innovative society.

### **1. Definition of the Library**

The word library is derived from a French word "Librairie"; Latin "liber" meaning book. The library plays an important role in our academic and social lives. Library is an organized collection of information resources made accessible to a defined community for reference or borrowing and this collection of information may be in the form of books, journals, research papers, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, e-books, audio books, databases, and other formats.

### **2. Objectives of the Library**

The main objective of any library is to ensure that its users' needs are met within the shortest possible time. This means that, the usefulness of any library collection depends upon the ease and speed with which books and other library materials can be located and used when required. To this end, books are shelved according to some pre-determined classification and relation. The library also arranges its collection in such a way that they can be located as easily as possible. Usually, the library has a special place where information on its collection can be found. This is the catalogue. Libraries now use computers to produce and store the catalogue of their resources.

Libraries provide sitting facilities for readers who want to take notes. Library staff are also readily available to help users make efficient use of the library; attend to users'

problems and reshelved consulted books in their proper positions. There are another staff who work behind the scene that the readers may not see. This staff is mostly in the technical services where they arrange for library materials to be acquired and processed, classified and catalogued for use.

### 3. Purposes of the Library

There are many types of library users some users read to pursue a designed course. Others need the library to broaden or enlarge their knowledge and horizon. And yet others need the library for recreational purposes. From these various needs of the users, one can then say that the purpose of a library is:

- To accelerate the possibility of the students studying individually on their own most of the time in order to enrich what has been taught.
- To meet the recreational needs of its users by providing materials to occupy their leisure times or to while away the times.
- To meet the research needs of its users such as in any academic library.
- To promote literacy and disseminate useful daily information to the people and encourage lifelong learning through its reading materials and resources.
- To provide opportunity, ensuring freedom and equal access to information for all members of the community, to educate and enlighten them.
- To maintain and preserve books, materials and resources with historical, cultural, social, economic and archival value, and other related materials in an organized collection to provide members of the community these materials and enriched their personal and professional lives.

- To provide materials and resources that entertain and inspire as well as services offering space for people and information to come together, and programs that would create library awareness and consciousness.

### 4. Types of Libraries

Generally, libraries provide information services to their users. How this is achieved depends mainly on the purpose of such a library. In other words, the type of services a library offers to its clientele depends on the objectives for the establishment of such a library. This is the main reason why libraries are classified according to the types of services they render and the types of clientele they serve. In general term, libraries are categorized as **Academic, Public, National, School, Special** and **Private Libraries**.

#### 4. 1. Academic Libraries

The Libraries in this category include libraries in institutions of higher learning such as the Universities, Polytechnics, Colleges of Education, and Colleges of Technology etc. These Libraries are mainly established for research, teaching and study purposes. They are meant to serves communities of their respective institutions.

There are normally four types of users based on the level of education they cater to. These are:

- a)Students
- b)Teachers
- c)Researchscholars
- d) Administrative, professional and other staff of the institution

The objectives of an Academic Library are to:

- serve the needs of the academic community;

- collect and store all kinds of reading and reference material;
- provide reading areas for users;
- provide an active reference and information service

### 4. 2. School Libraries

These are libraries in schools they include nursery, primary, secondary schools, teacher training colleges and technical schools. These are like academic libraries, but without any emphasis on research. This means, school libraries are established mainly for studies and learning. Also their book collections are mostly on the subjects taught in their respective schools. The services rendered by school libraries include reference services and lending. An important aspect of school libraries is that, time is usually allocated on the timetable for pupils and student to go to the library where the librarian and their teachers guide them in the use of the library. This practice helps pupils and students to get exposed to library services and also help to inculcate reading habits in them.

### 4. 3. Private Libraries

These refer to libraries that are established, by individuals for their private use. Some of these libraries are in particular area of interest of their owners, while others are on several or general discipline. Libraries in this category are not common because of their patrons. They are more restricted than any other types of library. Therefore, the regulations guiding their use depend solely on their owners.

### **4. 4. National Libraries**

This is a statutory government establishment, responsible for collection and preserving the printed output of a country. National Libraries are maintained by Federal Government bodies, academic institutions and the entire citizens of the nations. National Library builds its collection from books and other materials submitted by publishers in the process of registering their copyright. The principal function of a National Library is to collect all foreign literature pertinent to the country.

### **4. 5. Public Libraries**

These are libraries that are established with the main aim of serving the general public— adults, children, handicapped, literate and non-literate, etc. For this reason, the public libraries collections cover all areas of knowledge. In other words, their collections try as much as possible to satisfy information needs of every profession and all activities in the society where the library is established. It is because of their wide and comprehensive collections that they are often referred to as the “people” Universities. Public libraries are involved in direct and behind-the-scene services. The behind-the-scene activities are those library operations that do not directly concern the users. Such services include cataloguing and classification, acquisition or collection development etc. On the other hand; the services that directly concern the patrons include lending and reference services.

Like other types of libraries, in the public libraries, users must be registered before they are allowed to enjoy borrowing facilities. It should also be noted that each public library has its own regulations governing the borrowing and returning materials. However, like an academic library, reference materials are not to be borrowed, users are free to come in and use the materials during the specified hour of opening.

### 5. Sources of Information

Basically there are three main sources of information:

- a. Primary sources
- b. Secondary sources
- c. Tertiary sources

**A. Primary Sources:** These sources are records of events or evidence as they are first described or actually happened without any interpretation or commentary. It is information that is shown for the first time or original materials on which other research is based. Primary sources display original thinking, report on new discoveries, or share fresh information.

**Examples of primary sources:** Theses, dissertations, scholarly journal articles (research based), some government reports, symposia and conference proceedings, original artwork, poems, photographs, speeches, letters, memos, personal narratives, diaries, interviews, autobiographies, and correspondence.

**B. Secondary Sources:** These sources offer an analysis or restatement of primary sources. They often try to describe or explain primary sources. They tend to be works which summarize, interpret, reorganize, or otherwise provide an added value to a primary source.

**Examples of Secondary Sources:** Textbooks, edited works, books and articles that interpret or review research works, histories, biographies, literary criticism and interpretation, reviews of law and legislation, political analyses and commentaries.

**C. Tertiary Sources:** These are sources that index, abstract, organize, compile, or digest other sources. Some reference materials and textbooks are considered tertiary sources when their chief purpose is to list, summarize or simply repackage ideas or other information. Tertiary sources are usually not credited to a particular author.

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**Examples of Tertiary Sources:** Dictionaries/encyclopaedias (may also be secondary), almanacs, fact books, Wikipedia, bibliographies (may also be secondary), directories, guidebooks, manuals, handbooks, and textbooks (may be secondary), indexing and abstracting sources.

### Exercise

- In small groups, discuss the other purposes of using library ?

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**Course:** Study Skills

**Level:** First year LMD

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**Academic year:** 2022/2023

## Effective Reading

**Objectives of the Lesson:** by the end of this lecture, learners will be able to:

- Determine a comprehensive meaning of effective reading
- Identify the different types and techniques of the reading skill

### Introduction

Reading is an essential skill for all learners. It helps learners to process and evaluate information to build their knowledge and offers them an opportunity to see how language is used. Reading is a complex process that involves working to build up a sense from a text. Thus, it is an active process of reconstructing an author's ideas.

### 1. Definition of Reading

Reading is the process of constructing meaning from written symbols (signs) and. In other words, it is a complex cognitive process of decoding written symbols in order to



get a meaning. Baudoin et al (1994, p.1) describe reading as a: “complex activity that involves both word recognition, the processor perceiving how written symbols correspond to one’s spoken language; and comprehension, the process of making sense of words, sentences and connected paragraphs”.

To read effectively, the reader must be able to see, decode, perceive, comprehend, and react to what is written. As soon as the reader sees the text, s/he starts to perform a visual activity to recognize the language s/he is reading. Then, the brain starts to process the information given by the eyes to make sense of it, not just a sense from the written words and sentences, but also ideas, memories, and knowledge triggered by those words and sentences.

## **2. Types of Reading**

### **2.1. Intensive Reading**

According to Harmer (2001), intensive reading is concentrated and less relaxed. It concerns shorter texts and aims at attaining learning goals with close guidance from the teacher. During this type of reading, the learner gains text comprehension to make critical judgments about the text s/he is reading by offering his/her interpretation. Thus, be able to state a well-founded opinion about the content, the intention, the arguments, and the language used in the text.

Intensive reading is generally done slowly and requires a higher degree of understanding because it focuses on details and analysis. That is, it means extracting meanings of a given text with taking a great consideration to grammatical, syntactic and semantic elements .i.e. it is detailed understanding that is not limited to understand the

general ideas but to how texts are organized including the structure and metacognitive strategies used by both authors and learner (Alyousef, 2005)

### **2.2. Extensive Reading**

Extensive reading refers to the careful reading of long written materials such as novels and books in which the learner is interested in for comprehension. It is mostly performed outside the class time and its main purpose is to build reader confidence and enjoyment. Long and Richards (1971, p.216) identify extensive reading as "occurring when students read large amounts of high-interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words".

## **3. Reading Techniques**

### **3.1. Skimming**

Skimming is a reading technique meant to look for main or general ideas in a text, without going into detailed and exhaustive reading. As the name suggests, skimming is done by actively separating the crucial information from the unnecessary details and extracting the essential data in a short period of time.

### **3. 2. Scanning**

Scanning a text means looking through it quickly to find specific information. Scanning is commonly used in everyday life, for example when looking up a word in a dictionary or finding your friend's name in the contacts directory of your phone.

Scanning and skimming are often confused though they are quite different. While skimming is concerned with finding *general* information, namely the main ideas, scanning involves looking for *specific* information.

### 4. The Purposes of Reading

According to Grabe and Stoller (2019), the purposes for reading include:

**a. Reading to search for simple information:** Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as type of reading ability.

**b. Reading to skim quickly:** Reading to skim quickly is a common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

**c. Reading to learn from text:** Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

**d. Reading to integrate information:** Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.

**e. Reading to write and reading to critique texts:** Reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.

**f. Reading for general comprehension:** Reading for general comprehension when accomplished by a skilled fluent reader, require very rapid and automatic processing of words, strong skills in forming a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraint

Purposes of reading are not only for students, but also the people in general. They must read extensively to get information and knowledge of social living. It can help a person keeps informed on the social, political, and economical problems of his country.

### **5. The Benefits of Reading**

Reading can improve one's life in several ways leading to better well-being, mental health, personal growth, and a boost in confidence. These benefits will carry over to school work, career and social life. The benefits of reading may include:

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- ✓ Expanding your vocabulary through acquiring new words
- ✓ Stimulating your brain and strengthening mental capacities.
- ✓ Improving your memory
- ✓ Increasing knowledge
- ✓ Strengthening focus and concentration
- ✓ Relieving stress
- ✓ Improving concentration and promoting analytical and critical reading.
- ✓ Developing writing skills.

### Exercise

- Give examples about when to use skimming and scanning and explain how can this affect your reading?

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**Course:** Study Skills

**Level:** First year LMD

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**Academic year:** 2022/2023

## Paraphrasing and Summarizing

**Objectives of the Lesson:** by the end of this lecture, learners will be able to:

- Make a clear distinction between summarising and paraphrasing.
- Use these strategies effectively in their learning

### Introduction

Students need to use summarising and paraphrasing in different occasions. Yet, many of them do not know how to use them without falling into the trap of plagiarism. Summarizing and paraphrasing are regarded difficult skills for students to master because they require active reading, effective comprehension and accurate reproduction of the original text.

### 1. Definition of Paraphrasing

Paraphrasing refers to the process of reproducing the original text in the writer's own words. Bowker (2007, p. 13) defines paraphrasing as a process where the writer

“restate information using different words. Unlike summarizing, paraphrasing focuses less on shortening and condensing the information. Paraphrasing aims to rewrite the information by drawing on different words and phrases”.

### **An Example of Paraphrasing**

#### **Original**

William Shakespeare was born in Stratford-on-Avon in April (probably April 23), 1564. His father was a citizen of some prominence who became an alderman and bailiff, but who later suffered financial reverses. Shakespeare presumably attended the Stratford grammar school, where he could have acquired a respectable knowledge of Latin, but he did not proceed to Oxford or Cambridge. There are legends about Shakespeare's youth but no documented facts.

#### **Paraphrase**

William Shakespeare was born in 1564 in Stratford-on-Avon. His father, a respected alderman, and bailiff was an affluent community member but later lost his financial security. Experts suspect that Shakespeare went to the Stratford grammar school where he probably obtained a command of the Latin language, however, since there are no documented facts about his childhood, scholars rely on rumors and stories believed to be historically accurate. They do know that he did not continue his education at Oxford or Cambridge.

Since paraphrasing is restating a passage in simpler language, learners are required to read the text carefully, understand its meaning and then rewrite it in their own words. This process will help them improve both their reading and writing skills. It is very

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important to remember that the well-written paraphrase has the same meaning as the original text and is approximately the same length

Learners need to consider the following points:

- a. Preview and read. Preview and read the passage closely. You will need to read the passage three or four times for thorough understanding.
- b. Underline the key words. Underlining key words will help you decide what is important in each sentence and, consequently, in the entire passage. Remember to look up any words you do not know.
- c. Rewrite the passage in your own words. Go through the selection and rewrite each sentence, using different words with the same meaning.
- d. Read the paraphrase aloud, correcting any mistakes. To check for a well-written paraphrase, ask yourself the following questions:

- ➡ Is the paraphrase approximately the same length as the original passage?
- ➡ Has any part of the passage been copied word for word? (If so, then you must rewrite this part.)
- ➡ Does the paraphrase have the same meaning as the passage?

## 2. Definition of Summarizing

Summarizing is an effective strategy to draw up the main ideas out of a text by reproducing them in a shorter version using the students' own words. It involves presenting an overview of a text by omitting superfluous details and retaining only the key essence of the ideas conveyed.



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Summaries leave out details or examples that may distract the reader from the most important information, and they simplify complex arguments, grammar and vocabulary.

Summarizing helps improve both your reading and writing skills. To summarize, learners need to read the text closely, find the main ideas and supporting ideas. Then they should briefly write down those ideas in a few sentences or a paragraph. It is quite important to distinguish between a summary and a paraphrase. Awhile a paraphrase is rewriting of a text in your own words, a summary focuses only on the main ideas. In order to present a well-written summary, the students must consider the following points:

- a. Preview and read. Preview and read the paragraph closely. You probably will find that you need to read the paragraph more than one time.
- b. Make a list or outline. Determine the main idea and the supporting details of the paragraph. Make a list or outline of these ideas. Be sure to use your own words.
- c. Write a summary. Using your list, write a summary of the paragraph. State the main ideas, followed by important ideas. Limit your summary to just one or two sentences.
- d. Read aloud and correct. Read the summary aloud, correcting any mistakes.

### **An Example of Summarizing**

### **Original “The Northern Lights”**

There are times when the night sky glows with bands of color. The bands may begin as cloud shapes and then spread into a great arc across the entire sky. They may fall in folds like a curtain drawn across the heavens. The lights usually grow brighter, then suddenly dim. During this time the sky glows with pale yellow, pink, green, violet, blue, and red. These lights are called the Aurora Borealis. Some people call them the Northern Lights. Scientists have been watching them for hundreds of years. They are not quite sure what causes them. In ancient times, people were afraid of the Lights. They imagined that they saw fiery dragons in the sky. Some even concluded that the heavens were on fire.

### **Summary**

The Aurora Borealis, or Northern Lights, are bands of color in the night sky. Ancient people thought that these lights were dragon on fire, and even modern scientists are not sure what they are.

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Used correctly, summarizing and paraphrasing can save time, increase understanding, and give authority and credibility to your work. Both tools are useful when the precise wording of the original communication is less important than its overall meaning.

### Practice

- ☞ Why is it important to paraphrase or summarise?
- ☞ Paraphrase and summarise the following text.

The difference between humor and laughter is that humor is a perceptual process while laughter is a behavioral response. People of all ages and cultures respond to humor. The majority of people are able to experience humor, i.e., to be amused, to laugh or smile at something funny, and thus they are considered to have a sense of humor. The hypothetical person lacking a sense of humor would likely find the behavior induced by humor to be inexplicable, strange, or even irrational. Though ultimately decided by personal taste, the extent to which a person will find something humorous depends upon a host of variables, including geographical location, culture, maturity, level of education, intelligence and context.

# Study Skills

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**Course:** Study Skills

**Level:** First year LMD

**Instructor:** Dr. Messaouda BENDAHMANE

**Academic year:** 2022/2023

## Note Taking

**Objectives of the Lesson:** by the end of this lecture, learners will be able to:

- Developing note taking skills
- Distinguish between different note taking methods
- Organize information into an understandable format

## Introduction

Note taking has been an integral part of human development throughout history. Students take notes in schools, academies and universities to preserve information. Note taking is a crucial part of the learning process. It helps students learn, retain, and recall information. Thus, note taking is an important study skill that helps us do better. We need it to call up important information, to review information, and to store that information so we can use it later.

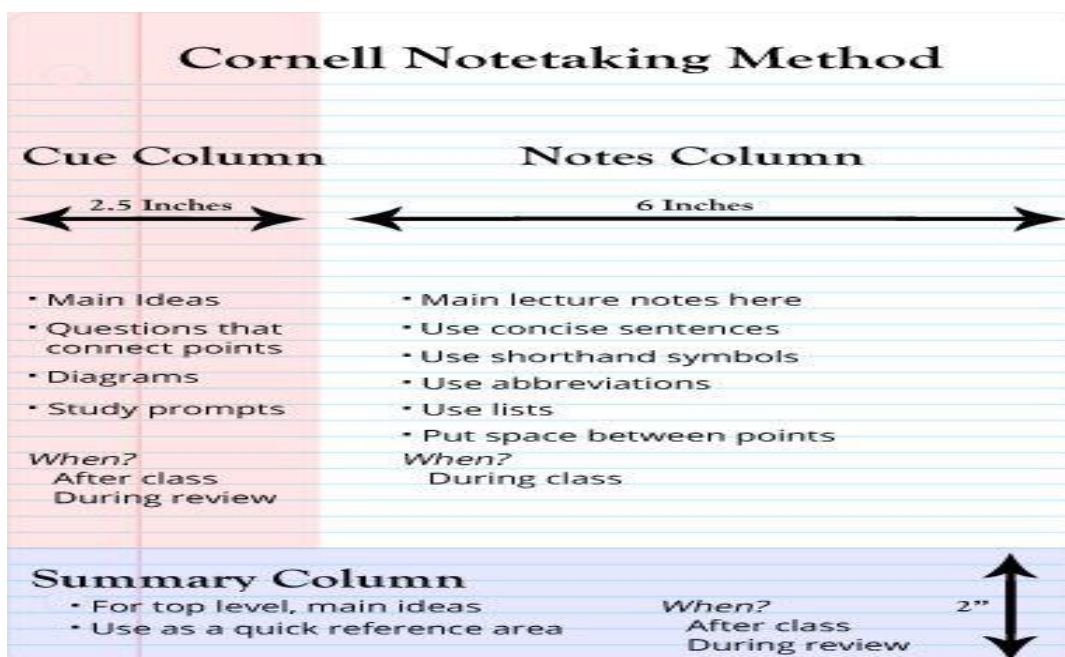
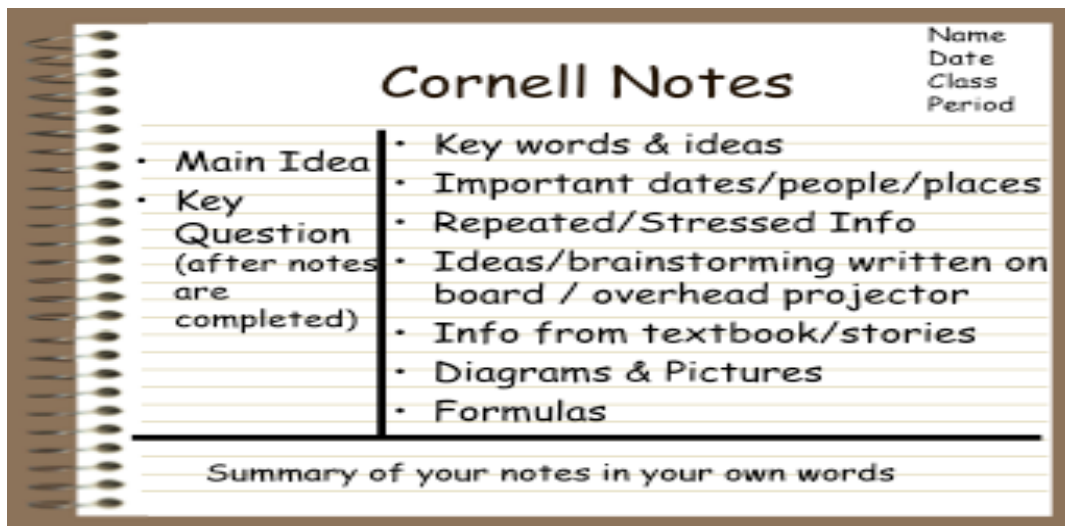


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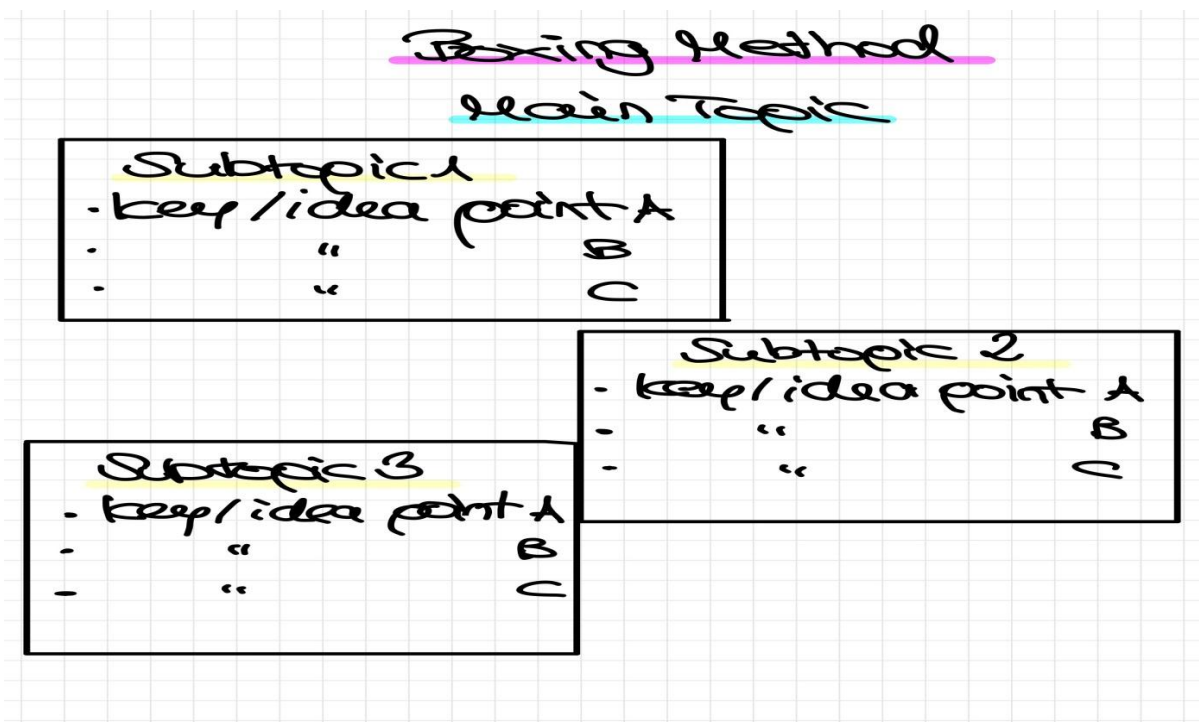
### 2. 2. Cornell Method

Notes are structured in two columns and one row below. The smaller right column contains the notes associated with the main topic and the bigger left column contains the keywords/questions/hints associated with the notes on the right. The row below summarizes the collected notes. While taking notes use the right column and reviewing your notes in the left column. It is a simple and efficient method to take, review and summarize your notes in a systematic format.



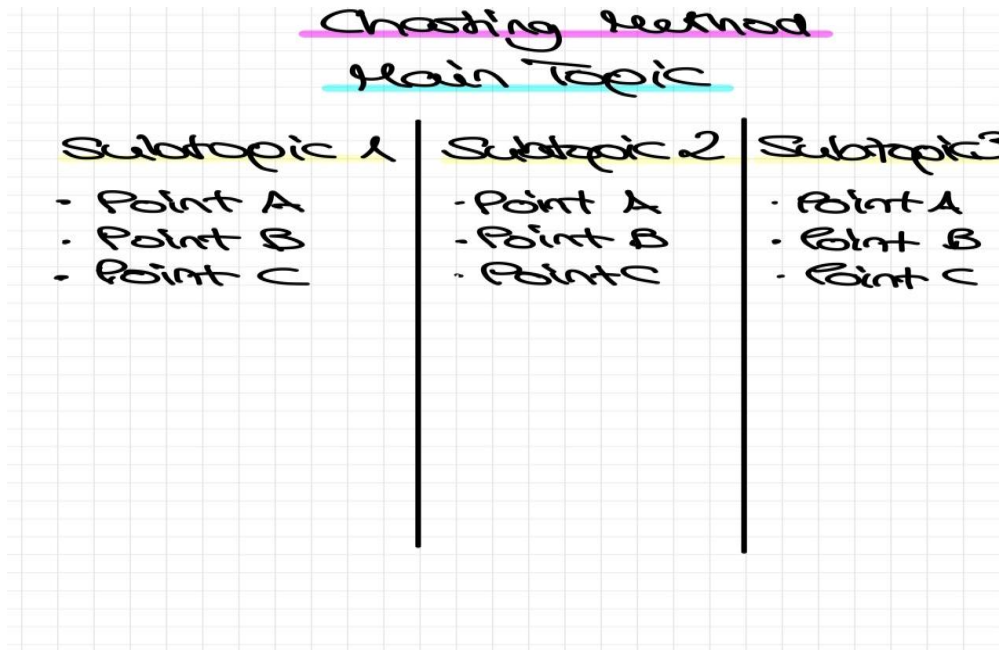
### 2. 3. Boxing Method

All topics/pieces of information that are related to each other are grouped together in a box. The notes in each box can be organized/ structured with another method like the outlining method for example. While taking digital notes e.g. on an iPad or another tablet the boxes can be reorganized, reordered and resized really easily and quickly.



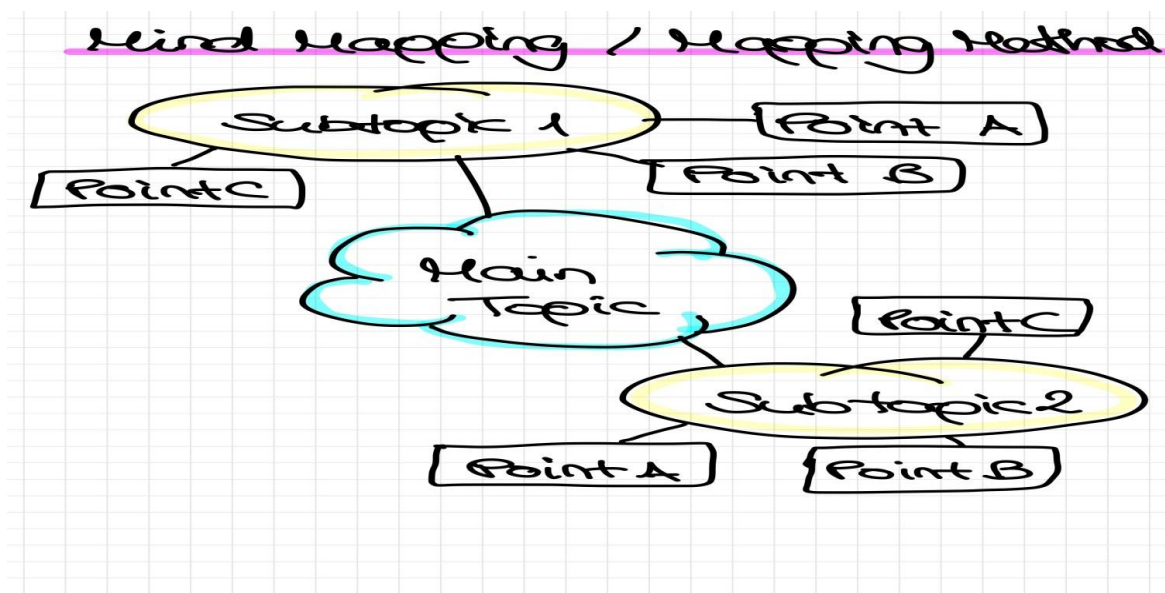
### 2. 4. Charting Method

This method consists of a table of rows and columns. The main topic can be found in the top row and the subtopics/keywords/information are organized in the columns below. Each column categorizes a distinct topic of the main topic. It is a useful method to get an overview over a complex topic especially when a topic covers lots of facts and statistics.



### 2. 5. Mapping Method/Mind Mapping

Notes are structured and organized in a visual way. The main topic stands in the middle or on top of the paper. Then the main topic is divided into subtopics around/below the main topic. The subtopics are also divided into branches and can be linked with each other depending on their relationship. Heavy content can be organized with this method in a simple and structured form.





### 2.6. Sentence Method

Each topic is written in a whole sentence on a separate line. A visual aid, like highlighting the text with different colors, numbering each sentence and organizing main topics by using headings, can be helpful. With this method lots of details and information can be covered in a quick way.

### 3. Benefits of Effective Note Taking

Researchers found that if important information was contained in notes, it had around 34% chance of being remembered. Information not found in notes had only a five percent chance of being remembered (Howe, 1970 as cited in Longman & Atkinson, 1999).

- Improves focus and attention to detail. Developing note-taking skills engages a student, requiring them to focus and increase their attention to detail, and as we all know, the devil is in the detail.
- Promotes active learning. By taking effective notes, students are actively involved in the learning process thus giving it a purpose and increasing productivity.
- Boosts comprehension and retention. A proven method of increasing memory retention, note-taking can also increase comprehension by breaking down the content for a student to consume easily.
- Teaches prioritizing skills. Often overlooked in its importance, it is essential for a student to be able to select important material and discard unnecessary content. This further adds to their organizational and creativity skills.
- Extends attention span. Proven to extend a student's attention span, a necessary tool in any learning situation.

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- Improves organization skills. By prioritizing content and organizing effectively, a student develops key organization strengths. As teachers are well aware, organization is of a key importance.
- Increases creativity. Equipped with the ability to organize their ideas effectively, focus on a particular subject and expand on ideas through knowledge retention, students can use their own initiative increasing creativity and innovation.

Note Taking is a critical for learners' success. Students need to choose the method that suits them best and practise it very often. The more they practise, the more proficient will become.

### Exercise

- In your opinion, what is the most effective note taking strategy? Why?
- What is challenging about note taking?

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**Course:** Study Skills

**Level:** First year LMD

**Instructor:** Dr. Messaouda BENDAHDANE

**Academic year:** 2022/2023

## Study Groups

**Objectives of the Lesson:** By the end of this lecture, learners will be able to:

- Understand the benefits of study groups
- Form/ join effective study groups.

### Introduction

Study groups have proved efficient for many students. They impact the way they approach learning and the results of their learning too. When students study in groups, they can motivate and encourage each other and lessen procrastination. Also, they are able to learn some studying skills and habits by observing others' study skills and they can incorporate it in their studying routine.

### 1. Definition

Study groups are small groups of students taking the same class who agree to meet on a regular basis to study. Members of the study group commit to helping each to

succeed by working together. A study group is usually formed and run by the students involved.

The typical study group is four to six students who:

- Are taking the same class (not necessarily at the same time)
- Are available at the same time outside of class • Have similar levels of commitment

A study group is NOT:

- A substitute for attending class
- A way to get others to do your homework
- A social group

## 2. Types of Study Groups

### 2.1. A Project Group

This type is formed to create a joint product (research paper or presentation). Every single member of the group has to be willing to take responsibility for the group's joint work.

### 2.2. A Discussion Group

This group might meet with the purpose of discussing texts or lecture notes.

## 3. Forming a Study Group

Students need to think about the following aspects:

### a. Group Size

The ideal number of members in a group is four to five individuals. If it is less than this number, it could be affected by absenteeism. If it is more than this number, the workflow can be affected because it would be hard to coordinate and ensure the seriousness and the discipline of all members.

### **b. Location**

An important consideration when forming the study group is the location where the members meet. Places such as canteens and cafeterias are inconvenient due to the noise level and interruptions.

### **c. Plan of Work**

When the group is formed, members need to discuss how the group is expected to act and work because not all group members share the same attitudes and expectations.

### **d. Preparations on an Individual Basis**

Group members must prepare individually before joining the group. In discussion groups, all members have to read the texts beforehand. It may prove beneficial to make an agreement regarding distribution of work to ensure that at least one person has assumed responsibility for the review of a certain text or theme which is to be taken up for discussion. In a project group, each member has to complete their assigned task before meeting. Each meeting should end by agreeing on what each member of the group must prepare for the next one. A coordinator or a chairperson helps to ensure that tasks are distributed between the group members. Taking turns at the role of chairperson ensure an even distribution of responsibility.

### 4. Conflict Resolution in Study Groups

Conflicts and misunderstanding may arise due to different reasons. They result in annoyance and unproductiveness. To prevent them make sure to:

- Establish a joint level of ambition
- Agree on time spent
- Keep appointments
- Concentrate on academic matters
- Communicate in a proper manner
- Make ongoing evaluations – stop conflicts before they start

**Remark:** Academic disagreements (as opposed to personal ones) can be a constructive way of reaching insight and understanding. They help students to ask relevant questions, reflect, argue for their points of view and see things from different perspectives.

### Exercise

- What are the reasons that make students form study groups?
- Identify advantages and disadvantages of study groups.
- When can a study group turn into a negative experience?
- How can students ensure the effectiveness of their study group?

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**Academic year:** 2022/2023

## Memorization

**Objectives of the Lesson:** By the end of this lecture, learners will be able to:

- Understand the process of memorization.
- Improve their memorization skill using specific strategies.
- 

### Class Discussion

- Use your dictionary to define the following terms: Memory/Memorization
- Why do you think memorizing elements of your lessons is important to you as a learner?
- Do you think that memorization is still an important skill despite the ability to access information anytime and anywhere using technology and internet?

### 1. Definition of Memory

Is an ongoing process of information retention over time. It is an integral part of human cognition, since it allows individuals to recall and draw upon past events to frame their understanding of and behaviour within the present. Three main processes characterize how memory works: encoding, storage, and retrieval (or recall).

- **a. Encoding.** Information is learned (taken in, understood, and altered to better support storage) through this process. There are four types of encoding: visual, acoustic, semantic and tactile.
- **b. Storage.** It refers to where the information is stored, how long the memory lasts for (duration), how much can be stored at any time (capacity) and what kind of information is held.
- **c. Retrieval.** It is the process through which individuals access stored information. It is subject to error. It depends on the time that passes after the learning experience and how strong a person's memory is.

### 2. Definition of Memorization

It is the mental process of committing information to memory for later recall. It is a skill that needs to be trained. The less we try to actively memorize information, the lazier the brain gets, following the rule 'use it or lose it'.

### 3. Memorization in Education

Memorized materials could be used in classroom/ exam activities that require unconscious recall of previous information and do not need much of active analysis. Some activities require from students to provide solutions to problems using critical thinking and/or creativity. Such activities also need a lot of memorized knowledge and automatic



judgements to be performed accurately and quickly. Therefore, memorization is an essential part in all forms of classroom/exam activities.

#### 4. Strategies to Improve memorization

##### Use state dependent memory

Being in the same state when you first learned the information (surroundings as well as mental and physical state), enables you to better remember it.

##### Schematize

Individuals process information in mental frameworks. Students need to organize new information, in order to store them and retain them easily. Moving from general to specific information, chunking, mnemonics and mind maps are good examples of organizing information to facilitate its memorization.

##### ➤ Assign meaningfulness

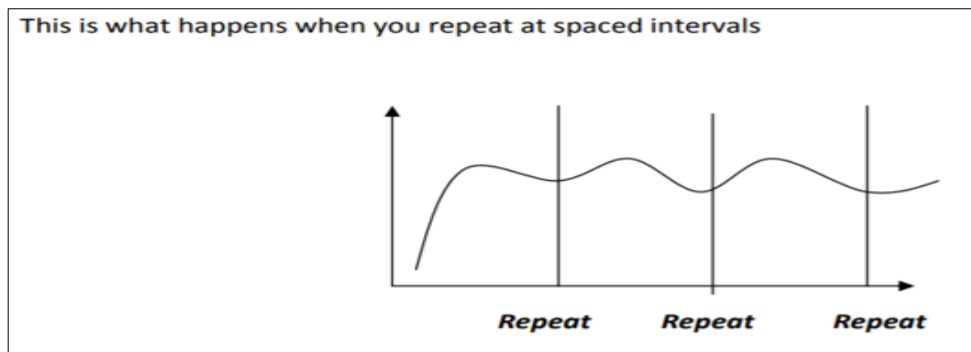
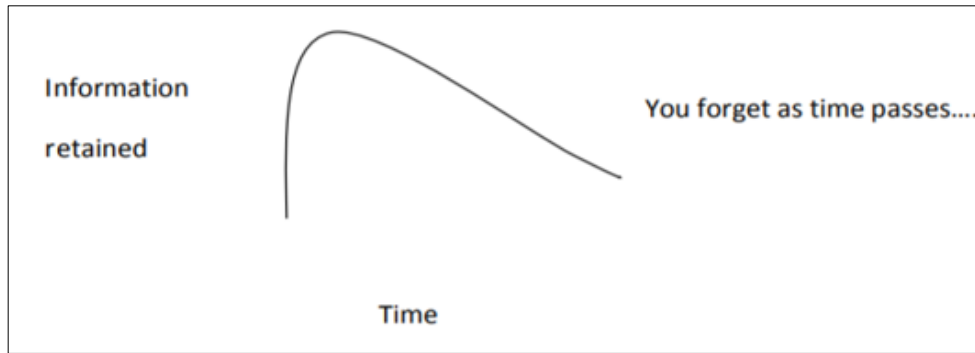
Encoding is deepest when you assign meaning to new information. Relate the information to what you already know. The more logical connections you can make to the new information, the stronger the memory.

##### ➤ Practise and repeat

The key to remembering is repeating frequently and at spaced intervals.

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### ➤ Activate the five senses

Using as many of the five senses as possible when studying helps you use more parts of your brain and retain information better. For example, you can create colour-coded flashcards, use highlights, use rhymes and rhythms; write information out...etc. depending on your learning style.

### ➤ Recite aloud

Reciting information out loud in your own words until you don't need to refer to your notes can be helpful for certain students.

### ➤ Teach someone else

Teaching the information to someone else (a classmate, a friend or a family member) is one of the best ways to learn.

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### ➤ Practice questions

Whether they're already in your textbook or you have to make them up yourself, try to do as many as possible. Rather than just reciting information, questions help you apply your knowledge, ensuring you actually understand the information.

### 📖 Sleep on it

Studies show that your brain processes and stores information while you sleep. Try to review information just before you go to sleep—even if it's only for a few minutes—and see if it helps embed the information in your memory.

## Exercise

- What do you do exactly when you memorize information? Divide your memorizing process into steps and provide an example.
- Which of the previously mentioned strategies (1-9) do you use to memorize your lessons? Which would you like to try? Why?

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### Learning to Revise

**Objective:** by the end of this lecture, learners will be able to;

- Use active revision techniques.
- Improve the efficiency of revision
- Develop their own way of revising and improving learning
- 

### 1. Definition

Revision is the act or the product of revising. To revise (v) is to study anew or to look at again. Revising means to go through what has been previously studied for the following reasons:

- Check understanding of the studies material.
- Reinforce learning.
- Identify and fill gaps in your knowledge.

- Remind oneself of material one has forgotten.
- Make links between different topics to see how the whole subject fits together.

## 2. Passive Revision

There are countless ways of revising. The least effective ways are those that involve just going through notes repeatedly. Passive Revision includes:

- Reading the notes- simply reading is passive- you are not doing anything to store what you are reading in your mind.
- Copying out material- this is a time-consuming activity but is not engaging with your mind enough to help you remember the content.
- Highlighting- it can be very easy to mindlessly over-highlight the majority of a document, combined with annotation this method can be effective, but on its own tends to be a passive strategy.

## 3. Active Revision

In higher education, your examinations should not just be testing your ability to remember information; instead they test your understanding of information. It is therefore important to make sure your revision takes this into account and that you do things that actively involve your brain. Active revision refers to interacting with the target material and making it meaningful. Active revision includes:

- **Summarizing information:** write a short paragraph that describes the topic. Include key points and relevant information.
- **Organizing information:** make mindmaps, concepts maps or spider diagrams by picking out key pieces of information. Use highlighters or colourful notes to colour

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code your notes. Physically organize your notes and make connections between them (comparison/ contrast, with/ against, pros/cons...) will facilitate revising them.

- **Preparing model answers:** Look for some past papers or guess some exam questions and draft their answers.
- **Researching real world examples:** doing some online research to find examples that demonstrate points about the topics you are revising. If you have found your own examples you are more likely to remember them. If you have been given some examples, do some more research around them to find out extra information.
- **Discussing materials with others:** Meet with classmates and have a debate, explain things for each other or ask questions about the topics you are revising.

### Exercise

- Do you use any of the active revising techniques? How are they useful for you?
- You have taken some tests in different modules, how do you evaluate your revision? What worked well? What didn't work? What technique from this lesson would you like to try?

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### Exam Preparation

**Objectives of the Lesson:** By the end of this lecture, learners will be able to:

- Determine the importance of exam/test preparation on their achievement
- Employ different exam taking strategies

## Introduction

Success in examinations depends on the complex interplay of several factors encompassing pedagogical, previous schooling, cognitive, motivational, affective and personal characteristics, as well as contextual elements such as the cultural and family environment. The positive outcome of these interactions is crucial in achieving higher academic outcomes.

### 1. Definition of Examination

An examination is defined as the evaluation of the person's understanding of the knowledge. The exam is taken to check the knowledge of a student of a particular subject. It includes a variety of questions like objective, subjective, one word ...etc. Each question in the exam is assigned with marks according to the level of knowledge it requires. The students are required to answer the questions asked in exams. Marks

are given based on the quality of answers given by a student in their examination. Evaluation is done on the basis of marks obtained in the exam.

### **2. Definition of a Test**

With a test, you can test the knowledge level of the students. This is done mostly with a series of questions that may differ in form or format.

A good teacher adjusts the course material according the results of the tests he gives. So he can improve the content of the course especially the parts which are not clear or those need extra explanation.

### **3. The Difference between a Test and Examination**

The big difference between a test and an exam is that an exam is more formal then a test. They are used as synonyms throughout schools and courses though they serve a different purpose:

- The test is a tool to measure the knowledge level of your students and adjust the learning material accordingly. With the purpose to have your students learn.
- An exam or the examination is more formal and it tells you if a student passed or failed a class or course. In most cases you have to study again and re-take the exam; or start the course or class all over again.



### **4. The Importance of Exams for University Students**

The exam forms an integral part of the student's university experience. Upon entering university studies, students are deprived of effective methods and strategies for success and very rarely those who validate all the modules of the program without compensation, despite the introduction of the module "Study Skills".

Academic university studies show that the continuous revision of the program modules is often neglected by students. Exam preparations are done only one to two weeks in advance, and are often done too intensively, with rushed readings, superficial understandings, poorly mastered knowledge, and skipped chapters. On the day of exam, the student can only be distraught, stressed, and loses self-confidence. The purpose of this lesson is to identify test preparation strategies and concerns of university students in the open and regulated education system. It attempts at providing students with useful tips for better exam preparation.

### **5. Effective Exam Preparation**

#### **5. 1. Physical Preparation**

The way you treat your body during exams directly affects your performance on exams. Even if you are not consciously aware of the effects, you will have trouble remembering facts and writing your exam. There will be that one concept you cannot remember, or that sentence which will be badly written and cost you half a mark. Always make sure that you prepare physically for an exam. Your body is a machine which is used to certain patterns and schedules. Do not interrupt these for an exam.

- Sleep well and get your normal amount of sleep (hopefully around 8 hours).
- Maintain your sleep schedule. If you normally sleep at midnight and wake up at 8am, keep doing that.

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- Don't pull late night study sessions or all-nighters; they will have a negative effect on your body.
- Maintain your exercise schedule. If your body is used to jogging every morning, make sure it gets that jog. If you don't normally exercise, don't start now.
- Maintain your eating habits. Don't skip any meals and eat healthy.

### 5. 2. Mental Preparation

The learner's mental preparation is just as important as his/her physical preparation. The student cannot cram for an exam and expect to do well. Properly preparing for an exam is vital to your success.

Remember:

- Study in advance. This will move information to long term memory, and you will have less pre-exam stress and anxiety.
- Don't rush. Look over your study notes calmly and with focus, rushing will only mean you absorb less information and need to study longer overall.
- Clarify all the details in advance. Know what sort of questions to expect, where the exam will be held, etc.
- Have a positive attitude. Being positive about the outcome will always lead you to do better on any examination. It will also make studying a whole lot easier. Remind yourself why you need good grades, or why you are interested in the subject.

### 6. Dealing with More Than One Exam

Students are not always able to have their exams easily spread out across the exam period. Sometimes you will have two exams in 48 hours or a lot of exams in a very short

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period. This situation is unavoidable, and you must adjust your studying accordingly. It is these moments when time management and calm study habits are especially important.

### ➤ Exam Preparation Tips & Test-taking Strategies

| Active Review  | Before the Exam   |
|--|---|
| <ul style="list-style-type: none"><li>• Do practice problems</li><li>• Recite what you already know/learnt</li><li>• Anticipate questions and answers</li><li>• Make “summary sheets”</li><li>• Review past exams</li><li>• Study with a group</li></ul> | <ul style="list-style-type: none"><li>• Get plenty of sleep the night before</li><li>• Diet and exercise properly</li><li>• Eat a healthy breakfast the morning of the exam</li><li>• Avoid panicking the last minute</li><li>• Avoid last minute interference</li></ul>  |
| During the Exam  | Essay Questions   |
| <ul style="list-style-type: none"><li>• Be confident! You can do it!</li><li>• Look over the entire test first.</li><li>• Follow directions!</li><li>• Answer questions that are easy or questions you know first.</li></ul>                             | <ul style="list-style-type: none"><li>• Outline what you plan on writing first</li><li>• Read over all the questions carefully first</li><li>• Write the “easy” essays first</li><li>• Underline your main idea</li><li>• Answer the question in the first sentence paragraph</li><li>• Be direct and specific</li><li>• Answer the question!</li></ul> |

### General Tips

- Read all instructions carefully and mark important/key phrases.
- Budget your time and use it wisely.
- Do what you know first and come back to the questions you are unsure of later.
- Do questions that are worth more points first.

- Be clear in your answers and in your handwriting.
- Support your answers with good arguments, evidence and facts.
- *Trust yourself!* Do not change the answer to a question unless you find the correct answer in the test or you remembered a key piece of information.

## 7. Answering Different Types of Test/ Exam Instructions

### 7.1. Multiple Choice Questions

- ✓ Try to provide your own answer without looking at the choices. If your answer matches one of the choices, it is most probably the right one.
- ✓ When your answer does not match one of the answers, narrow down your choices. Eliminate wrong, silly or synonymous choices. Avoid the ones that contain absolute words (never, always, no, every, worst, best ...)
- ✓ In questions where a choice is '*all of the above*', this tends to be a correct answer, especially if two of the other choices are correct.
- ✓ If two choices are exact opposites, one of them is probably correct.
- ✓ If one choice is much longer than the rest, and it seems likely to be right, go with it; longer answers tend to be right more often than shorter ones.

### 7.2. Short Answer Questions

- ✓ Use concise answers with appropriate textual evidence. Concise means expressing or covering much in few words; brief in form but comprehensive in scope.
- ✓ Explain and elaborate. Do not just say something is true, prove it. Show how the evidence supports the answer; supply reasons your answer is correct.

### 7.3. Essay Instructions

- ✓ Analyze the task.
- ✓ Brainstorm ideas.
- ✓ Create an outline of your response before starting to write.
- ✓ Write a draft for your answer. Do not spend much time worrying about errors in the first draft. You can correct them on the draft later.
- ✓ Strive for a focused essay, tightly organized, and supported with facts.
- ✓ Write your answers as quickly and as legibly as you can; do not take the time to recopy.
- ✓ Proofread your answer and correct errors in spelling and mechanics.

### 7.4. Reading Activities

- ✓ Read and understand the questions first.
- ✓ Skim the passage given to you and look for main ideas, understand the layout of the text, highlight keywords and salient points, and try to make sense of what the passage is about. This will help you to identify sections where to find information to answer the questions.
- ✓ Usually, questions refer to information in the text in chronological order.
- ✓ Leave difficult questions and come back to the end if you have time.
- ✓ Don't worry about difficult vocabulary unless it is a key term. Use the context to help you understand its meaning.

### 8. Dealing with Test/Exam Anxiety

Anxiety about a test is a normal side effect of tests and exams. Good preparation is the best solution for test anxiety is, but if you are still anxious during the test/ exam, these tips might help:

- Arrive early to get comfortable in the environment and feel more relaxed.
- Mind your posture; sitting up straight can trick your mind into being more confident.
- Take deep breaths in through your nose and out through your mouth.
- Think positively and practice positive self-talk

### Exercise

- What are the purposes of tests and exams?
- What useful techniques do you use while taking a test/ exam? Share your experience.
- There are certain distractions that may disrupt the process of test/exam taking.

How can you deal with each of them?

1-Noise in the exam hall.

2-Problems from outside the exam hall that you keep thinking about.

3-Exam is too long, too boring or too difficult

- Can you think of other distractions? What are they? What do you propose to deal with them?
- Reflect on the lesson and on class discussion, which technique ...
  - have you already used?
  - do you find surprising?
  - do you find difficult to use?

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Department of English Language



## Appendices

Mohamed Khider University of Biskra  
Faculty of Letters and Languages  
Department of English

Full Name:..... Group: ... Mark:...../20

### First Semester Exam in Study Skills

Define the following terms: (2 pts)

#### Goal

.....

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.....

.....

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.....

## Study Skills

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A library

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### 2) Fill in the gaps with the right word (s) (5pts)

1. Study Habits refer to the.....that learners do during the process of getting new information.
2. One of the worst habits that students need to avoid is ..... It is the act of postponing, delaying or putting off especially habitually or intentionally which results in a less-than-stellar output.
3. .... enables you to work smarter – not harder – so that you get more done in less time, even when time is tight and pressures are high.
4. The bilingual dictionary is a kind of dictionary that has .....and it follows .....

### 3) Mention one characteristic associated with each type of the learning styles (3 pts)

**Visual:**.....

.....

.....

.....

.....

**Auditory:**.....

.....

.....

.....

.....

**kinaesthetic:**.....

.....

.....

.....

**4) Say whether the statements are true or false (5pts)**

- a. Academic libraries are mainly established for research, teaching and study purposes. They are meant to serves communities of their respective institutions. ....
- b. A person with poor study habits will be able to learn properly. ....
- Generally, students develop their study habits after going to university. So they are expected to have effective study habits. ....
- c. Learners need an environment that will aid in keeping them focused on their assignments.....
- d. Learning styles are the specific mental and communicative procedures that learners employ in order to learn and use language.....

**4) Identify 4 bad study habits and explain briefly how to avoid them. (5pts)**

[illegible]



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**Good Luck**

## Study Skills

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Faculty of Letters and Languages

Department of English

Full Name:..... Group: ... Mark:...../20

### First Semester Exam in Study Skills

**Activity 1: Write the appropriate term for the following definitions. (04pts)**

-Habitual practices that students do to improve their academic achievement.....

-The process of dividing time between different activities.....

-The habit of delaying an important task, usually by focusing on less urgent, more enjoyable, and easier activities instead. ....

-A desired image of the future that influences present actions.....

**Activity 2: Choose the right answer (*a,b,c,d*) to complete the following statements. (03pts)**

1. Prioritization refers to ordering tasks according to their .....

- Importance and urgency
- Importance and benefit.
- Importance.
- None of the above.

2. Improving study habits requires careful attention to .....

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- Studying time and duration
- Studying Strategies
- Studying environment
- All of the above.

3- Cramming lessons is .....

- Bad study habit.
- Good study habit.
- Kinaesthetic learning technique.
- None of the above.

**Activity 3: Name the learning style represented in each of the following pictures.**  
(03pts)



Source: <https://twitter.com/skitipsforkids/status/1094325295136546817>

- 1-.....
- 2- .....
- 3-.....

**Activity 4: Complete the diagram by mentioning the criteria of SMART goals.**  
(04pts)



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**Good Luck!**

# Study Skills

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Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of English

Full Name:..... Group: ...

Mark:...../06

## First Semester Exam in Study Skills

**Activity 1: Write the appropriate term for the following definitions. (06pts)**

- 1- A preferential way by which learners process information. ....
- 2- An image of the future that motivates present actions. ....
- 3-Positive and productive habitual practices students do in order to improve their academic achievement. ....
- 4-Postponing and delaying doing tasks. ....
- 5-Techniques and activities done for the aim of lowering a person's level of stress. ....
- 6- The process of organizing and planning how to divide time between specific activities. ....

**Activity 2: Choose the right answer (a,b,c,d) to complete the following statements.**

- 1- 'I will do well in my first term exams' is .....
  - An unattainable goal.
  - An unmeasurable goal.
  - A SMART goal.
  - An unrealistic goal.
- 2- Prioritization refers to ordering tasks according to their .....
  - Importance and urgency
  - Importance and benefit.
  - Importance.

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- None of the above.

3- Using ..... can be a good technique to store and retain information for auditory learners.

- Diagrams.
- Mind maps.
- Rhymes
- Role-plays.

4- Taking regular breaks while studying is .....

- Bad study habit.
- Good study habit.
- Kinaesthetic learning technique.
- None of the above.

**Activity3: Mention four problems that student face due to poor time management. (04pts)**

- 1-.....
- 2-.....
- 3-.....
- 4-.....

**Activity 4: The following diagram represents different aspects of a university student life. How can a university student manage all these aspects without feeling overwhelmed? (06pts)**

.....

.....

.....

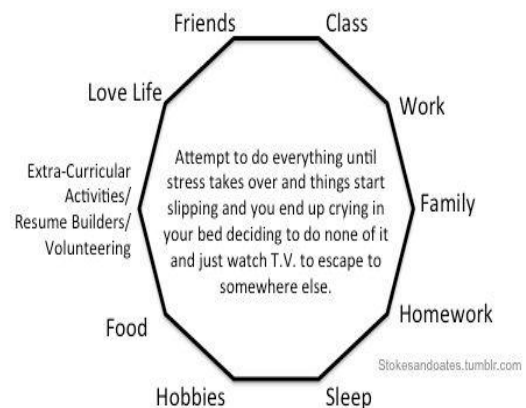
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**Good Luck!**



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Faculty of Letters and Languages

Department of English

Full Name:..... Group: ...

Mark:...../06

## First Semester Test in Study Skills

1. Define “Time Management”. (2 pts)

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2. Explain 2 good study habits. (2 pts)

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2) Explain briefly what is meant by a SMART goal. (2 pts)

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[illegible]

**Good Luck!**

## Study Skills

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Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of English

Full Name:..... Group: ...

Mark:...../10

### First Semester Test in Study Skills

1. Identify and explain 3 characteristics of good language learner. (3 pts)

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2. Complete the following table with the right information. (3 pts)

|       |   |
|-------|---|
| ..... | understand new content through listening and speaking in situations such as lectures and group discussions. |
| ..... | understand information through tactile representations of information                                       |
| ..... | prefer the use of images, maps, visual media to access and understand and process new information.          |

3. Identify 4 bad study habits and explain briefly how to avoid them. (4pts)

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### Second Semester Test in Study Skills

Student's full name..... Group : ..... Mark: .....

#### **Activity 1: Fill in the gap with the right word (5pts).**

- 1) ..... means extracting meanings of a given text with taking a great consideration to grammatical, syntactic and semantic elements.
- 2) .....and .....are two important techniques through which readers can develop their level of understanding.
- 3) .....is one type of reading that refers to dealing with simple, interesting and easy materials that readers select independently.
- 4) When you ....., you use your own words to express something that was written or said by another person keeping its original meaning and length.
- 5) People often .....when the original text is long, or to emphasize key facts or points.

#### **Activity 2: Choose the correct answer. Only ONE question has two correct answers. (2pt)**

##### **A. When you skim a text, you are trying to find out:**

- specific facts
- the general idea
- detailed information
- definitions

##### **B. When you scan a text, you should look for:**

- the general idea
- the longest word
- specific information

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**C. In your opinion, which paragraphs should you always read in full when you are skimming a text?**

- first
- second
- fifth
- last

**Activity 2: BRIEFLY mention and explain three study skills needed when reading and exploiting handouts. (3 pts)**

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**Good Luck**

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Faculty of Letters and Languages

Department of English

### Second Semester Study Skills Test

Full Name: ..... Group: ...

Mark: ...../10

**Task 1: link each memory process with its corresponding definition. (1.5 pts)**

|              |  |
|--------------|--|
| 1. Encoding  | a. It refers to where the information is stored, how long the memory lasts for (duration), how much can be stored at any time (capacity) and what kind of information is held.                         |
| 2. Storage   | b. It is the process through which individuals access stored information. It is subject to error. It depends on the time that passes after the learning experience and how strong a person's memory is |
| 3. Retrieval | c. Information is learned (taken in, understood, and altered to better support storage) through this process. There are four types of encoding: visual, acoustic, semantic and tactile.                |

**Task2: define the following terms: (2,5 pts)**

**Memorisation:**.....

.....  
.....  
.....  
.....

**Paraphrasing:**.....

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Full Name:.....Group: ...

Mark:...../20

### Second Semester Exam in Study Skills

**Activity one: BRIEFLY mention and explain three study skills needed when reading and exploiting handouts. (3 pts)**

.....  
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**Activity two: fill in the gaps with the right word (s) (5pts)**

- 1) When you .....you use your own words to express something that was written or said by another person.
- 2) People often ..... when the ..... is long, or to emphasize key facts or points.
- 3) ..... means extracting meanings of a given text with taking a great consideration to grammatical, syntactic and semantic elements.
- 4) .....is an ongoing process of.....  
..... over time.
- 5)..... is the practice of writing down or otherwise recording key points of information. It's an important part of the research process.
- 6) .....and .....are two important techniques through which readers can develop their level of understanding.

**Activity three: say whether the following statements are true or false? (4pts)**

- 1) Storage means that information is learned (taken in, understood, and altered to better support storage) through this process. There are four types of encoding: visual, acoustic, semantic and tactile. ....
- 2) Skimming is reading through a text, paying particular attention to some words and memorizing what is needed. ....
- 3) Exam preparations should be done only one to two weeks before exams.  
.....

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4) In extensive reading, students can choose their own reading material and read it independently of the teacher. ....

**Activity four: mention one advantage associated with each of the following note taking methods (5 pts).**

Outlining.....

Charting.....

Cornell.....  
.....

Mapping.....

Sentence.....

**Activity five: mention and explain briefly five active revision techniques (5 pts)**

[illegible]

# Good Luck

## Study Skills

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# Learning Style Questionnaire

The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985). To complete, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

| 1                    | 2                        | 3                    |
|----------------------|--------------------------|----------------------|
| Never applies to me. | Sometimes applies to me. | Often applies to me. |

## SECTION ONE:

1. \_\_\_\_\_ I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. \_\_\_\_\_ I remember something better if I write it down.
3. \_\_\_\_\_ I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.
4. \_\_\_\_\_ When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. \_\_\_\_\_ If I am taking a test, I can "see" the textbook page and where the answer is located.
6. \_\_\_\_\_ It helps me to look at the person while listening; it keeps me focused.
7. \_\_\_\_\_ Using flashcards helps me to retain material for tests.
8. \_\_\_\_\_ It's hard for me to understand what a person is saying when there are people talking or music playing.
9. \_\_\_\_\_ It's hard for me to understand a joke when someone tells me.
10. \_\_\_\_\_ It is better for me to get work done in a quiet place.

**Total** \_\_\_\_\_

## SECTION TWO:

1. \_\_\_\_\_ My written work doesn't look neat to me. My papers have crossed-out words and erasures.
2. \_\_\_\_\_ It helps to use my finger as a pointer when reading to keep my place.
3. \_\_\_\_\_ Papers with very small print, blotchy dittos or poor copies are tough on me.
4. \_\_\_\_\_ I understand how to do something if someone tells me, rather than having to read the same thing to myself.
5. \_\_\_\_\_ I remember things that I hear, rather than things that I see or read.
6. \_\_\_\_\_ Writing is tiring. I press down too hard with my pen or pencil.
7. \_\_\_\_\_ My eyes get tired fast, even though the eye doctor says that my eyes are ok.
8. \_\_\_\_\_ When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
9. \_\_\_\_\_ It's hard for me to read other people's handwriting.
10. \_\_\_\_\_ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

**Total** \_\_\_\_\_

**Continue with Section Three on the reverse side**

### SECTION THREE:

1. \_\_\_\_\_ I don't like to read directions; I'd rather just start doing.
2. \_\_\_\_\_ I learn best when I am shown how to do something, and I have the opportunity to do it.
3. \_\_\_\_\_ Studying at a desk is not for me.
4. \_\_\_\_\_ I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. \_\_\_\_\_ Before I follow directions, it helps me to see someone else do it first.
6. \_\_\_\_\_ I find myself needing frequent breaks while studying.
7. \_\_\_\_\_ I am not skilled in giving verbal explanations or directions.
8. \_\_\_\_\_ I do not become easily lost, even in strange surroundings.
9. \_\_\_\_\_ I think better when I have the freedom to move around.
10. \_\_\_\_\_ When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

*Total* \_\_\_\_\_

### SCORING:

Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30 and the minimum score is 10. Note the preference next to each section.

Section One score: \_\_\_\_\_(Visual)

Section Two score: \_\_\_\_\_(Auditory)

Section Three score: \_\_\_\_\_(Kinesthetic)

## EVALUATING THE LEARNING STYLE QUESTIONNAIRE

The modality type with the highest score indicates your preferred learning channel. The higher the score, the stronger the preference. If you have relatively high scores in two or more sections, you probably have more than one strength. If the scores in the sections are roughly equal, you probably do not have a preferred learning channel; you are a multi-sensory learner.

The following table summarizes the observable characteristic indicative of the three learning styles. It provides an informal means of assessing your preferred approach to learning.

| <b>MODALITY</b>                          | <b>VISUAL</b>  | <b>AUDISTORY</b>   | <b>KINESTHETIC<br/>(Hands-on)</b>   |
|--|--|--|---|
| <b>PREFERRED LEARNING STYLE</b>          | Learns by seeing or watching demonstrations  | Learns through verbal instructions from self or others.  | Learns by doing and direct involvement.   |
| <b>SPELLING</b>                          | Recognizes words by sight; relies on configurations of words.  | Uses a phonics approach has auditory word attack skills.   | Often is a poor speller; writes words to determine if they “feel” right.                          |
| <b>READING</b>                           | Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration. | Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or sub-vocalizes. | Prefers stories where action occurs early; fidgets while reading; not an avid reader.             |
| <b>HANDWRITING</b>                       | Tends to be a good, particularly when young; spacing and size are good; appearance is important.         | Has more difficulty learning in initial stages; tends to write lightly.  | Good initially, but deteriorates when space becomes smaller; pushes harder on writing instrument. |
| <b>MEMORY</b>                            | Remember faces, but forgets names; writes things down; takes notes.                                      | Remembers names, but forgets faces; remembers by auditory repetition.  | Remembers best what was done, but not what was seen or talked about.                              |
| <b>IMAGERY</b>                           | Vivid imagination; thinks in pictures; visualizes in detail.   | Sub-vocalizes; imagines things in sounds; details are less important.  | Imagery not important; images that do occur are accompanied by movement.                          |
| <b>DISTRACTABILITY</b>                   | Unaware of sounds; distracted by movement.   | Easily distracted by sounds.   | Not attentive to visual or auditory presentation so may seem distracted.                          |
| <b>PROBLEM SOLVING</b>                   | Deliberate; plans in advance; organizes thoughts by writing them; lists problems.                        | Talks problems out; tries solutions verbally or sub-vocally; talks self through problems.                      | Attacks problem physically; impulsive; often selects solution involving greatest activity.        |
| <b>RESPONSE TO PERIODS OF INACTIVITY</b> | Stares or doodles; finds something.  | Hums, talks to self, or talks to others.   | Fidgets or finds reasons to move.   |
| <b>RESPONSE TO NEW SITUATIONS</b>        | Looks around or examines structure.  | Talks about situation; discusses pros and cons of what to do.  | Tries things out; touches, feels or manipulates.  |