



Ministère de l'Enseignement Supérieur et de la Recherche Scientifique

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Faculté des Lettres et Langues Étrangères

Département des langues étrangères

Manuscrit Pédagogique

Elaboré en vue de l'obtention de l'habilitation universitaire

Matière : Study Skills

Niveau : 1^{ere} Année LMD

Chargé de la matière : Dr. Ikram Lecheheb (Maitre de Conférence B)

Academic year 2024-2025

I-Course Description

The course of Study Skills is designed for first year LMD students of English to help them enhance the four basic skills of language learning: listening, speaking, reading, and writing, which are extremely important for any learner to master any foreign language. The primary aim of this course is to prelude students to know what research is and what are the different aspects related with research. Moreover, it focuses on how students become active independent learners and develop their critical thinking skills. It provides students with technical terms, definitions, basic expressions, concepts and other aspects related to the field of research.

Course Objectives:

This course aims to

- ✓ Enable Students to accomplish their academic goals and achieve success in their courses
- ✓ Help students to become independent life-long learners and critical thinkers
- ✓ Develop students' learning skills and critical thinking to prepare them for academic research enquiry.
- ✓ Develop an understanding of what is meant by critical thinking and to develop their own reasoning skills.
- ✓ Understand some basic concepts of research and its methodology
- ✓ Raise awareness of the crucial value of scientific method
- ✓ Explain and justify how researchers collect research data
- ✓ Prepare students for future research

II- The Structure of the Course:

This course is structured around theory and practice. On the one hand, it supplies students with multi-faceted theoretical conceptions of study skills, and, on the other hand, it involves them in the practical work in order to enable them to be future researchers. There are seven lectures in each semester; each lecture contains sections that discuss the relevant core idea of the subject studied. These sections are regularly accompanied with exercises for the students to assess their understanding of the material.

Learning outcomes: Students are expected to

- ✓ Differentiate between the various reading strategies
- ✓ Think in a critical way as a first step towards the research process
- ✓ Know the basics about study skills

Prerequisite of the Course:

Students should be aware of basic techniques of English use

Methodology of Teaching:

Lectures are presented mostly in a form of teacher-student interaction based on discussion and students' engagement in lecture delivery. The lecture 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:

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

General Course Information:

Course Title: Study Skills

Teaching Unit: Methodology

Target Audience: 1st 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%

The Content of the Course:

Semester One:

Lecture One: Introduction and pre Assessment (what are the study skills? Why are they Important for University Students? What is the LMD System? Identifying the Strengths and Weaknesses of Students and how they can study more effectively?)

Lecture Two: Studying Habits and Settings

Lecture Three: Organization and Time Management

Lecture Four: Setting Goals and Priorities

Lecture Five: Using the Dictionary

Lecture Six: Using the Library (Searching for a Document in a Library or on the Internet)

Lecture Seven: Study Group

Semester Two:

Lecture One: Examination Techniques (Planning Examination Strategies including managing exam stress as well as tackling the common mistakes)

Lecture Two: Learning to Revise

Lecture Three: Listening Skills

Lecture Four: Reading and Analysis

Lecture Five: Note Taking (making comprehensive and effective notes, using abbreviations, diagrams and good visual Layout)

Lecture Six: Memorization and Concentration Techniques (using mind maps, mnemonics, visual aids and good notes).

Lecture Seven: The Writing Process

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Introductory Note:

Successful university students must possess a number of skills. You must be able to read and write well, to listen and take notes well, to concentrate and take tests well, to participate in class and manage time

well. The better developed these skills are, the better able you will be to achieve goals you have set for yourself” (Carroll, 1990, P. 13)

Studying at university involves new skills that help students to actively engage in the learning process by approaching positively different subjects. Students, at university, are expected to know these new skills and develop them. On this basis, first year students are required to study various modules in order to improve their skills. Skills emphasized are the ones needed most by all students despite their individual differences. Vocabulary development, grammar correctness, reading and writing skills are prioritized, being the core skills for the students’ success in language learning. The module of Study Skills, as a case in point, helps students to develop good attitudes and positive habits towards studying. It further helps them practice and experience various types of assignments in order to improve their skills for learning English as a foreign language. In the course, students find intensive guidance in how to build good study habits, as well as practical tips for time management and location of study. Reading and writing assignments are also present with respect to outlining and dictionary skills. The course also provides students with tips on how to prepare for university examination.

Within the learning process, the teacher is assigned to use various teaching methods for a successful learning situation. 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. 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. As the aim of the course is to improve students’ skills in English about different topics related to research methodology, the lectures involve different learning activities and quizzes that should help students to improve their skills. Additionally, the interrelated lectures are interspersed with activities and reflective questions that help students maintain effective learning strategies. In other words, a set of exercises and activities is suggested for each lecture. Finally, students take an exam during the end of the semester to evaluate their skills and learning process.

Lecture One:

Introduction and Pre-Course Assessment

What Are the Study Skills?

The Objectives: At the end of the lecture, students will be able to

- Develop a deep understanding of studies at university.
- Acquaint themselves with study skills needed 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. Attending university is a transformative experience for many students. It marks an important transition from secondary education to higher learning. At the university level, students explore more their academic interests. The university setting typically provides access to a wide range of subjects and areas of study. At Algerian university, coursework often involves a mix of lectures, seminars and research projects. On this basis, one can say that studying at the university requires motivation and organizational skills. Students have to manage their own schedule, prioritize their workload and seek out academic support when needed. The current lecture; therefore, provides students with guide lines about study skills needed at university and the Tertiary Education in Algeria.

I. What is a Skill?

A skill is a special ability or training in a task. A skilled person is a person having enough ability, experience and knowledge to do something well. Therefore, a skill is a learned ability rather than an outcome achieved through luck or chance and can, hence, be relied on securely when you perform an equivalent task again. You can fine-tune skills through practice, feedback and reflection, just as athletes improve their performance by developing underlying skills in movement, breathing and pacing.

1.1 Definition of Study Skills

We often come across tutors and teachers who tell us that a particular student needs help with study skills. In fact, nobody is born with a natural ability to study. Study skills as learning how to read, taking notes, writing effectively, managing your time and thinking critically, have to be learned. According to *Longman Dictionary of Language Teaching and Applied Linguistics Dictionary*, study skills are “the abilities, techniques, and strategies which are used when reading, writing or listening for study purposes. For example, study

skills needed by university students studying from English –language textbooks include: adjusting reading speeds according to the type of material being read, using the dictionary, guessing word meanings from context, interpreting graphs, diagrams and symbols, note-taking and summarizing.” (p.565) Therefore, we may consider study skills to be a collection of strategies and activities that can enable students to be more efficient in their learning. They do not guarantee success, but they provide an opportunity that might not otherwise exist. However, they are not some magic switch that will turn on from an ineffective learner to an effective one. Like any skill development, it is important to nurture the skills and seek ways to improve.

1.2 The Importance of Study Skills:

Study skills help students in a variety of matters

- Improved Academic Performance:

Study skills help students learn and retain information more effectively, leading to better grades, higher test scores and overall improved academic performance.

- Time Management:

Effective study skills involve techniques like scheduling, prioritizing tasks and minimizing distractions. This help students use their time more efficiently and reduce stress.

- Confidence and Motivation:

As students see improvements in their academic performance, they gain a sense of confidence and motivation to continue developing their skills.

- Problem Solving:

Many study skills such as critical thinking and organization, also enhance problem-solving abilities, which are valuable in both academic and professional settings.

1.3 Types of Study Skills:

Developing effective study skills is essential for students to maximize their learning potential, manage their time and stress more effectively and lay the foundation for lifelong success in their

academic pursuits. Here are some study skills that students need to know in their learning process:

-Lectures/Discussions: in such situation, students need to acquaint with

- Listening and understanding
- Note-taking
- Asking questions for repetition, clarification and information
- Speaking with/without notes
- Agreeing and disagreeing

-Private Study/Reading: in this learning situation, learners have to come across the following skills that will be thoroughly discussed in the following lectures

- Comprehension and speed
- Scanning and skimming
- Summarizing and paraphrasing

-Reference Material/Library Use:

In this case, students are ready to

- Use a dictionary efficiently
- Use the contents/index pages

-Examinations:

In the case of examinations, students have to know the following strategies that will be discussed thoroughly in the following lectures

Written:

- Preparing for exams
- Understanding questions/instructions
- Writing quickly: pressure of time

Oral:

- Answering questions: explicitly, precisely
- Explaining, describing, justifying

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. specialized 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)

2. 2 Access to Algerian Higher Education:

All students holding a Baccalaureate or recognized 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.

2.3 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
- Learn to prioritize 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.

2.4 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

2.5 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 specialized 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.

The LMD:

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

1. 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 outsideworld.
- 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.

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 capitalized 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 specialty.

- 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 capitalization 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.

Credits Transfer:

Credits allocated to any subject or unit acquired is capitalized. A student capitalizes 30 credits for each acquired semester and 60 credits for each acquired year (valid only for bachelor's degree). Credits facilitate mobility; they are: capitalizable 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.

Success Criteria at University:

The academic year is organized 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 capitalization 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.

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

- **From 1st to 2nd year:** if the student has a minimum of 30 credits out of the 60 of the year.
- **2nd to 3rd year:** if the student totals a minimum of 80% of the credits of the two years (1st and 2nd 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 1st to the 2nd year) or 120 (passage from the 2nd to the 3rd 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.

Evaluation Procedure:

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, 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:** ≥ 10 (i.e. Exam + Continuous Evaluation ≥ 10)
- **Unit:** 10 in all modules, or compensation (i.e., $\text{module}^1 \times \text{coefficient} + \text{Module}^2 \times \text{coefficient} + \geq 10$)
- **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"> ➤ student's average > 10: student moves to upward course ➤ student's average < 10: student drops 	<ul style="list-style-type: none"> ➤ Student's average > 10: student moves to upward course ➤ Student's average < 10: check number of annual credits. Here, s/he may have two 2 cases: <ul style="list-style-type: none"> <u>Case 1:</u> Number of credits ≥ 30: student has a pass to the upward semester but is bound to retake one or more courses <u>Case 2:</u> Number of credits < 30: student drops

The Teaching Units (1ST 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 Semester 1		30	17		

As shown in the table above, the modules are categorized 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.

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.

Conclusion:

Developing effective study skills is crucial for success in university-level education. Strong time management, note-taking, reading comprehension and test preparation strategies can help students better engage with course material and perform well academically. Additionally, beyond accumulating knowledge, university education is also about acquiring skills as critical thinking, problem-solving and communication abilities. Approaching studies with an active, engaged mindset rather than passively trying to memorize facts can better prepare students for the analytical demands of higher education and future careers.

Tasks:

Task 01: Work individually or in pairs and define each skill in the above-mentioned lecture by using examples

Task 02: From the above-mentioned lecture, classify the mentioned study skills into skills you know, skills you do not know and skills you need to develop.

Task 03: Using the same study skills, draw a diagram in which you relate the different skills to

one another giving priority to the skills you need most in your university studies. Compare your diagram with the one of your classmates then discuss differences.

Lecture Two:

Studying Habits and Setting

The Objectives: By the end of the lecture, students will be able to

- Understand and adopt study strategies that optimize learning, retention and academic performance
- Organize and set consistent and productive study routines
- Identify and address any problematic study habits or distractions that hinder academic success
- Develop effective study habits

Introduction:

Effective studying is a crucial component of academic success, yet many students struggle to develop and maintain productive study habits. The way students approach their studies can have a significant impact on their learning, retention and performance. Establishing healthy studying habits and setting meaningful goals are essential skills that can unlock full potential as students.

1. Studying Habits and Setting:

The first thing that university students should know is that *'studying is a skill'*. The principle belief is that the development of this skill is closely related to the development of other skills that make good studying habits mainly: time management, location, self-discipline, concentration, memorization, organization, willingness, motivation and readiness. Once known and improved effectively, these skills will make studying run smoothly and comfortably.

1.1 Building Good Studying Habits:

Some practical tips are recommended in what follows in order to help students build good study habits and develop university study skills:

- ✓ **Time Management:** Plan your time schedule for study including breaks for relaxation and rest especially during examinations.
- ✓ **Appropriate Location:** find a quiet place to study where you feel comfortable enough without being bothered or destructed.

- ✓ **Self-discipline:** Try to be disciplined in your studies by given priority to subjects that need more time and energy without neglecting less effort demanding subjects in your English studies.
- ✓ **Concentration:** Your interest in what you are studying shapes greatly the degree of your focus and attention. A key for concentration is your interest in studying.
- ✓ **Memorization:** This is very helpful in matters that need learning and not understanding such as fixed dates, grammar and phonetic rules...But practice instead of rote learning remains more efficient for good scores.
- ✓ **Organization:** This should be applied in all the steps you step in your studies without any hesitation and organization in your studies will train you for a better professional career.
- ✓ **Motivation:** Put your desire for success as a priority and you will be highly motivated to study by achieving an advanced level.
- ✓ **Readiness:** If you are not ready enough to venture in studying by being physically and psychologically ready to challenge constrains and remedy your weaknesses you will never build good study habits.

Tasks:

Task1: With reference to your daily studying habits, answer the following questions.

Discuss the answers with your classmates.

1. Am I really motivated to study this year? Why?
2. What are my outside university study routines? Are they really effective?
3. Why do I feel dis-comfortable/ comfortable being in one class or another? Is it to do with my teachers, the subject taught or myself?
4. To what degree am I self-disciplined in my English studies?
5. Is my reluctance due to studying habits or location problems, living in the campus? Where do I feel better preparing my lectures home or in the campus, alone or in pairs?
6. Am „I giving myself enough/real time to study? Why?
7. To what extent am I concentrated in my studies? What makes me more concentrated in class? Why?

Task 2: Think of possible tips to help some EFL university students develop positive/good studying habits by answering their questions using strong arguments.

1. I guess I am a good student, but I usually forget to do class assignment given by many teachers?
2. How can I stop feeling bored during some lectures?
3. How can I be less anxious when I do not understand a lecture or part of it?
4. How can I focus when answering a question with many ideas struggling in my mind all simultaneously?
5. How can I get more interested in my studies?
6. How can I find more time to study with concentration?
7. I studied for long time but I actually forget everything, is there anything I can do to avoid this?
8. Does the place of study really matter in my success or failure?

2. Place of Study:

“In order to study efficiently, you need to have a place that is always, and only, used for studying” Yorkey (1970, P. 03). Whoever you are; a good or a weak student, you need to have your personal corner where to study. Before deciding about your place of studying, think twice bearing in mind that it should offer you PLACE: Peace, Learning, Attention, Comfort and Efficiency.

➤ Tips for an Ideal and Comfortable Study Location:

If used seriously, the following tips will help you decide about your place of study:

- Find a place to study that fits your specific personality preferences and learning style (you may be the kind of students who like quiet places, free from interruptions or the ones who study better listening to music and noise in the background)
- Make sure you are not suffering from any kind of physical discomfort in the chosen place of your study to avoid serious physical problems that may appear after and also in order not to lose time thinking of or changing your place.

- Make available all the materials and supplies you need for particular study assignment to avoid moving.
- Poor lighting in a perfect place does not work all the time.
- Keep in mind that there is no one perfect place to study, but there are conditions that shape effective studying. Wherever you study in the classroom, in the library, in your bedroom, in the coffee shop, just remember that your choice of the place is one important skill in your study.
- Make of your place of study a good example to be imitated by others.
- Bridge gaps between your place and time of study.

Task 1: Analyze your actual place of study by listing essentials about it (the notes below may help you) then judge if it is really efficient for studying or not. Suggest necessary changes you will make for future improvements in your place of study.

My personal desk is comfortable, ordered and clean. I have a practical bright lamp placed on my desk.

All my study materials are ordered on my desk.

My desk is placed in a corner in my personal room.

My desk is equipped with a computer and internet.

The room atmosphere is very comfortable and far from any distraction. All what I need to study is available in my room.

Task 2: Describe your actual place of study stating the things you like and want to keep in it and the things you judge negative and you want to change. If you do not have a fixed place of study for the moment, state the different elements you will consider and the ones you will avoid when selecting your place of study. (Answers to Task1 may help you).

3. Time of Study:

One of the wisest but most difficult rules of studying is to set a definite schedule and then follow it. If you are really interested in studying well, try to follow the rule: Plan your work and work your plan. Yorkey (1970, p. 03). Time is the only approach which if intelligently considered and seriously managed (respected) will pave your way to success. Think of time as an impulse for university learning: „TIME: Time Is My Energy“.

➤ Tips to Better Manage your Time of Study:

The following tips can be of great help for students who face study time problems:

- Always remember that time management is your first challenge and a priority at the university.
- Use time wisely by identifying your goals and priorities in studying in relation to your time, this includes time for reading, writing papers, doing projects, and for test preparation...
- Plan for breaks in your time schedule (leisure time).
- Benefit from studying night and day without putting too much pressure on yourself.

The following key factors suggested by Allan (2010, p.22;24) are useful tips for becoming effective time manager:

➤ **Key Factors in Managing your Time:**

- Good time management is about being able to identify what you need to do and then to set priorities. When you are thinking about time management you need to consider activities such as:
 - Attendance at lectures and seminars
 - Independent study
 - Time for accessing resources and materials, for example, information searching, visiting the library
 - Paid employment or voluntary work
 - Sports and social activities
 - Personal and family time.

✓ **Identifying Goals:**

- The first step is to identify short-term and long-term goal.

✓ **Getting Organized**

- Buy and use a diary or wall planner – whichever you prefer
- Keep a to-do list – daily, weekly, for the semester

- Organize your study space
- Make sure you have the right equipment and stationery
- Set up and organize simple filing systems
- Invest time in learning how to use a computer
- Invest time in learning how to access and use information sources
- Identify useful support and help services within

the University.

✓ **Sort out Key Documents and Information**

- Make sure you have your module handbooks
- Identify key dates, including examination dates or

submission dates for assignments; make a note in your diary of all such dates, or put them all onto your wall planner

✓ **Produce a Work Schedule**

- Many people find it helpful to work backwards from key dates and to work out a schedule of study times.

✓ **Keep up-to-date**

Check your University email address, notice board on a regular basis for any changes to teaching timetable, assessment submission dates... etc.

Task 1: Use Allan (2010) suggested tips to better manage your time of study mentioned above and be selective to re-order them according to your own priority in studying one subject or another. Justify your choice. You may add other practical tips.

Task 2: Prepare a special time schedule for exam revisions and compare it with the one of your classmates. Consider seriously points of similarity and work on points of difference for a more practical schedule.

Conclusion:

By recognizing the multifaceted importance of studying habits and setting, students can make informed decisions to prioritize the development and refinement of their study routines, ultimately leading to enhanced academic performance, personal growth and long term success.

Lecture Three: Organization and Time Management

The Objectives: By the end of the lecture, students will be able to

- Understand the importance of organization and time management
- Assess current habits and challenges
- Develop effective organizational strategies
- Implement time management techniques.

Introduction:

There is a growing recognition that in order to improve the quality of student learning, there is a need to develop an understanding of how students learn. Within the student learning paradigm, learning is not viewed solely as either a cognitive or behavioural process but rather as the way a student experiences a learning situation. Learning is seen as a relational process in the way a student's learning depends on the way that the student relates to a learning situation. To put it differently, a student may relate to one task in a specific way but relate to another in a totally different way. The lesson deals with the relationship between students' organization in recognizing their learning approaches and managing their time for better learning outcomes as a first step towards conducting a research.

It is worth noting that before thinking about organization and time management, it is needed to shed light on Motivation as a key aspect for the students' success in their learning process.

1. Definition

Motivation is the feeling, emotion, or desire that moves a person to take action. Motivation is an internal process and an integral part of making changes, achieving goals, and pursuing personal growth. Once a person achieves a goal and experiences success, the accomplishment generates new motivation to tackle other challenges and create new goals. In *The Longman Dictionary of Language*, Motivation is defined as: "the driving force in any situation that leads to action" (p.355). It is linked to "the balance between the value attached to some activity and one's

expectation of success in doing it. It is generally considered to be one of the primary causes of success and failure in second language learning” (p.378). It is divided into two types:

Intrinsic and Extrinsic Motivation

Two forms of motivation drive people to achieve their goals: intrinsic and extrinsic motivation.

1.1. Intrinsic Motivation

It is the driving force to take action that comes from within you. Intrinsic motivation is the most powerful and effective form of motivation because you “own” it, and you give it personal meaning, importance, and conviction. People with high intrapersonal intelligence use intrinsic motivation for personal development and self-understanding.

1.2. Extrinsic Motivation

Extrinsic motivation, however, is the driving force to take action that comes from sources outside of yourself. Extrinsic motivation may stem from a desire to obtain an *extrinsic reward*, such as a prestigious award, a coveted prize, or monetary reward for work or performance. A desire to receive positive responses, praise, acceptance, or recognition from parents, family members, peers, co-workers, or a specific social group may be another type of extrinsic motivator.

2. Lack of Motivation and Procrastination

Lack of motivation is very common among students especially at university. It can be temporary (generally a kind of very short-lived “burn out” occurs after a student has completed a semester or after a number of terms without a break). Sometimes it reoccurs (particularly for those, perhaps, who have a long personal history marked by variable motivation). Procrastination, being a cost of lack of motivation, is a common part of human behaviour and is not the same as “laziness”. Below are some key points about procrastination:

- Procrastination means to decide for no valid reason to delay or not complete a task or goal you’ve committed to, and instead do something less important, despite the negative consequences of not fulfilling the original task or goal.
- Problematic procrastination can be distinguished from more general procrastination by how bad the negative consequences are.

- Procrastination can occur in many different areas of one's life. It can involve tasks or goals -in domains such as work, household, study, health, financial or social life, etc.
- Procrastination activities are the things you do as a diversion from or substitute for the key task or goal you need to accomplish, e.g., pleasurable tasks, lower priority tasks, socializing, daydreaming...
- To avoid the guilt associated with procrastination, we often generate excuses for our procrastination which help us feel justified with putting things off. These excuses often imply that because of some set of circumstances, we are better leaving the task to another time.

3. Strategies for Getting Motivated and Overcoming Procrastination:

3.1. Let Go of the Past; Focus on the Present

Past experiences are strong influencing factors of who we are today. The expression, "Let it go," is often easier said than done, but it is important to move on.

3.2. Use Positive Self-Talk

Self-talk is that ever-busy inner voice that ultimately affects your behaviour. Your self-talk may be positive or negative. Whenever you hear your negative critical inner voice telling you that you *can't* do something that you will not succeed, that you are *not* skilled enough, or any other similar negative comments, try to manage your thoughts by turning those statements around and counteracting with positive self-talk. Positive self-talk focuses on positive qualities, words of encouragement and statements such as "I am capable of doing this," "I have what it takes to succeed," and "I have the intelligence and skills to do well"

3.3. Use Affirmations

Affirmations are positive statements used as motivators. Use the following suggestions for writing and using affirmations:

- *Use positive words and tones.* Avoid using words such as *no, never, won't*. Say, for instance, "I complete my written work on time," rather than "I will never turn in a paper late again."

- *Write affirmations in the present tense.* When you think and believe in the present tense, your actions begin to match your beliefs. Say, for example, “I am a non-smoker,”

rather than “I will stop smoking soon,” and “I complete assignments on time,” rather than “I will get better at completing my assignments on time.

- *Write with certainty and conviction.* Avoid using words such as *want to*, *try*, or *hope to*. Say, for instance, “I exercise for thirty minutes every day,” rather than “I want to exercise more each day,” or “I manage my time well,” rather than “I

hope I can use my time-management schedule.”

- *Repeat your affirmation frequently.* You can place your affirmation on cards around your house or inside your notebook. The more frequently you repeat your affirmation, the greater impact it has on your belief.

- Visualize Success

Visualizing yourself performing a task and achieving a specific goal imprints that image of yourself in your long term memory

- Acknowledge Yourself

You cannot expect nor rely on others to recognize or respond to all the positive accomplishments you experience on a daily basis. The person who can acknowledge and praise you on a regular basis is *you*.

As a second step, students have to be acquainted with learning styles.

Learning Styles:

Learning is something of which we all have an understanding and in which we have all participated. This participation has been in a very wide range of settings, both formal and informal. Learning can be defined as the acquisition of knowledge, knowledge gained through study. It can also be defined as a process by which behaviour is changed, shaped or controlled. The individual process of constructing understanding based on experience from a wide range of sources. While learning styles are not fixed traits which an individual will always display. Learners are able to adopt different styles in different contexts. For most of us, one or two styles are preferred above the others.

These questions are prepared to students to know which type of learners they are.

What type of learner are you?

1. Which of the following would you mostly likely to do for fun?
 - a. Watch a film.
 - b. Listen to music.
 - c. Some kind of physical activity like going to an amusement park.
2. You have just arrived in a town that you are unfamiliar with. How would you find the local supermarket?
 - a. Find and follow a map.
 - b. Ask someone to give you directions.
 - c. Keep walking around and figure it out for yourself, using landmarks to remember where you are.
3. You make a new friend, how would you remember his/her phone number?
 - a. Write it down.
 - b. Keep saying the phone number out loud over and over.
 - c. Practice dialing out the numbers.
4. When you meet a new person, what do you remember most?
 - a. Their face.
 - b. Their name.
 - c. What you did with them, or what you talked about.
5. If you heard a song, what would you think of?
 - a. The music video or the album artwork.
 - b. The music itself and the lyrics.
 - c. A memory that you associate with the song.
6. You are playing a video game for the first time and you don't know how to start. So what would you do?
 - a. Watch a video online to see the instructions.
 - b. Ask someone to explain how to do it.
 - c. Figure it out yourself by trying to do it.
7. What do you find most distracting when trying to study?
 - a. People walking past.
 - b. Loud noises.
 - c. An uncomfortable chair.

8. You are doing a presentation. How would you prepare it?
 - a. Use flash cards.
 - b. Record yourself and listen to it over and over.
 - c. Practice delivering the presentation. Doing and saying it out loud.
9. When you are not sure how to spell a word, what are you most likely to do?
 - a. Write it down and see if it looks right.
 - b. Spell it out loud to see if it sounds right.
 - c. Trace the letters in the air (finger spelling).
10. Which way would you prefer to study?
 - a. Looking at images and diagrams.
 - b. Listening to a revision podcast.
 - c. Writing notes on pieces of paper and sticking them on the walls in your room.
11. Which of these would work best for you while studying?
 - a. Reading notes.
 - b. Asking and answering questions with a friend.
 - c. Taking part in a role-play.

Learning styles is a term used in methodology to refer to the specific behaviors or thoughts learners use to enhance their language learning. These factors influence the student's ability to learn in a particular instructional framework. Learning styles are relatively consistent preferences for adopting particular learning processes, irrespective of the task or problem presented but generally relating to educational or workplace settings. Learning strategies and approaches to studying are specific to education and training, being more context-specific ways of tackling learning tasks that involve characteristic combinations of intentions, learning processes, and study activities. Generally speaking, "styles" describe relatively stable personal preferences in how cognitive processing or learning is undertaken, whereas "strategies" and "approaches" are contextually more specific, being influenced by the content and setting within which learning and studying take place.

In his study (1983), Cornett refers to learning styles as: "the overall patterns that give general direction to learning behavior" (9). While Dunn and Griggs, in their work *Learning Styles: Quiet Revolution in American Secondary Schools*, highlight that "Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others" (p.3). The lecture shows that there are four

types of learning styles. Sensory preferences can be broken down into four main areas: visual, auditory, kinesthetic (movement-oriented), and tactile (touch-oriented).

A. **Visual learners:** In this type, students use eyes. They have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters and displays, for example. They often use hand movements when describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information. Visual learners are those students who

- Have difficulty understanding oral directions,
- May have difficulty remembering names,
- Enjoy looking at books or drawing pictures,
- Watch the speaker's face

B. **Auditory learners:** this type is related with using the ears. Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes. They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements. Students who are auditory learners:

- Like to talk and enjoy activities, in which they can talk to their peers or give their opinion.
- Encourage people to laugh
- Are good storytellers,

C. **Kinaesthetic learners:** kinesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience. They often find it difficult to keep still and need regular breaks in classroom activities.

D. **Reading & Writing:** In this type, learners focus on the written word, reading and writing learners succeed with written information on worksheets, presentations, and other text-heavy resources. These learners are note-takers and perform strongly when they can reference written text.

It is worth noting that learners clearly need to make the most of their style preferences. However, occasionally they must also extend themselves beyond their style preferences. By

providing a wide range of classroom activities that cater to different learning styles, teachers can help students develop beyond the comfort zone dictated by their natural style preferences. The key is systematically offering a great variety of activities within a learner-centered, communicative approach. The teacher can assess students' learning styles through the written survey. In surveys, students answer questions that reveal their particular style preferences. Style surveys vary in reliability and validity, but in the last few decades they have provided data from which teachers and students have begun to understand learning styles. In other words, the more those teachers know about their students' style preferences, the more effectively they can orient their L2 instruction, as well as the strategy teaching that can be interwoven into language instruction, matched to those style preferences. Some learners might need instruction presented more visually, while others might require more auditory, kinesthetic, or tactile types of instruction. Without adequate knowledge about their individual students' style preferences, teachers cannot systematically provide the needed instructional variety.

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.

After knowing the learning styles, students have to choose their learning approach in their learning process

2. Learning Approaches:

A Learning Approach:

A learning approach is described as the way the student relates to a learning task. In their study, Marton and Saljo (1976) identified two types of learning approaches: deep approach and surface one. They provided a clear-cut distinction between students in their approaches to learning. According to them, some students use a *deep approach* to learning in a way they start with the intention of understanding the meaning of the material, questioned the author's arguments, and related them both to previous knowledge (prior knowledge) and to personal experience, and tried to determine the extent to which the author's conclusions seemed to be justified by the evidence presented. They mention that other students rely almost exclusively on a

surface approach. Their intent was to memorize those parts of the article which they considered to be important in view of the types of questions they anticipated afterwards. Their focus of attention was thus limited to the specific facts or pieces of disconnected information which was rote learned. These students also tended to be conscious of the conditions of the learning experiment and to be anxious about them. In other words, they are not looking for the meaning of the text that embodied the intention of its author. They could not understand the article because they did not intend to understand it. They concentrated on its constituent parts rather than the whole in relation to the parts. They defined their job as if they were empty vessels into which the words on the page would be poured. They focused on the separate words and sentences of the text, rather than on the meaning those words and sentences were intended to convey; they skated along the surface of the text, as Marton and Saljo express it. They were not personally involved in the task. They saw it as an external imposition. They anxiously tried to memorize what was in the article, because they knew they would be asked questions on it later and felt that they would need to recall all its details.

In the deep approach, students are engaged with the task in a different way. They experienced the learning situation as one that required them to extract personal meaning from the article. They were not dominated by a requirement to answer questions later. They tried to understand the author's message by searching for connections within the text, looking for an underlying structure, or by relating the text to something in the real world or in their previous reading. They defined their job as actively making sense. They stood more chance of understanding because they intended to understand and organized the information they read to that end. They were not trying to memorize the points made by the author, yet they remembered the ideas and the evidence used to support the ideas very well when they were asked to recall them. From their perspective, the text was not an end in itself, but a means to understanding the author's meaning.

In another study by Ramsden (1983) adds another (a third approach) which is the Strategic Approach which is used by students who are concerned with achieving the highest grades. They use both the deep and the surface one to achieve their goals which are to draw on either achievement motivation or a sense of responsibility for achievement, while the processes involve organized studying, effort, and attempt to monitor the effectiveness of studying. This involves good time management and study organization. Hence, they pay more attention to the content as well as assessment requirements (p.5).

In later experiments, it has been necessary to subdivide each of these approaches into two, depending on the degree of activity, attention, and involvement shown by the student. The four categories can be described as deep active; deep passive; surface active; and surface passive. A deep approach is thus, at least in this small sample, clearly related to a deep level of understanding. Marton also found that the deep approach was associated with better recall of detail, particularly after a five week interval. He went on to show that students adopting a deep approach also tended to spend longer in studying. Again this relationship is almost inevitable. Students who study their subjects deeply are likely to find the material more interesting and easier to understand. Long hours of work become no hardship then. Students who adopt a surface approach are concentrating on an inappropriate technique of learning – rote memorization. It takes a long time to cover books in this way, and it is a tedious and unrewarding activity. Thus, eventually, students who persist with the surface approach are likely to do less and less work and eventually fail their examinations.

Approach to learning	Level of understanding
Deep active	Understands author's meaning and shows how argument is supported by evidence.
Deep passive	Mentions the main argument, but doesn't relate evidence to conclusion.
Surface active	Describes the main points made without integrating them into an argument.
Surface passive	Mentions a few isolated points or examples.

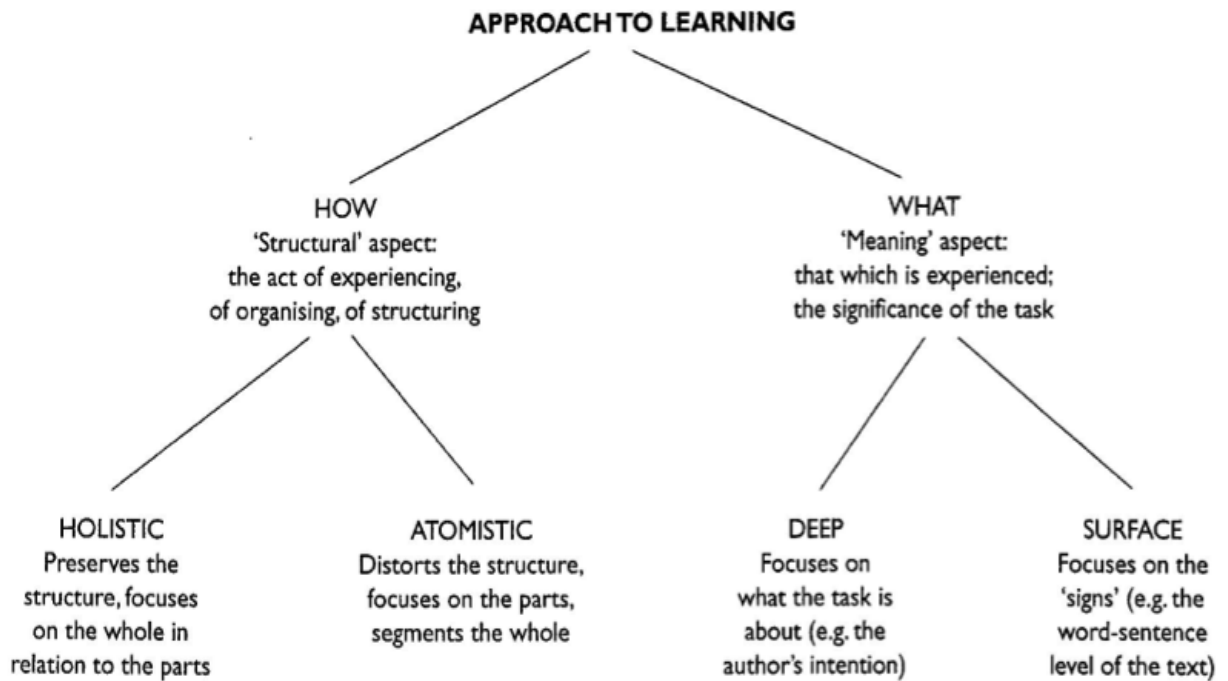
Strictly speaking, there are two different aspects of an approach to learning. The alternative, however, is to maintain the structure through integrating the whole and the parts; and

this is known as a holistic approach. We therefore have two related aspects of an approach to learning, one concerned with *what* the student refers to (energetically trying to understand or passively trying to reproduce - a focus on the signs or words of the text versus what is signified by it) and the other with *how* the student structures the task (relating its components in a connected structure or keeping them isolated). In practice, these two aspects of approaches become fused together. In order to understand, a student must integrate and organize and see the text or other learning task as a whole. It makes no sense to talk about the meaning attributed to something unless you also talk about how the meaning is constituted. On the other hand, you cannot consider how a student structures a task in isolation from what he or she is intending to structure (Marton and Saljo, p.46).

The Lancaster study established that surface approaches were linked to negative attitudes to studying: students adopting a reproducing orientation were more likely to agree with questionnaire statements such as 'Often I find myself wondering whether the work I am doing here is really worthwhile' and 'When I look back, I sometimes wonder why I ever decided to come here'. Several investigations of approaches and outcomes show that surface approaches are often effective for recollecting unrelated facts and details over a short period. This, of course, explains the popularity of surface approaches as a form of revision for unseen examinations and as a way of coping with excessive amounts of curriculum material. It also sheds light on the genesis of the examination howler. The outcome of a surface approach is essentially quantitative - a list or unstructured grouping of pieces of disparate knowledge. Such outcomes tend to be associated in markers' minds with errors in calculation, the use of incorrect procedures, recapitulation (sometimes inaccurate) of material presented in lectures, linear narration techniques in essay writing, misapplied concepts, and so on. These are the outcomes about which university and college teachers spoke so deprecatingly when they identified their 'weaker students.

Deep approaches are connected with the qualitatively superior outcomes which we associate with understanding a subject: the making of an argument, the novel application of a concept, an elegant solution to a design problem, interplay between basic science knowledge and professional application, mastery of relevant detail, relating evidence correctly to conclusions. These outcomes share certain general characteristics. Among them are high structure, a strong knowledge base, ability to apply one's own and other people's ideas to new situations, and integration of knowledge. The deep/strategic approach has been reported to be associated with

better academic outcomes as compared to those with the surface approach [p.6]. We have combined the deep/strategic approach instead of having them as a separate entity because a published data have shown that the “deep, strategic approach, without any elements of surface apathetic, is generally associated with successful academic performance” (6).



It is worth noting that assessment is an important aspect that influences learning approaches. In other words, students vary their attitudes and strategies of learning to cope with the assessment system. As an example, if the assessment is perceived to require a passive acquisition and reproduction of students, students, in this case, adopt a surface approach. On the other hand, if assessment is perceived to require high level of processing to demonstrate a thorough understanding, integration and application of the context knowledge, then students are more likely to adopt a deep approach.

Task: classify the following sentences in the right column

- Intention to understand
- Be alert to cues about marking schemes
- Intention to complete task requirements
- Vigorous interaction with the content
- Treat task as an external imposition

- Relate new ideas to previous knowledge
- Memorize information for assessment
- Ensure conditions and materials for studying appropriate
- Relate concepts to everyday experience
- Focus on discrete elements without integration
- Relate evidence to conclusions
- Unreflectiveness about purpose or strategies
- Failure to distinguish principles from examples
- Examine the logic of the argument
- Intention to obtain highest grades

Deep Approach	Surface Approach	Strategic Approach

3. Time Management:

The lecture provides students with some tips for effective time management and studying:

Students have to create a schedule or calendar to plan out your day/week. Block out time for classes, study sessions and breaks. Students have also to prioritize tasks and focus on the most urgent items first.

They have to follow certain studying techniques including:

- Find a quiet and free place to study as the library
- Use active learning techniques as self-testing, creating study guides, explaining concepts out loud
- Mix up their study methods. In other words, students should not read through material passively
- Stay organized with their notes, handouts and other study materials.

Tasks: Time Management Skills

Task 1: How good is your time management?

This **self-assessment questionnaire** is designed as a tool for identifying your current time management skills, habits, and practices. Read each statement, and place an **X** in the column that best describes you. Score the following statements using the following scale: 2 for “always”, 1 for “sometimes” and 0 for “never”.

Statements	A l w a y s	So me tim es	N e v e r
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<ol style="list-style-type: none"> 1. Do things in order of priority. 2. I spend more time than necessary studying for what I am learning. 3. I always get assignments done on time. 4. I feel I use my time efficiently. 5. I tackle difficult or unpleasant tasks without procrastinating. 6. I force myself to make time for planning. 7. I spend enough time planning. 8. I prepare a daily or weekly “to do” list. 9. I prioritize my list in order of importance, not urgency. 10. I break big projects down into smaller steps. 11. I am able to meet deadlines without rushing at the last minutes. 12. I keep up to date on my reading and homework assignments. 13. I prevent interruptions from distracting me from higher priority tasks. 14. I avoid spending too much time on trivial matters. 15. I spend enough time on academic matters. 16. I plan time to relax and be with friends in my weekly schedule. 17. I have a weekly schedule on which I record fixed commitments such as classes and work hours. 18. I try to do the most important tasks during my most energetic periods of the day. 19. I have enough time for school and fun. 20. I periodically re-assess my activities in relation to my 			
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<p>goals.</p> <p>21. I have discounted any wasteful or unprofitable activities or routines.</p> <p>22. It is common for me to spend hours cramming the night before an exam.</p> <p>23. I have a clear idea of what to accomplish during the coming semester.</p> <p>24. I seek quality work, but not perfection</p> <p>25. I am satisfied with the way I use my time.</p>			
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My total score is:.....

Task 2: Where Does My Time Go?

- These estimations allow you to calculate the approximate amount of time you have to study during the week. Is it enough? This is your chance to look at how you might reorganize your time to allow for more/less study time during the week.
- Each week has **168 hours** (24 hours X 7 days). Estimate the number of hours you spend on each task:
 - Number of hours of sleep each night $\text{_____} \times 7 = \text{_____}$

- Number of hours for meals/snacks (including preparation/clean-up time) _____ x 7 = _____

- Travel time to and from campus _____ x _____ = _____

- Number of hours per week for regular activities (volunteer work, mosque, clubs, sport etc.) _____ = _____

- Number of hours of work _____ x _____ = _____

- Number of hours of class per week _____ = _____

- Number of hours per week with friends, social parties, going out, etc. _____ = _____

- Number of hours of watching TV _____ x 7 = _____

- Number of hours spent on the computer _____ x 7 = _____

- Number of hours you spend socializing/ answering phone calls _____ x 7 = _____

Total = _____

168 hours in a week

- __ hours of activities

= **hours available to study**

Enough/ not enough? What could you do to increase your study time?.....

Lecture Four: Setting Goals and priorities

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. 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’.

1. 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.

1.1 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.

Short-Term Goals: are linked with the goals that the individual seeks to achieve in the near future.

Long Term Goals: are the bigger picture goals that will take longer to achieve.

In setting goals and priorities, students have to take into consideration the following aspects:

- Be specific and Measurable: set clear goals that you can track progress on
- Prioritize ruthlessly: in a way that students have to identify their most important goals and focus on those first. Be willing to say no to lower priority tasks.
- Make a plan: break down big goals into smaller actionable steps. Develop a timeline and schedule for completing each step.
- Review and adjust: regularly evaluate your progress and be willing to modify your goals or approach if needed.
- Manage your time and energy: students have to be intentional about how they spend their time and focus their efforts on high-impact activities.
- Celebrate small wins: students have to recognize and reward themselves for completing milestones along the way. This builds momentum and motivation.

Conclusion:

Effectively setting goals and prioritizing what is most important is a crucial skill for achieving success and fulfillment in life. Goals provide focus, motivation and a clear sense of direction. Priorities help ensure that students are devoting their time, energy and resources to the areas that matter most. Being able to set goals and priorities empowers students to take control of their life, maximize their potential and create the future they desire. In other words, setting goals and priorities is a skill that serves as the foundation for achieving meaningful, lasting success.

Task: Getting Motivated:

A good start is important for a successful study session. It helps to have the proper tools and a comfortable place to study. Even more, it helps to be mentally ready to begin.

A. At some time or another, everyone procrastinates—puts off an unpleasant task. understanding the reasons for procrastination can help you overcome the problem.

1. On the line, describe a recent task or activity you did not want to do.

.....
.....

2. Circle the reasons you did not want to begin the task. List any other reasons on the lines after the letter f.

a. You weren't sure you could do it.

b. You were afraid it would take too much time. d. It did not seem important to you.

c. You had too many other things to do. e. You were worried about being interrupted.

f. other reasons:

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

3. Promise yourself a reward at the end of a task. This can motivate you to get started. Read the list of possible rewards below. Circle any that might motivate you. On the lines after the letter h, list any other rewards that might work for you.

a. talk to a friend

b. exercise, play a sport

c. have a snack

d. watch TV

e. play a video game

f. take a nap

g. listen to a CD

h. other rewards that might motivate you:

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

B. Motivating yourself is fully your responsibility (not the job for your teaching staff, your parents or friends). If you make a success of today, then you have already greased the gears for a successful tomorrow. The essence is to try and try. There is absolutely no substitute for experience.

- Share your experience with motivation and success by answering the questions below:

1. Identify a goal you have achieved in your life that was meaningful.
2. What was your motivation for achieving your goal? Was it the motivation of being challenged? To have a sense of personal power? To learn something new? To be recognized? Or something else?
3. What were the steps you took towards your goal?
4. What meaningful results did you experience in your pursuit?
5. How were you able to stay motivated to keep pursuing your goal?

Lecture Five: Using the Dictionary

The Objectives: by the end of the lesson, students will be able to

- Know how to use a dictionary
- Differentiate between different types of dictionaries
- Equip themselves with the necessary reference skills

Introduction:

At university, students, to get information, use different tools including the dictionary. They, however, lack the skills to use their dictionaries effectively as they either do not receive instruction on dictionary or they do not have will to search and learn. The current lecture highlights different aspects related to the dictionary as it is considered as an elementary tool for students.

1. What is a dictionary?

A dictionary is a reference book or an online resource that provides definitions, meanings, pronunciations and other relevant information about words in a particular language. It typically includes word entries, definitions, pronunciations, part of speech, usage examples and etymology. It is worth noting that the dictionary is considered as a helpful strategy to learn vocabulary, writing and editing. In other words, it is considered as a good resource for decoding, encoding and learning purposes. In addition to the traditional dictionary, there are also specialized dictionaries as thesauruses. There is a difference between a thesaurus and a dictionary. A thesaurus is an arrangement of the words of a language not in alphabetical order but according to the ideas they express. In other words, it suggests a range of words and phrases associated with an idea. While the dictionary aims at explaining the meaning of words and expressions.

2. Types of Dictionaries:

There are several types of dictionaries, each serving different purposes.

Monolingual Dictionary: is a dictionary in which head words, definitions and examples are given in the target language.

Bilingual Dictionary: This dictionary provides translation between two languages, offering definitions in one language along side their equivalents in another. It is useful for language learners.

Specialized Dictionary: it focuses on a specialized field or subject, providing terminology and definitions relevant to this area. Medical dictionaries and technical one are a case in point.

Idiomatic or Phrase Dictionary: it provides explanations and meanings for idioms, expressions and phrases in a language, offering insights into their usage.

The Electronic Dictionary:

According to Nesi (2000), the electronic dictionary is “any material reference memorized in electronic form which gives information on the spelling, the sense and the use of words” (p. 839). Many electronic dictionaries are available in a variety of formats

The Picture Dictionary:

A dictionary in which meanings are shown entirely through illustrations such as pictures or photographs. Picture dictionaries usually seek to explain the words in a basic vocabulary and words are normally grouped by topic or situation

The Pronouncing Dictionary:

A dictionary particularly for second language learners which presents information on the pronunciation of words, rather than their meaning.

3. The Difficulties in Using the Dictionary:

Students face difficulties while looking up words in the dictionary. These difficulties are divided into two categories. Subjective problems and objective ones.

The Subjective Problems are related to the notion that students recognize and can report them. One of the problems is the quality and comprehensibility of the definitions and pronunciation of words. Another problem that students suffer from is the difficulty to find words as slang words, technical terms, multiword items, compound words and idiomatic phrases.

The Objective Problems are related with learners’ ignorance. As an example, when looking up words in the dictionary, students focus mainly on the beginning of entries, ignoring later sub-senses and discover that too many examples can discourage students from reading the entire entry.

In their study, Nesi and Haill (2002) refer to the difficulties that most students face when looking up words in the dictionary. They highlight that there are four categories of dictionary use problems which are overlooked by students:

- Choice of the wrong entry or sub-entry
- Choice of the correct entry or sub-entry, but misinterpretation of the information it contained
- Choice of the correct entry or sub-entry, but failure to release that the word has a slightly different (figurative) meaning in context
- The correct dictionary entry or subentry rejected as inappropriate in context

In his study on dictionaries, Scholfield (1997) focuses on guidance for dictionary users. He refers to seven step dictionary use strategy which involves:

- Finding the items the learner is unaware of
- Removing the inflection
- Locating the unknown word in the alphabetical list
- If the unknown word is not found in the main entry, try to find it in the appendix, nearby entries, or look up parts of the word
- If there are various senses or homographic entries, reduce them by elimination
- Read the definition and try to associate it into the context of the unfamiliar word
- If more than one sense fits, look at more context clues in the text to facilitate your choice.

4. The Importance of Using the Dictionary:

Using the dictionary is important for language learners. It has several benefits including

- Understanding Meaning: a dictionary provides clear definitions of words, enabling students to comprehend their meaning and use them correctly in context
- Correct Pronunciation: it often includes spelling, helping students learn how to pronounce words correctly.
- Etymology and Word Origins: it often includes the etymology of words, allowing students to understand the development of a word
- Enhancing Reading Comprehension: when students encounter unfamiliar words while reading, consulting a dictionary helps improve comprehension and retain the flow of reading.

5. Learning More Vocabulary:

In learning a language, students have to use the dictionary to learn more vocabulary. The latter is crucial for effective communication, reading comprehension and writing skills. In other words, the dictionary is considered as a good resource for decoding, encoding and learning purposes. Pikulski and Templeton (2004:01) argue: “Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words (p. 5).” Vocabulary learning and language development are two interrelated entities; a student with poor vocabulary is certainly a poor language user. Well-grounded in theory is that vocabulary is not learnt by single exposure, students need multiple exposures with words in various contexts to build strong vocabulary. Here are some means by which university students can acquire and learn the majority of the foreign language vocabulary and therefore improve their language learning.

1. Word Stems:

According to Yorkey: “A student’s vocabulary will reflect his experience of the language... Obviously, the more a student hears, speaks, reads and writes English, the more opportunity he has to increase his vocabulary (1970, p.45-6). Learning words starts from knowing about words’ formation, i.e. Grammar of the words. Things such as ‘*stem*’, ‘*suffix*’ and ‘*prefix*’ are fundamental elements in words’ learning.

2. Guessing Meaning from Context

The overall influence of context on vocabulary learning is large because the volume of reading students typically do allows for a great accumulation of encounters with unknown words and, ultimately, learning of substantial numbers of words. Encounter with a word in many contexts helps the students better memorize the word and its meaning and develops their abilities for guessing unknown words. Correct guessing of words’ meanings from contexts builds students’ self-confidence, sight and working vocabulary.

Task 1: Read the texts presented below as a first step, then guess the meaning of the underlined words without using any aid (forget about your dictionary). Try in a second step to use the same words in different contexts keeping the same meaning.

Text 1:

It was three o’clock in the morning .She walked across the garden towards the house. The grass was wet with early morning dew. She looked into the darkness in front of her. Although she

could not see or hear anything, she sensed that there was something, or somebody, there. Terrified, she crouched down behind a group of shrubs (her father's favorite rhododendrons), making herself as small as possible, her knees under her chin. She waited. The suspense was intolerable. Sweat ran down her face and she wiped her forehead with the sleeve of her coat. Now she could hear a noise, coming nearer and nearer. She felt something cold and humid against her hand-the cold, damp nose of a dog. She leapt into her air in surprise. The dog jumped too and then fled in terror across the garden and out into the road. It creaked as she opened it and she stopped, hoping that no one had heard the noise. Then, putting one foot carefully in front of the other and waiting after each step to listen, she went along the hall towards the stairs. Suddenly a light went on and her mother stood there, glowering at her- her eyes fierce and menacing, "Well, young lady", she said, "and where have you been till three o'clock in the morning?"

Text 2:

As I walked down the empty street, I felt sure someone was trailing me, but when I looked behind me, I could not see anyone following me. The silence was complete-not the smallest movement, not the slightest noise. I walked on. Then somebody touched my shoulder. I spun round, turning so fast that my glasses fell off. "Grab his arms!" a voice shouted, and my arms were suddenly seized by violent hands. "Let's strangle him", said the same voice. "Death by constriction!" Someone else giggled, laughing like a silly child at a secret joke. They put something round my neck-a scarf, I think, made of nylon or some similar material, and pulled it tight. I struggled, fighting as hard as I could to free myself. I used my feet and kicked one of my attackers hard on the ankle. "Ouch! He kicked me!" exclaimed the man, his voice full of surprise and indignation. Then we heard a car and my attackers, sensing danger, disappeared as quickly as they had come. I found my glasses and walked slowly home. Above my shirt collar, the scarf had left a ring of black and blue flesh, and for days this dark circle round my neck was a painful souvenir of those horrifying moments.

(In Gibbset al, (1978).Imagine your English .p. 25).

Lecture Six: Using the 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:

Libraries serve as invaluable resources to learners, offering a wealth of knowledge, tools and services to them. Library offers a structured environment to research a topic for a project, explore new genres of literature and accesses to internet services. The current lecture explores what is a library, its types and the importance of using the library.

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. The main objective of any library is to ensure that its users' needs are met within the shortest possible time. This mean that, the usefulness of any library collection depend upon the ease and speed with which books and other library materials can be located and use 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 produces and store the catalogue of their resources. Libraries provide sitting facilities for readers who want to take note. Library staff are also readily available to help users make efficient use of the library; attend to users' problems and resshelf consulted books in their proper positions. There are another staff who work behind the scene that the readers may not see. This staffs is mostly in the technical services where they arrange for library materials to be acquired and processed, classified and catalogued for use.

2. 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 ownmost 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.
- 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.

3. Types of Libraries:

Generally speaking, 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 users 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.**

3.1. 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 serve 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) Research

ers

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

3. 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.

3. 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.

3. 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. 4. 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.

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.

Conclusion:

In conclusion, using the library offers a wealth of resources and opportunities for students' academic development. It serves as an essential hub for literacy development, enabling students to gain knowledge, develop new skills and connect with others.

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

Lecture Seven: Study Group

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 at university needs individual learning and collective one. Students need to study in groups as Study group foster active learning, encouraging students to engage the material in various ways such as discussing concepts, solving problems collectively and quizzing each other. This peer to peer interaction not only reinforces understanding of the content but also promotes critical thinking and the development of communication skills. The current lecture highlights the advantages of studying in groups along with other aspects related to study group.

1. Study Group:

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.

5. Advantages of Study Group:

- Expose you to different ways of thinking and learning.
- Allow for reinforcement of information—teaching others helps to develop and
- Strengthen your own understanding.
- Provide a safe place to develop and discuss your ideas.
- Provide support and motivation for learning.
- Help you develop metacognitive strategies.
- Increase your self-confidence and ease anxiety.
- Help you learn to work as part of a team—which can be advantageous down the road.
- Provide an awareness of different perspectives and promote diversity.
- Help develop critical thinking and problem-solving skills.
- Improve retention and recall of information.

6. Characteristics of an Effective Group:

1. The goals of the group are clearly understood.
2. People in the group work well together.
3. There is a feeling of “belonging” to the group.
4. There is a shared sense of responsibility for making the group work.
5. Members of the group are able to communicate openly.
6. People in the group are willing to listen and respect other points of view.
7. The introduction of new ideas helps maintain interest and motivation.
8. Roles and responsibilities within the group are shared and interdependent.
9. Conflicts and differences are confronted and resolved

Conclusion:

In conclusion, study groups play a vital role in enhancing the educational experience for students. By fostering collaboration and encouraging active engagement with the material, study groups provide supportive environment that promotes deeper understanding and retention of knowledge.

Study groups also help cultivate essential skills such as teamwork, communication and time management which are invaluable both in academics and future professional endeavors.

Task:

- 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?

Semester Two:

Lecture One: Examination Techniques

The 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 to 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 than 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.

➤ Exam Preparation Tips & Test-taking Strategies:

Active Review	Before the Exam
----------------------	------------------------

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

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.

5. *Answering Different Types of Test/ Exam Instructions:*

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.

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.

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 re-copy.
- ✓ Proofread your answer and correct errors in spelling and mechanics.

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.

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

Conclusion:

Effective examination techniques encompass pre-exam preparation such as active revision practices, practice tests and utilizing past papers to grasp the format and expectations of the examination. During the exam, strategies like skimming questions for vital clues, prioritizing easier questions and outlining answers can further solidify a student's ability to perform under pressure. Ultimately, the right combination of examination techniques not only fosters better academic results but also builds confidence and reduces anxiety, equipping students for future challenges in their educational journey.

Task:

- ✓ 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

3. Can you think of other distractions? What are they? What do you propose to deal with them?

Lecture Two: Learning to Revise

The 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

Introduction:

Learning to revise effectively is a crucial skill for students at all stages of their education. Revision is fundamentally about consolidating knowledge, deepening understanding and enhancing retention of the material covered in class. The revision process plays a pivotal role in preparing for exams, allowing students to reinforce their learning and identify areas that require further focus.

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.

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.

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 mind maps, concepts maps or spider diagrams by picking out key pieces of information. Use highlighters or colorful notes to color. 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.

Conclusion:

In conclusion, revising is an integral component of the learning process that goes beyond rote memorization; it is about actively engaging with and reinforcing knowledge. Effective revision strategies promote deeper understanding, improve retention and enhance critical thinking skills. By implementing structured approaches such as creating study schedules, breaking down complex information and employing various learning techniques, students can maximize their learning potential

Task:

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?

Lecture Three:

Listening Skills

Introduction:

Listening is a language modality. It is one of the four skills of a language. In other words, listening, speaking, reading and writing. It involves an active involvement of an individual. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or nonverbal messages.

- **Effective listening skills** are the ability to actively understand information provided by the speaker, and display interest in the topic discussed. It can also include providing the speaker with feedback, by asking pertinent questions so the speaker knows the message is received.
- **Effective Listening** is a skill using multiple senses to comprehend the message being sent by the speaker.

Listening vs. Hearing

- Hearing- physical process; natural; passive
- Listening- physical & mental process; active; learned process; a skill
- Listening is hard: *You must choose to participate in the process of listening.*

Listening comprises of some key components, they are:

- Discriminating between sounds.
- Recognizing words and understanding their meaning.
- Identifying grammatical groupings of words,
- Identifying expressions and sets of utterances that act to create meaning,
- Connecting linguistic cues to non-linguistic and paralinguistic cues,
- Using background knowledge to predict and to confirm meaning and
- Recalling important words and ideas.

Benefits of Effective Listening:

- Enhances productivity
- Improves relations

- Avoids conflict
- Improves understanding
- Improves negotiation skills
- Helps you stand out
- People will appreciate it

listening Process :

The process of listening occurs in five stages. They are hearing, understanding, remembering, evaluating, and responding

HEARING; it is physical response; hearing is perception of sound waves; you must hear to listen, (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

UNDERSTANDING- This step helps to understand symbols we have seen and heard, we must analyze the meaning we have perceived. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

REMEMBERING- Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

EVALUATING- Only active listeners participate at this stage in Listening. The effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

RESPONDING- This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

Barriers to Listening:

Listening is not easy and there are a number of obstacles that stand in the way of effective listening, both within outside the workplace. These barriers may be categorized as follows.

- 1. Physiological Barriers:** some people may have genuine hearing problems or deficiencies that prevent them from listening properly. It can be treated. Some people may have problem in processing information or retaining information in the memory.
- 2. Physical Barriers:** These referred to distraction in the environment such as the sound of an air conditioner, cigarette smoke, or an overheated room. It can interfere the Listening process.
- 3. Cultural Barriers:** Accents can be barriers to listening, since they interfere with the ability to understand the meaning of words that are pronounced differently. The problem of different accents arises not only between cultures, but also within a culture. For example, in a country like India where there is enormous cultural diversity, accents may differ even between regions states.
- 4. Lack of Training:** Listening is not an inborn skill. People are not born good listeners. It is developed through practice and training. Lack of training in listing skills is an important barrier.

Types of Listening:

Based on objective and manner in which the Listener takes and respond to the process of Listening, different types of Listening and here are some:

Active listening: Listening in a way that demonstrates interest and encourages continued speaking.

Appreciative listening: Looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise. Alternatively listening to something for pleasure, such as to music.

Attentive listening: Listening obviously and carefully, showing attention.

Comprehension listening: Listening to understand. Seeking meaning (but little more).

Evaluative listening: Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.

Relationship listening: Listening in order to support and develop a relationship with the other person.

Lecture Four:

Reading and Analysis

The Objectives: by the end of the lecture, students will be able to

- Read different sources critically and with purpose
- Learn how to take notes
- Manage to narrow down the suggested topic
- Put things in context
- Look for connections
- Develop a mental map for navigating the literature, analysing individual texts in depth and writing critical reviews of them.
- Follow the steps in conducting their research.

Introduction:

In the journey towards conducting a scientific research, students have to be engaged with reading passages, texts, articles and books critically. They have to learn to embrace meaningfully to connect reading literature with the research writing process. This lecture highlights different aspects which are associated with critical reading and conducting research. This lesson highlights the importance of becoming selective readers as students. At university, students are expected to deal with a growing pile of reading materials, mostly over a short period of time. It allows students to distinguish between different reading skills that vary depending on the purpose (general idea vs. specific information), use context clues and word parts as reading techniques that will help them build vocabulary and decipher the meaning of the new words they come across while reading (as an alternative to dictionary use).

1. Reading Strategies?

In his book, *Principles of Language Learning and Teaching* (2007), Brown refers to the expression of strategy as: “ specific methods of approaching a problem or a task, modes of

operation for achieving a particular end, planned designs for controlling and manipulating certain information” (p.119). This definition is used in the context of learning in general. While Pani (2004) defines reading strategies as “the mental operations involved when readers approach a text effectively to make sense of what they read...Good readers apply more strategies more frequently... and more effectively than poor readers” (p.5). Reading strategies are various ones: Skimming, Scanning and Questioning are cases in point.

Skimming and Scanning:

Skimming and scanning are sometimes referred to as *types of reading* and at other times, as *skills*. Brown (1994) suggested that "perhaps the two most valuable reading strategies for learners as well as native speakers are skimming and scanning" (p.283). Often skimming and scanning are used together when reading a text. For example, the reader may skim through first to see if it is worth reading, then read it more carefully and scan for a specific piece of information to note. Students need to learn that they need to adapt their reading and techniques to the purpose of the reading. By practicing skimming and scanning, the individual learns to read and select specific information without focusing on information that is not important for meaning. Both of them are two specific speed-reading techniques, which enable you to cover a vast amount of material very rapidly. These techniques are similar in process but different in purpose. Quickly "looking over" an article is neither skimming nor scanning. Both require specific steps to be followed.

To scan is to let your eyes travel quickly over a passage in order to find something specific that you are looking for. By scanning, students can find the place in a reading passage where the answer to a question is found. First, students have to read the question and look for a reference. If a question does not have a reference like an arrow or shading, then students should find the important content words in the questions. Content words are usually nouns, verbs or adjectives. They are called content words because they contain the meaning of a sentence.

SKIMMING

It is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content.

A. Skimming is useful in three different situations.

- Pre-reading--Skimming is more thorough than simple previewing and can

give a more accurate picture of text to be read later.

- Reviewing--Skimming is useful for reviewing text already read.
- Reading--Skimming is most often used for quickly reading material that, for any number of reasons, does not need more detailed attention.

There are three forms of skimming:

Skimming		
Pre-viewing	Re-viewing	Over-viewing
<p>- To have an advanced quick look at the reading material to get the gist of the topic <i>before actually reading it.</i></p> <ul style="list-style-type: none"> • <i>Thus followed by a careful reading</i> 	<p>- To read the material again but faster, in an attempt to refresh your memory about the main idea of the topic</p> <ul style="list-style-type: none"> • <i>Thus preceded by a careful reading</i> 	<p>- To have a more thorough look at the reading material. To read more of the material than when pre-viewing.</p> <ul style="list-style-type: none"> • <i>Not followed by a careful reading</i>

Steps in skimming an article:

- Read the title--it is the shortest possible summary of the content.
- Read the introduction or lead-in paragraph.
- Read the first paragraph completely.
- If there are subheadings, read each one, looking for relationships among them.
- Read the first sentence of each remaining paragraph.
- The main idea of most paragraphs appears in the first sentence.
- If the author's pattern is to begin with a question or anecdote, you may find the last sentence more valuable.

Dip into the text looking for:

Clue words that answer who, what, when, why, how

Proper nouns

Unusual words, especially if capitalized

Enumerations

Qualifying adjectives (best, worst, most, etc.)

Typographical cues--italics, boldface, underlining, asterisks, etc.

Read the final paragraph completely.

Mastering the art of skimming effectively requires that you use it as frequently as possible.

C. Skimming can usually be accomplished at about 1000 words per minute.

An Example of a Skimmed Text:

IMPROVING HEALTH AND WELLBEING

To stay healthy, the body's needs for energy and nutrients must be met. This is particularly important in growing children as damage inflicted may not be reversible and can affect normal development. People whose diet lacks the necessary nutrients suffer from malnutrition, a condition that includes both over-nutrition and under-nutrition and is considered a risk factor for health.

Read the introductory paragraph, the headings and the topic sentence of each paragraph.

Under-nutrition

Under-nutrition is in news reports of famines in poor countries, but it can also be found in developed countries. In industrialised countries, under-nutrition can be seen in young people who have eating disorders such as anorexia nervosa or bulimia, where the amount of energy they consume in food is less than the needs of their body.

If children's diets are too low in energy, they will stop growing and gaining weight. They will become lethargic, less active and be unable to concentrate. If the situation continues, they may develop life-threatening diseases. The Food and Agriculture Organization of the United Nations (2012) reports that 100 million children under the age of five are underweight and 35% of all deaths of children under five are caused by malnutrition.

When people suffer from under-nutrition, they are often deficient in vitamins and minerals needed by the body. For example, they may not have enough Vitamin A. If this deficiency is not tackled, eyesight may be permanently damaged. Lack of iron is another very common form of deficiency. This helps to explain why about 50% of women in India suffer from some degree of anaemia.

Over-nutrition

Over-nutrition is usually associated with industrialised countries, although it is now also a problem among affluent people in developing countries. The main problem is that the amount of energy consumed in food is greater than the needs of the body and this can result in people becoming overweight or obese. As with under-nutrition, this may lead them to become lethargic, less active and less able to concentrate.

Further health problems will arise over time, particularly if the diet is high in saturated fat. Saturated fat is solid at room temperature; examples include animal fats, dairy products and coconut and palm oil. Eating a diet high in saturated fat raises blood cholesterol and the risk of heart disease. People who are overweight or obese are more likely to suffer from coronary heart disease, type 2 diabetes, gallstones, arthritis, high blood pressure and some types of cancer.

(The Open University (2014) 'Science File', KG004 *Improving health and wellbeing*)

A. **SCANNING** rapidly covers a great deal of material in order to locate a specific fact or piece of information. Scanning is very useful for finding a specific name, date, statistic, or fact without reading the entire article.

B. Steps in scanning an article.

Keep in mind at all times what it is you are searching for. If you hold the image of the word or idea clearly in mind, it is likely to appear more clearly than the surrounding words.

Anticipate in what form the information is likely to appear-- numbers, proper nouns, etc.

Analyze the organization of the content before starting to scan.

If material is familiar or fairly brief, you may be able to scan the entire article in a single search.

a. If the material is lengthy or difficult, a preliminary skimming may be necessary to determine which part of the article to scan.

- Let your eyes run rapidly over several lines of print at a time.
- When you find the sentence that has the information you seek, read the entire sentence.

C. In scanning, you must be willing to skip over large sections of text without reading or understanding them.

D. Scanning can be done at 1500 or more words per minute.

An Example of a scanned Text:

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Predicting:

It helps the reader to set a purpose for his /her reading. Research has shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read. This strategy also allows for more student interaction, which increases student interest and improves their understanding of the text. For improving their level in comprehending a text, students can use approaches for predicting throughout the text including predicting with partners, with a graphic organizer, or using post-it notes throughout the text. Using the title, table of contents, pictures, and key words is one prediction strategy. Another key prediction strategy is to have students predict at specific points through the text. All these aspects help students to get a large amount of information from the text in a short period of time.

Making Connections:

Look for specific information : who, what, how many, where, percentage, dates, statistics, etc. which are found after the topic sentence

Making connections is another strategy that can be used in the reading process. By making connections, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences. Reading becomes meaningful when the readers connect the ideas in the text to their experiences and beliefs, and the things happening in the outer world. “Text-to-Text, Text-to-Self, Text-to-World” is a strategy that helps students make connections. Teachers might ask students if they have ever experienced anything like the events in the text. Students can make text-to-text connections through drawing, making a chart, writing, and graphic organizers. These text-to-text connections could be based upon how characters in the story relate to each other, or how story elements relate between stories. Students can make text-to-world connections through drawing, making a chart, writing, or graphic organizers. Text-to-world connections could be done by comparing characters in a story to characters today or comparing the content of the text to the world today. Giving a purpose to students, reading by asking them to find connections would help students comprehend the ideas better in the text.

Questioning:

Readers can use the questioning before, during, and after reading. The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information. In this strategy, the students return to the text throughout the reading process to find the answers to the questions asked by the teacher before, during and after the reading. By this strategy, students practice to distinguish between questions that are factual inferred or based on the reader’s prior knowledge. By using the student generated questioning strategy; text segments are integrated and thereby improve reading comprehension.

Previewing:

Research shows that it is easier to understand what you are reading if you begin with a general idea of what the passage or the text is about. Previewing helps students to form a general idea of the topic. To preview, first read the title, the headings and subheadings, and any words in bold print or italics. You should do this as quickly as possible. Students have to remember that they are not reading for specific information but for an impression of the topic. Next, students have to read the first sentence of each paragraph and the last sentence of the passage.

In reading for previewing, students are looking for the main idea

Read Faster:

To read faster, read for meaning, students have to try to understand paragraphs, not words. To do so, students should read phrases instead of reading word by word. Practice using the vision that allows students see on either side of the word. Students are focusing on with their eyes. To read faster, students have to read for ideas. If a student knows the meaning of a word but he/ she does not understand the sentence, he/she has to move on. Students should not stop to look up the word in the dictionary.

Use Context:

The word of context is a combination of vocabulary and grammar that surrounds a word. Context can be a sentence, or a paragraph or a passage. Context helps students to make a general prediction about meaning. If you know the general meaning of the words in the sentence. Making prediction from contexts is very important when students read a foreign language.

Making Inferences:

Sometimes students find a direct statement of fact in a reading passage. Other times, students do not find a direct statement. An inference is a logical conclusion based on evidence. It can be about the passage itself or about the author’s viewpoint. As an illustration, students may begin reading a passage about the Native Americans who lived on the plains. In this case, students continue reading and note that they used buffalo for food.

The Importance of Reading Strategies:

Mastering reading strategies enable students to

- Construct the text’s main ideas and its structure
- Activate students’ knowledge to facilitate text comprehension
- Draw inferences to achieve in depth understanding of texts
- Have metacognitive ability to monitor the reading process

Various activities on Reading Skills:

Task 01:

1. Getting the main idea of a text by glancing over it in a short time is called_____.

skimming

2. Which of the following does NOT involve skimming?

- A. reading the initial sentence in each paragraph
- B. :-) looking quickly for words you're not familiar with
- C. ? looking at photographs in an article

3. People scan a text when they want to find _____ information. (Answer with one
5. ~~People who find it helpful to use their _____ to guide their eyes would probably not
find it easy when scanning text on a computer screen~~

Task 02: Read the texts, and then answer the questions:

Text A: Why I Like Rhinos

Rhinos mind their own business. They like nothing better than to stand around and eat grass from the ground, or, depending on what kind of rhino, nip leaves off bushes. They love to roll in the mud, too. Mud keeps rhinos cool, and they use it for sunscreen.

I've sat in my car and watched rhinos many times. Recently, I watched one lick a rock for 20 minutes.

"Rock-licker," I called him.

Then he rubbed his chin on the rock. And his stomach. And his hips.

"Rock-rubber," I called him.

Rhinos have marvelous ears. Have you ever looked at a rhino ear? It is somehow like a curled leaf, or flower petals, or a gracefully rolled paper cone for holding nuts.

Rhinos seem mythical or magical to some people. Maybe that is because they have a horn. Actually, they have two horns, but one is more prominent. Maybe rhinos are behind the idea of the unicorn. When people see something near-magical in an animal, they want that thing. In the case of rhinos, it's the horn. So people kill the rhinos and cut off their horns, even though the horns are

made of the same kind of protein that's in your hair or fingernails. But people who want magic horns don't like to hear that. They don't seem to care that there are only about 30,000 rhinos left in the world today. I wish they would mind their own business.

Rhinos mind their own business. They eat grass. They lick rocks. They rub rocks. They don't try to sell you anything or ask for favors. A living rhino makes a fine acquaintance. Take time to get to know rhinos on World Rhino Day, celebrated every year on September 22.

Some people hunt and kill rhinos. What part of the rhino's body do they want?

What day do people around the world celebrate rhinos?

How many rhinos are in the world?

What are two ways that mud is helpful to rhinos?

According to the author, what part of a rhino's body looks like a curled leaf?

What is the larger estimate for the size of the Pacific Garbage Patch?

What are two kinds of sea plants that produce the oxygen in the air we breathe?

What are two ways to reduce the amount of plastic waste that pollutes oceans?

How far can a polar bear swim without resting?

When was the polar bear named a "threatened species"?

What does the polar bear's scientific name mean in English?

Questions:

Do you think the author of the text about rhinos takes time to enjoy the beauty found in nature? Why or why not?

Do you think the author of the text about rhinos would support hunting animals for sport? Why or why not?

What is the author's purpose for writing the text about rhinos?

How would you describe the Pacific Garbage Patch?

Why should readers be concerned about the Pacific Garbage Patch?

Which two texts describe problems related to ocean environments? Which of these texts offers advice about how to solve the problems?

What is the author’s purpose for writing the text about protecting oceans?

Text B

The Pacific Garbage Patch

Did you know that water currents in the northern Pacific Ocean capture a huge amount of garbage? Plastic and other types of man-made waste float on the surface and circulate below the water. It is difficult to measure how much trash is in the ocean because a lot of the trash has broken down into tiny pieces. As a result, this polluted region is more like “trash soup” than a solid “island of trash” that is easy to see. Some reports estimate that this area, known as the Pacific Garbage Patch, covers 700,000 square kilometers (270,000 square miles), while others say the area is as big as 15,000,000 square kilometers (5,800,000 square miles).

The Pacific Garbage Patch causes many environmental concerns. The small pieces of plastic in the patch are called “microplastic”; they are hard to collect and clean up. Microplastic that escapes the garbage patch washes up on shores. In the United States, plastic pollution from the patch is a big problem in coastal Alaska. Also, fish and other creatures, like sea turtles and birds, think microplastic is food. Eating microplastic can harm animals; it can choke them, poison them, and affect their ability to reproduce. People also consume fish that have eaten microplastic, exposing them to harmful chemicals found in some plastic products.

Text C

Taking Care of Our Oceans

Oceans provide a home to amazing creatures like fish, marine mammals, sea reptiles, and coral. Oceans are a renewable source of food and power for humans, and they generate most of the planet’s oxygen by supporting sea plants like kelp, algae, and plankton. Oceans also help to regulate global temperatures. Unfortunately, although humans receive many benefits from oceans, we are their biggest enemy, as consumers of energy and as polluters. Have you thought about how your daily activities affect the health of our oceans? Making simple changes in your routines can have a positive impact. Here are a few things you can do: Dispose of trash properly. Don’t litter on land or in water! Recycle or reuse materials. Plastic items, including bottles, can be particularly harmful to oceans and to sea creatures. Use reusable food or drink containers. Buy or make reusable shopping bags. Reduce your “carbon footprint” (the amount of energy that you use from nonrenewable sources). Bike, walk, or take public transportation to work and school. Use

energy-efficient lights and appliances, and turn them off when no one is using them. Participate in a beach, river, or lake cleanup project. Or just pick up trash you see in these areas when you visit them.

Approaches to Reading: Extensive and Intensive Reading

Extensive and Intensive Reading:

They are two approaches used to improve reading skills, each serving different purposes and contexts. In “Extensive and Intensive Reading Approaches in Teaching English Reading” (2023), Maulid Taembo argues: “Both extensive and intensive reading can increase word meaning knowledge and produce gain in topical and word knowledge. The approaches have different motivation in reading. They have a significant effect to students’ English competence growth” (173).

Extensive reading involves reading large amounts of material for general understanding and enjoyment rather than for detailed understanding and comprehension of texts.

Examples of Extensive Reading

- The latest business book
- A novel you read before going to bed
- Magazine articles that interest you

Extensive reading aims at:

- Getting trained to read directly and fluently in the target language.
- Developing good reading habits.
- Building up knowledge of vocabulary and structure.
- Encouraging a liking for reading.
- Increasing total comprehension.
- Achieving independence in basic skill development.
- Encouraging recreational reading i.e. reading for pleasure.

Characteristics of Extensive Reading:

The characteristic of extensive reading are as follows:

1. Students read as much as possible: This means that the students are encouraged to read a lot. They devote the time in reading process. It can be done in and out of the classroom.
2. A variety of materials on a wide range of topics is available: It means that the teacher must provide some or various topics of reading materials.
3. Students select what they want to read: The students can choose the material based on their need and interest.

4. The purpose are usually related to pleasure, information, and general understanding:
Mostly students read the books to get pleasure, information, and general understanding.

5. Reading is its own reward:

The main task of student is just reading without doing exercise after reading.

6. Students usually take part in post reading activities:

The most commonly reported post reading task that teachers employ is summary writing or book review. These include asking students to copy interesting words and useful expressions into a notebook and share their views about the book with a small group of classmates.

2. Intensive reading: is defined as accurate reading for detailed understanding. It is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Students usually use intensive reading skills to grasp the details of a specific situation. In this case, it is important that students understand each word, number or fact.

Examples of Intensive Reading

- A bookkeeping report
- An insurance claim
- A contract

Intensive reading aims at:

- Grasping the details of a specific situation, so, it is important to understand each word or fact.
- Developing and refining word study skills.
- Reinforcing skills related to sentence structure.

- Increasing active vocabulary.

The Characteristics of Intensive Reading:

- ❖ In such approach to reading, students have a purpose of gaining information and knowledge. In such approach, comprehension deeper the scope of material is narrow and the manner for the reading is slow and careful, and the result is reading quality.
- ❖ Readers have a purpose of gaining information and knowledge. It means that, in intensive reading, the readers are planning to gather the information in the text and then the primary object is general comprehension. The readers must identify exactly what they are trying to retrieve from the text and can learn lot of attention to the vocabulary, grammar, and discourse of the text.
 - ❖ The manner of the reading is slow and careful. It means that the most important part in intensive reading is comprehension. In this case, the reader can build up comprehension by reading carefully in order to get much information.
- ❖ The reader can develop and improve reading quality. It means that, the reader can understand everything they read and to be able to answer the comprehension questions.

The Differences between Intensive and Extensive Reading:

Intensive and extensive are the major types of reading. As their names suggest the basic difference between both these types of reading is the intension of the reader. Followings are the points about the differences between intensive and extensive reading.

Based on the studies of Bamford and Day (1997) and (1998) Here are the main differences between extensive and intensive reading approaches in detail as they are shown in the table below:

	Extensive Reading	Intensive Reading
1	“Extensive reading” is considered as being reading rapidly. The readers read books after books. Its attention is paid to the meaning of the text itself	“Intensive reading” means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.

	not the language.	
2	The purpose of extensive reading is for pleasure and information.	The purpose of intensive reading is getting literal meaning of the text.
3	Readers are more concerned with the meaning of the text than the meaning of individual words or sentences.	Readers are also concerned with the meaning of individual words or sentences.
4	Reading of novels, magazines, newspapers etc are the examples of extensive reading	Reading of textbooks is the example of intensive reading.
5	Generally silent reading becomes the example of extensive reading.	Generally oral reading becomes the example of intensive reading.
6	Extensive reading is of large quantities of material or long texts, because reading is individualized, students choose the books by themselves what they want to read.	Intensive reading is usually “a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning”
7	Extensive reading means to read	Intensive reading means that to

	a lot of matter.	read some matter very thoroughly and deeply.
8	Extensive reading means reading different books of similar ideas.	Intensive reading means reading single book over and over to get its literal meaning.

Critical Reading:

Critical reading has to do with the perception, meaning construction, information, retrieval and the reuse of the acquired information in communicative processes and written ones. Critical reading is defined as a process of analyzing, interpreting and, sometimes, evaluating different sources. When we read critically, we use our critical thinking skills to *QUESTION both* the text and our own reading of it. *In Ways of Reading Words and Images* (1996), David Bartholomae and Anthony Petrosky write:

Reading involves a fair measure of push and shove. You make your mark on the book and it makes its mark on you. Reading is not simply a matter of hanging back and waiting for a piece, or its author, to tell you what the writing has to say. In fact, one of the difficult things about reading is that the pages before you will begin to speak only when the authors are silent and you begin to speak in their place, sometimes for them—doing their work, continuing their projects—and sometimes for yourself, following your own agenda (p.1).

Critical reading requires students to focus their attention much more closely on certain parts of a written text, holding other information in mind. As it involves analysis, reflection, evaluation and making judgments, it usually involves slower reading than that used for recreational reading or for gaining general background information. As students develop critical reading skills, these reading skills will become faster and more accurate. Good researchers and writers examine their sources critically and actively. They do not just compile and summarize these research sources in their writing, but use them to create their own ideas, theories, and, ultimately, their own new understanding of the topic they are researching. Such an approach means not taking the information and opinions that the sources contain at face value and for granted, but to investigate, test, and even doubt every claim, every example, every story, and every conclusion. In other

words, a critical approach to reading texts is related with assessing the text's ideas. In this case, students ask at every point: Has the text given me sufficient grounds for accepting its claim?

It is worth noting that each person has different knowledge and experience. In this case, it is essential for readers to adopt a critical frame of mind to read between the lines. Students' critical reading of others' works is a sign and a sort of preparation for producing their own written text. Learning both reading and writing through critical reading has its own benefits. Students will develop a sense of research in the way they can plan their own empirical investigation. Their writing quality also will be enhanced. They can evaluate whether their understanding is sufficiently deep or no. In *Critical Reading and Writing for Postgraduates* (2011), Mike Walice and Alison Wray argue that students can develop a mature academic style of writing when they acquire:

The skill of critical reading lies in assessing the extent to which authors have provided adequate justification for the claims they make. This assessment depends partly on what the authors have communicated and partly on other relevant knowledge, experience and inference that you are able to bring into the frame. **The skill of self-critical writing** lies in convincing your readers to accept your claims. You achieve this through the effective communication of adequate reasons and evidence for these claims. (p.7)

The Three Steps of Critical Reading:

- **ANALYSIS:**

In this step, students or researchers are assigned to read previous studies on a certain topic. Through the process of reading, they have to develop a detective-like mind to identify the line of reasoning in the text, the questions the aims, the methods used in such study

- **Interpretation Step :**

Researchers/ Students are able to

- identify evidence in the text
- identify the writer's conclusions
- Deciding whether the evidence given supports these conclusions.
- **Questioning to understand and remember:** *asking questions about the content.*

The five questions introduced below map onto the more detailed approach to critical reading. As will become clearer then, the extent to which you apply the in-depth level of engagement will vary, depending on how central a given text is to what you are trying to achieve. In many cases, the five basic Critical Synopsis Questions are all you will need and, even where you undertake a more detailed analysis, they may well have been your starting point:

A- Why am I reading this?

B- What are the authors trying to do in writing this?

C- What are the authors saying that is relevant to what I want to find out?

D- How convincing is what the authors are saying?

E- In conclusion, what use can I make of this?

- **Evaluation Phase:**

It may seem that reading and writing are complete opposite of one another. According to the popular view, when we read, we “consume” texts, and when we write, we “produce” texts. But this view of reading and writing is true only if you see reading as a passive process of taking in information from the text and not as an active and energetic process of making new meaning and new knowledge. Similarly, good writing does not come from nowhere but is usually based upon, or at least influenced by ideas, theories, and stories that come from reading. According to valid criteria, students or researchers try to find a gap in the previous studies to find their own topics and to write their researches. It means not to sit back and let your sources control you, but to engage in active conversation with them and their authors. In order to be a good researcher and writer, one needs to be a critical and active reader.

- **Compare and contrast related readings:** *Exploring likenesses and differences between texts to understand them better.*

Many of the authors we read are concerned with the same issues or questions, but approach how to discuss them in different ways. Fitting a text into an ongoing conversation or debate helps increase our understanding of why an author approached a particular issue or question in the way he or she did.

NB:

When you are reading a text critically, you should do the following:

- ✚ Try to work out what the author is aiming to achieve

- ✚ Try to work out the structure of the argument
- ✚ Try to identify the main claims made
- ✚ Adopt a skeptical stance towards the author's claims, checking that they are supported by appropriate evidence
- ✚ Assess the backing for any generalizations made. Check how the author defines key terms and whether they are consistent in using them.
- ✚ Consider what underlying values may be guiding the author and influencing his claims
- ✚ Keep an open mind willing to be convinced.

- **Sample of Critical Questions Related to Critical Reading:**

- What are the main points of this text?
- Can you put them in your own words?
- What sorts of examples are used? Are they useful? Can you think of others?
- What factors (ideas, people, and things) have been included? Can you think of anything that has been missed out?
- Is a particular bias or framework apparent? Can you tell what 'school of thought' the author belongs to?
- Can you work out the steps of the argument being presented? Do all the steps follow logically?
- Could a different conclusion be drawn from the argument being presented?
- Are the main ideas in the text supported by reliable evidence (well researched, non-emotive, logical)?
- Do you agree or disagree with the author? Why?
- What connections do you see between this and other texts?
- Where does it differ from other texts on the same subject?
- What are the wider implications- for you, for the discipline?

Critical Reading and Research:

It helps us in doing our research namely

- identifying the research problem
- Formulating the research questions
- Finding the aims

- Finding a gap in consideration to the previous studies
- Highlighting the importance of our study
- Doing the analysis and Finding out our findings

Critical Thinking

One of the criteria for students' success is academic achievement. Students' academic progress represents the extent to which educational goals are achieved. Considering that one of the criteria for the effectiveness of the students' academic achievement is whether they think critically or no. Critical thinking is associated with the concepts of thought, criticism, reason, and inquiry to judge reasonably. Baskist and Irons (2008) argue: "if there is one thing that all college and university teachers want their students to learn, it is to think critically" p. 49). In research, critical thinking is needed to promote thinking skills of the students. Willingham (2008) defines critical thinking as: "seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately and demanding that claims be backed by evidence" (p. 8). In other words, critical thinking is the individual's capability to arrive at outcomes by using various skills including the evaluation of the source of knowledge, assessing the validity of information, assessing its reliability and finding suitable descriptions for particular tasks and conditions.

Lyutykh (2009) argues that critical thinking is "a right way of thinking". Bowell and Kemp (2005) believe that critical thinking is an individual's engagement in/deciding on/ responsibility for actions they deal with in daily life. While Bullen (1998) says that critical thinking is a well-founded thought which focuses on what we believe and what we do. It is worth adding that good learners should know the way of learning and thinking. Efficient learning is associated with learners' consciousness about how to learn and think and this means critical thinking. The latter includes evaluation, inference, analysis, deductive reasoning and inductive reasoning. Different studies have been conducted to investigate the relationship between critical thinking and academic achievement. Being critical is an essential aspect in the learning process. It is also related with being able to identify, create and assess debates. In other words, it is related with the ability to examine carefully, integrate and evaluate materials which is considered as the basis of educational achievement in higher education.

In the realm of higher education, critical thinking is a pivotal skill that forms the bedrock of students' intellectual development. It is not merely a tool for processing information, but a

means to scrutinize, dissect, and connect it to broader theoretical frameworks. Students are encouraged to delve deeper into their subjects, fostering a profound understanding and applying this knowledge to practical, real-world scenarios. Critical thinking plays an important role questioning things. The role of questioning in the teaching and learning process is underscored, with the statement "The critical mind is a questioning mind." This highlights the significance of inquiry in stimulating critical thinking and self-assessment among students. It is crucial to impart critical thinking skills to students of all abilities, as it is a significant aspect of higher education.

Requirements of Critical Thinking:

- **Critical thinking is a complex of many considerations:** it requires individuals to assess their own and others' views to seek alternatives, make inferences and to have the disposition to think critically.
- **Critical Thinking is an educational Ideal:** it is not an educational option. In other words, students have a moral right to be taught how to think critically.
- **Critical Thinking is sensitive to context:** students' background knowledge and assumptions can strongly affect their ability to make correct inferences. The latter are more likely to be correct when the context relates to the individual's personal experience and when performance is not associated with threats or promises.
- **Critical Thinking is associated with conclusions:** coming up with a correct answer may not be the result of critical thinking. Essay tests are more likely to reveal the students' thought processes than are objective tests and the tests themselves must be evaluated critically to make sure they require critical thinking skills.
- **Simple errors may signal errors in thinking at a deeper level:** In trying to solve complex problems, for example, students may make errors not just by making a miscalculation, but by using an incorrect approach to the problem. They should be encouraged to take time before solving a problem to decide how to go about finding the solution.
- **Having a critical spirit is an important as thinking critically:** the critical spirit requires one to think critically about all aspects of life, to think critically about one's own thinking, and to act on the basis of what one has considered when using critical thinking skills.
- **To think critically, one must have knowledge:** critical thinking cannot occur in a vacuum, it requires individuals to apply what they know about the subject matter as well as their common sense and experience. In other words, students have to be better thinkers in a way more detailed knowledge is required before.

The Importance of Critical Thinking:

- It adds precision to the way you think and work.
- It helps you to be more accurate and specific in noting what is relevant and what is not.
- It develops your problem-solving skills, project management ...
- It saves your time because you learn to identify the most relevant information more quickly and accurately.

It is likely that you already possess some or all of these skills in order to cope with everyday life, work or previous study. However, the more advanced the level of study or the professional area, the more refined these skills need to be.

The Critical Spirit in Critical Thinking:

Possessing critical thinking is useless without using its skills including the critical spirit. It is worth noting that the critical spirit has three requirements. The first is to employ critical thinking skills in reasoning about situations encountered in the world. The second requirement is that critical thinking be turned upon itself. In other words, one has to think critically about his/her own thinking. In the learning process, students have to know the value of the critical spirit and how to be better observers.

Barriers to critical thinking

1. Misunderstanding of what is meant by criticism:

Some people assume that 'criticism' means making negative comments. As a result, they refer only to negative aspects when making an analysis. This is a misunderstanding of the term. Critical evaluation means identifying positive as well as negative aspects, what works as well as what does not. As constructive criticism can clarify a situation and help people to excel.

2. Over-estimating our own reasoning abilities:

Most of us like to think of ourselves as rational beings. We tend to believe our own belief systems are the best (otherwise we wouldn't hold those beliefs) and that we have good reasons for what we do and think. Those who are good at winning arguments can mistake this for good reasoning ability'. Winning an argument does not necessarily mean that you have the best case. It may simply mean that your opponents did not recognize a poor argument, or chose to yield the point

for their own reasons, such as to avoid conflict. Imprecise, inaccurate and illogical thinking does not help to develop the mental abilities required for higher-level academic and professional work.

3. Insufficient focus and attention to details:

Critical thinking involves precision and accuracy and this, in turn, requires good attention to detail. Poor criticism can result from making judgments based on too general an overview of the subject matter. Critical thinking activities require focus on the exact task in hand, rather than becoming distracted by other interesting tangents.

4. Affective reasons:

Emotional self-management can play an important part in critical thinking. To be able to critique means being able to acknowledge that there is more than one way of looking at an issue. In academic contexts, the implications of a theory can challenge deeply held beliefs and long-held assumptions. This can be difficult to accept, irrespective of how intelligent a student might be. This is especially so if 'common-sense' or 'normality' appears to be challenged by other intelligent people or by academic research. It can be hard to hear deeply held religious, political and ideological beliefs challenged in any way at all. Emotional content can add power to an argument, but it can also undermine an argument, especially if emotions seem to take the place of the reasoning and evidence that could convince others. Critical thinking does not mean that you must abandon beliefs that are important to you. It may mean giving more consideration to the evidence that supports the arguments based on those beliefs, so that you do justice to your point of view.

5. Mistaking information for understanding:

Learning is a process that develops understanding and insight. Many lecturers set activities to develop expertise in methods used within the discipline. However, students can misunderstand the purpose of such teaching methods, preferring facts and answers rather than learning the skills that help them to make well-founded judgments for themselves.

6. Lack of methods, strategies or practice:

Although willing to be more critical, some people do not know which steps to take next in order to improve their critical thinking skills. Others are unaware that strategies used for study at school and in everyday situations are not sufficiently rigorous for higher-level academic thinking and professional work. With practice, most people can develop their skills in critical thinking.

Steps of critical thinking:

Knowledge: remembering previously learned information.

Comprehension (understanding): constructing meaning and demonstrating an understanding of the facts. Students translate, comprehend and interpret information based on their prior knowledge.

Application: apply knowledge to actual situations and use the knowledge gained in new ways

Analysis: Breaking material and ideas into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating and organizing.

Synthesis: compile component ideas into a new whole or propose alternative solutions.

Evaluation: make and defend judgments based on evidence.

Conclusion:

To conclude, one can say that becoming a critical reader entail becoming a discerning selector of texts that centrally suit your study purposes. Critical reading as a part of academic study is an active process in which students bring with them their expectations, prejudices and previous knowledge and beliefs that tend to influence their own understanding of texts. On this basis, students have to have the critical spirit as a way to understand various types of texts. Students need more than the ability to be better observers; they must know how to apply everything they already know and feel, to evaluate their own thinking and especially to change their behaviour as a result of thinking critically. In order to be critical thinkers, students have to be Careful (organized, systematic) and intentional in their (purposeful) thinking. They have to use logic/reason (rather than emotion, intuition or instinct. Finally, they have to apply it to real world problems.

Task 1:

“A drop of ink make a million think.”

- Lord Byron-

In a well elaborated paragraph, discuss the aforementioned quote in relation to critical thinking.

Task 02: Say whether the following sentences are true or false, then justify your answer in both cases

- a. Using background knowledge to draw a conclusion is a secondary step in reading a text critically.

- b. Learning styles have no connection with conducting a research
- c. Both the deep approach and the surface one are associated with better recall of detail and deduction of conclusions.

Task Three:

Write a short paragraph explaining three obstacles to critical thinking.

Task Four:

In a well- developed paragraph, discuss this extract “Critical reading is reflecting thoroughly to what you read.”

Lecture Five: Note Taking

The Objectives: by the end of this lesson, students will be able to

- Learn how to effectively take and make notes.
- Turn them into successful skills that help accomplishing their learning process.

Introduction:

Students write notes during lectures, either on handouts produced by a lecturer or separately from these. They also take notes in tutorials and seminars and when reading independently. But why do students write notes?

Summary:

Notes act as a *summary* or reinforcement of the main points of what you read, heard or saw; they are also an essential record of where information came from (for referencing purposes). They also remind you of other things you should do to continue learning, e.g. sources to check out; action to take. It helps you to see an overview of an entire topic by the end of it.

Memory:

Notes are an aid to memory. If you have to double process something i.e. not only listen or read but listen/read and record, you are more likely to remember. Also if you summarize in your own words, this can help you to remember the subject better, particularly in exams.

Revision:

Notes give you the material to pin your revision on or to guide further reading. Notes are, therefore, useful for future revision purposes, particularly in preparation for exams or writing assignments.

Concentration:

Notes can help you to concentrate on the lecture or reading; the note writing process can help you overcome distraction and can encourage you to become a more active, rather than a passive learner. In recent years, research attention has turned to encouraging students to be active and analytical in the way they use notes, as this can result in 'meaningful' learning leading to potentially higher marks. This has led commentators to distinguish between note-taking and note-making, although both should feature in note writing strategies: one leads to the other.

Note-taking:

Note-taking is often inevitable in lectures, particularly when you are faced with a new subject and in a language secondary to your mother tongue. Lectures are often delivered at a fast pace. So, most students concentrate on taking notes and recording accurately what the lecturer has said. Note-taking is when you simply write what you hear in lectures, or from printed texts. If the subject is an unfamiliar one, this is often inevitable, particularly with international students who are trying hard to understand, follow and note what the lecturer is saying. Note-taking should be regarded as the first-stage only of the process and should lead on to note-making. Note-making then, is when you have to actively select, organize and connect data and information that is particularly relevant and important to a deeper understanding of the subject. Note-making has the potential to become a more creative experience, as you can experiment with note making styles to see which work best for you. Note-making can happen when:

1.1. You synthesize your reading from a number of sources on the same topic:

Successful synthesis of ideas can follow when we read in pursuit of answers to a particular question that we ask of a topic e.g. "what is meant by the term "effective writing?" We can then pursue answers to the questions we raise.

1.2. You summarize for yourself the connections in any reading or from any lecture:

Summarizing notes using your own writing style gives you the potential to be a more active learner as well as stimulating your memory for a better retention of ideas and information.

1.3. You add your own critical comments to what you read or hear.

Note-making can also be the first approach to writing notes from *reading*, as you have more time in this situation to **organize, synthesize and present** your notes in a way that makes sense to you. It

also gives you an opportunity to be *creative*; why write dull notes, when they can be interesting to look at? Thus, Effective note-making is a key writing skill with a number of practical uses. Good note-making techniques lead to accurate essays. Although you are the only person who will read your notes, clarity and organization are still important.

Some Differences between Note-Taking and Note-Making:

<i>Note-Taking</i>	<i>Note-Making</i>
<p>-A process that involves writing or recording what you hear or read in a descriptive way.</p> <p>-This is the first stage of the process of producing effective notes.</p>	<p>-An advanced process that involves reviewing, synthesizing, connecting ideas from the lecture or reading and presenting the information in a readable, creative way; and in a way that will stick in your mind.</p>

The Most Effective Ways of Taking and Taking Notes

The structure of the lecture should help you to organize the content, so it is important to work on that as well. Essentially, note taking styles fall into three main types:

1.Linear Notes:

Linear notes are those that summarize, using sentences, half-sentences or abbreviations, the main points heard or read. To be most effective, there needs to be two levels of engagement with linear notes:

1.1. Level One

Summarizing the main points from a lecture or other source.

1.2. Level Two

Can include one or more of:

- Review and re-organization of notes
- Connecting and synthesizing ideas

Adding your own personal comments and reflections on the ideas summarized.

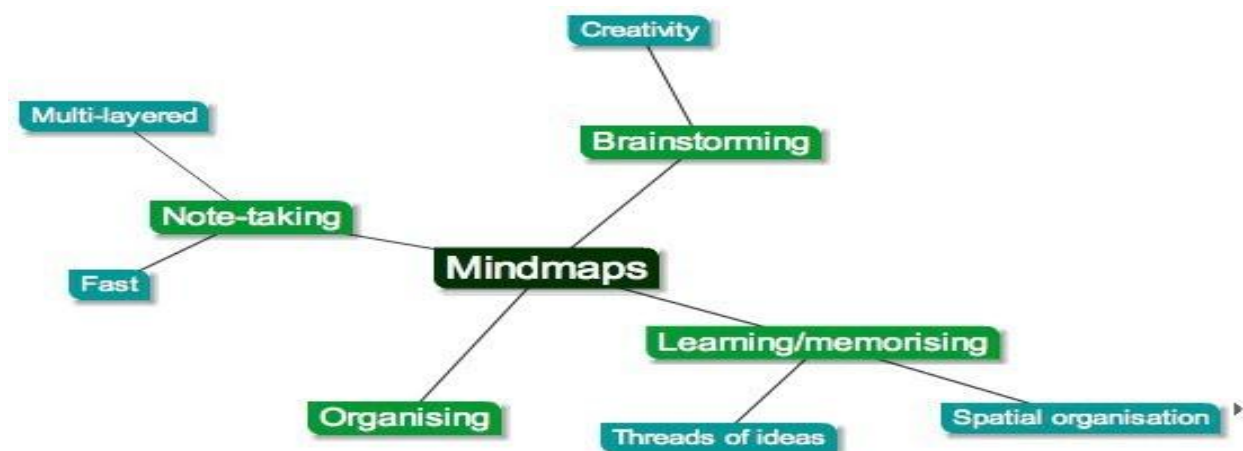
Example: The Cornell System: The Cornell note-taking System was developed by « Dr. Walter Pauk » of Cornell University in 1940. This is an approach that combines note taking and making, and is particularly useful for notes from reading. In the right hand column the main points from the reading episode are recorded. In the left hand column, you can then highlight any key points or questions raised by the experiment and add a summary or comment at the bottom. This converts a passive process into something more active, and into note making. It is important to take careful note of the source for citation and referencing purposes in assignments.

1. Visual or Pattern Notes:

Visual notes have been used for centuries for problem solving, particularly in science and engineering. Ideas are presented in a *visual*, connected way, showing linkages and relationships between elements.

3.1 Mind Map:

In the last two decades the idea has captured the attention of trainers and educationalists, largely due to the work of psychologist/author, *Tony Buzan* who coined the term '*Mind-mapping*'. Essentially, the idea involves drawing or building a diagram that illustrates free



association or 'brain- storming' approaches to thinking. Mind maps are a graphic, note worked method of storing, organizing, and prioritizing information (usually on paper) using key or trigger words and images, each of which will 'snap on' specific memories and encourage new thoughts and ideas. The basic approach to producing a mind map is to start in the centre of the page with a key word representing a concept. From this key word a central line radiates out, linked to another word associated with the starting concept word. From this central line, thinner lines send out radial shoots. Each radial is connected to an

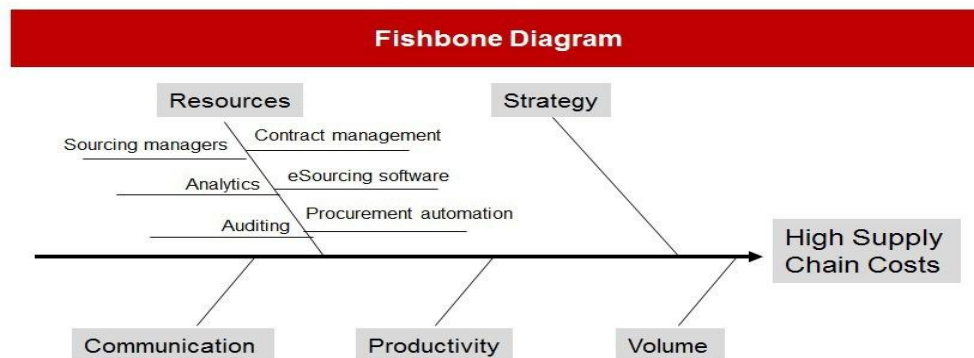
off-shoot idea. You can then build up a root-system picture of your thoughts and responses linked to the central idea or concept.

The Importance of Mind Maps:

The main advantages of mind-mapping would appear to be from the release of ideas that is encouraged by the process. The technique, therefore, may be particularly useful in examinations, as a way of pre-answer note making to identify and connect the different elements that form part of an answer. Mind-mapping can also be a useful approach to exam revision, as the process can reveal what you know about a subject, and, perhaps more importantly, what you do not know **and** therefore need to learn.

3.2 Fishbone Diagrams:

Fishbone diagrams, or 'Ishikawa diagrams', named after Professor « Kaoru Ishikawa, » the originator, are useful for analysis to identify and illustrate cause and effect issues in any situation. The problem is identified (tip of arrow) and 'side bones' are added, as appropriate, to build up a structure perceived to be contributing to the 'effect'.



Example:

These diagrams are now used regularly in quality management and are particularly useful for *group analysis* and discussion of a problem, as illustrated above. However, they are also useful as an individual form of note making, especially if you need to build a note picture of a cause and effect situation in preparation for writing an *assignment* or tackling an *exam* question.

2. Voice Notes:

Using a voice-recorder/Dictaphone to summarize the key ideas verbally can work well for some students, as it can help them to concentrate on reading and to summarize in their own words what

they have read. Listening to your own voice summarizing notes you have made in your own words is a powerful aid to memory and can be a particularly effective tool for revision. The tapes can also be replayed in many situations away from the library or allocated reading areas, e.g. listen while you exercise, drive or travel on public transport.

Conclusion:

Effective note taking and making methods are those that best encourage the process of review and recall of what has been learned, and encourage integration of your own perspectives, comments and reflections.

Task:

1. Determine whether the following passages are critical or descriptive writings; circle the right answer and justify your answer.

- Carl Roger’s theory of a person centered approach focuses on the freedom of the individual to determine what value should be used to measure successful personal outcomes or benefits **(critical /descriptive)**
.....

- Carl Roger’s theory is particularly suitable for social workers wanting to work with a client group with diverse needs because it allows the client to determine what values would be used to measure successful outcomes. **(critical /descriptive)**
.....

- In recent years, there has been a significant increase in the use of artificial intelligent in healthcare. **(critical /descriptive)**
.....

..

2. State three differences between notes taking and notes making

Lecture Six:

Memorization and Concentration Techniques

The objectives: By the end of the lecture, students will be able to

1. Understand foundational concepts: Students will grasp essential concepts, facts, and information related to memorization, concentration, information processing, and memory techniques.
- 2.
3. Apply for academic success: By applying these strategies, students will be equipped to achieve their academic goals and excel in coursework, whether it's studying for exams or completing assignments.
4. Learn to apply these techniques effectively in various learning contexts and situations, enabling them to adapt their approach based on the demands of different subjects and tasks.
5. Gain the ability to evaluate the effectiveness and efficiency of different memorization and concentration techniques, allowing for continuous improvement in their study methods

Introduction:

In order to understand their lessons, learners use different strategies and techniques as outline notes, Cornell notes. Students further need to elaborate or rehearse in greater depth to cement the information in memory. They need to combine between different strategies for a better learning process.

The use of Visual Mapping:

Visual mappings are diagrams that place the topic in the center of a diagram with main ideas branching off the center followed by details branching off the main ideas. Visual mappings are also called *cognitive maps*, *mind maps*, and *clusters*. You can use visual mappings to show:

- A chapter outline with its main headings and subheadings
- Levels of information in paragraphs that appear under one heading
- A topic or a subject presented in several chapters and lectures
- Lecture information
- Test review information in the form of summary notes
- Ideas brainstormed for a paper or a speech

The Topic:

The first step for creating a visual mapping is to identify the topic or the subject for your visual mapping. The topic may be the title of a chapter, the name of a lecture, or a specific subject. The

topic is called *level-one information*; place it inside a geometric shape (circle, oval, triangle, or rectangle) or inside a picture shape.

Main Ideas or Headings:

For example, if you are creating a visual mapping on the Brain Dominance *Level-two information* consists of the main ideas associated with the topic. If you are creating a visual mapping for a textbook chapter, use the headings in the chap

The use of Hierarchies:

ideas branching down from the topic followed by details branching down from the main ideas. Hierarchies arrange information in levels of size and importance from the top down. If visualizing mappings with lines extending in all directions is difficult for you, you may prefer the more organized structure of hierarchies.

The Hierarchy Skeleton:

You can use hierarchies to show the same kinds of information that you can shown visual mappings. The skeleton of a hierarchy, the parts of the hierarchy that you will visually memorize, are the topic and the level-two headings or main ideas. Begin by placing the topic or the subject on the top line. Then determine the number of main ideas to be placed under the topic. Branch *downward* to level two to write the main ideas. Use the guidelines listed on the next page for writing level two information on your hierarchy.

Conclusion:

To conclude, one can say that consistent practice and adjustment can lead to significant improvement in concentration and memory. Students can use various strategies to learn and take notes from various sources.

Lecture Seven: The Writing Process

The Objectives: by the end of the lecture, students will be able to

- a. Define the Writing Process
- b. Recognize that any piece of writing comes into being through many processes (Critical Reading, Critical Thinking).
- c. Connect between the writing process and research.
- d. Come across the steps of the writing process.

What is a Writing Process?

The process of writing is an approach to writing, where language learners focus on the

process by which they produce their written products rather than on the products themselves. In the end, learners surely need to complete their products, yet the writing process itself is stressed more. By focusing on the writing process, learners come to understand themselves more, and find how to work through the writing. They may explore what strategies conform to their style of learning. Brown (2001, p. 336) states that writing is a thinking process; a writer produces a final written product based on their thinking after the writer goes through the thinking. In the writing process, learners take into consideration their needs, their learning styles and their abilities in reading critically so that they can write their researches.

Research writing exists in a variety of different forms. For example, academics, journalists, or other researchers write articles for journals or magazines; academics, professional writers and almost anyone can create web pages that both use research to make some sort of point and that show readers how to find more research on a particular topic. All of these types of writing projects can be done by a single writer who seeks advice from others or by a number of writers. In the writing process, the writer has to develop an argument and provides the reader with evidences.

Writers use evidence in order to convince their audiences that the point they are making is right. Of course, all writing uses other means of persuasion—appeals to emotion, to logic, to the credibility of the author, and so forth. But the readers of academic research writing projects are likely to be more persuaded by good evidence than by anything else. “Evidence,” the information you use to support your point, includes readings you find in the library (journal and magazine, articles, books, newspapers, and many other kinds of documents); materials from the Internet (web pages, information from databases, other Internet-based forums); and information you might be able to gather in other ways (interviews, field research, experiments, and so forth).

It is worth noting that the writing process consists of four steps:

- **The Prewriting Process:** It is related with coming up with an idea sometimes called brainstorming, invention or “pre-writing.” If you have to come up with your own topic for an assignment, think of what you have covered in class— is there a particular area that intrigued, interested, or even confused you? Topics that left you with additional questions are perfect, as these are questions you can explore in your writing. The scope depends on what type of text you are writing; for example, **an essay** or a **research paper** will be less in-depth than a **dissertation** topic.

- **The Drafting Process:** Once you have a clear idea of your structure, it's time to produce a full first draft. This process can be quite non-linear. For example, it's reasonable to begin writing with the main body of the text, saving the introduction for later once you have a clearer idea of the text you are introducing. To give structure to your writing, use your outline as a framework. Make sure that each paragraph has a clear central focus that relates to your overall argument.
- **The Revision Process:** Showing that rough draft to others to get feedback (peers, instructors, colleagues, etc.) The revision process may take a long time so that the writer writes a well-developed piece of writing. Now it is time to look critically at your first draft and find potential areas for improvement. Redrafting means substantially adding or removing content, while revising involves making changes to structure and reformulating arguments.

Points to focus on while revising your text:

Read through your text and revise it according to the following points (note that not all points apply to all texts):

- Structure. Does your text follow the chosen or assigned structure?
 - Outline. Are your points presented in a logical order? Edit for relevance - perhaps not all text that you have produced during the writing process belongs in the final product.
 - Contents. Are your argument and claims supported with evidence? Does your text support the thesis statement or answer the research questions?
 - Check your introduction, particularly if you wrote it early in the process. Does it correspond with what you have written in the rest of the text?
 - Language. Is the language keeping in line with academic standards? Is it explicit, objective and formal? Have you avoided subjective expressions and clichés?
 - References and citations. Are all sources cited correctly and included in the list of references? Do your references follow the assigned referencing system and are you consistent in your use of references?
 - Check for coherence. Think from the reader's perspective. Rewrite any passages that are unclear.
 - Check for consistency. Make sure that there are no shifts in the language and style. This is particularly important when you are writing in a group - remember that you should sound like you are one voice.
 - Check paragraphing, grammar, spelling and punctuation.
 - Formal requirements. Does your text follow the requirements for formal aspects such as length, spacing and title page?

- Make sure you have the time to proofread! Allowing enough time to check your assignment ensures higher levels of quality and accuracy.

- **The Proof-Reading and Editing:** It is associated with the minor correction of mistakes and errors. In other words, Editing focuses on local concerns like clarity and sentence structure. Proofreading involves reading the text closely to remove typos and ensure stylistic consistency. It is worth adding that there are two other things to think about within this simplified version of the process of writing. First, the process of writing always takes place for some reason or purpose and within some context that potentially changes the way you do these steps. The process that you will go through in writing for this class will be different from the process you go through in responding to an essay question on a Sociology midterm or from sending an email to a friend. This is true in part because your purposes for writing these different kinds of texts are simply different.

Conclusion:

The writing process is a dynamic journey that involves several stages including brainstorming, drafting, revising, editing and finalizing. Each stage plays a crucial role in transforming ideas into coherent and impactful text. By embracing the complexity of this process, students can effectively refine their thoughts, enhance clarity and engage more in the journey towards undertaking a research.

General Conclusion:

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 1st 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. As the aim of the course is to improve students' skills, the lectures involve different learning activities and quizzes that should help students to interpret and comprehend lectures. Additionally, the interrelated lectures are interspersed with activities and reflective questions that help students maintain effective learning strategies. In other words, a set of exercises and activities is suggested for each lecture.