

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Ammar Telidji University – Laghouat
Faculty of Letters & Foreign Languages
Department of English



STUDY SKILLS COURSE
For First Year LMD Students

Prepared by:

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HARMONISATION OFFRE DE FORMATION LICENSE ACADEMIQUE

- Etablissement : Université Amar Télidji Laghouat
- Faculté: Faculté des lettres et des langues
- Département: Lettres et Langue anglaise
- Domaine: lettres et langues étrangères.
- Filière: Langue Anglaise.
- Spécialité: Literature and civilisation.
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Matière: Study Skills

Obectifs de l'enseignement:

Ce cours vise à améliorer les compétences des étudiants à l'université. Il fournit un guide pratique et convivial sur les compétences d'étude, y compris des informations sur : - la différence entre les études à l'université et au lycée, les styles d'apprentissage, les compétences linguistiques de base à développer, la gestion du temps, le travail en groupe, la prise de notes, les compétences académiques en lecture, faire des présentations, etc.

Contenu de la matière :

Chapter 1: Studying at the University

Chapter 2: Studying Habits and Setting

Chapter 3: Learning Styles

Chapter 4: When to Study

Chapter 5: Place of Study

Chapter 6: Time Management

Chapter 7: Working in Groups

Chapter 8: Presentation Skills

Chapter 9: Making and Taking Notes

Chapter 10: Academic Reading Skills

Chapter 11: Writing Skills

Chapter 12: Critical Thinking

Chapter 13: Information Skills

Chapter 14: Examination Skills

Références (Livres et photocopiés, sites internet, etc).

Allan, Barbara, *Study Skills for Management Students* (Open University Press 2009)

General Course Information

Course title: Study Skills

Target audience: 1st year LMD students of English

Coefficient: 02

Credits: 04

Average teaching hours: 45 hours (15 weeks)

Number of sessions per week: 1 session

Course delivery modality: TD

Follow-up and evaluation modality: continuous assessment -formative-

-In-class assignments

- Individual work

It is surely true that life at the university urges first year students to adjust to a completely new system of learning. The latter puts students at an urgent need to acquire the necessary skills and adapt to a completely new life. Several priorities should be re/considered in order to achieve successful studies. Accordingly, first year university students need to develop good habits of studying their lessons, reading, and taking down notes to improve their academic performance. However, students and because of the fact that they have embarked on to something different, the shift from high school to university, they end up facing numerous challenges. The process can be of a paramount bad effect and embarrassment especially on EFL students who seem to struggle not only to understand the content delivered to them, but also the language in which the content is given. However, students' feelings of disconnectivity and unrelatedness would fade away if they only knew how learning does take place.

By introducing EFL students to study skills module, it is hoped that they will be positively influenced and thus, show wishful and good academic performance as first year students. Amonte, for instance, (as cited in Quinco, 2000) stated that students' performance refers to outcomes or results of the learning process of the students with all the imposing factors around him/her. One of the principle outcomes of the students' academic performance, and as an indication of the students' success, accomplishment, an proficiency in any given skill whatever the field it could be, is usually tied to main results after tests and examinations have been taken and the final grading is provided by teachers (Diansay, as cited by Amigable, 2009).

Description of the Course

Study Skills course is intended for first year LMD students majoring in English as a foreign language. It is mainly designed to support EFL students all the way along their first days in the university until they arrive at a better understanding of how learning does take place through presenting a set of skills that they need to master in order to control their learning process and be encouraged to engage in a fruitful learning process. The course is divided into two units that are equally composed of approximately five lessons to be covered over a period of two semesters. The course is taught once a week and each session lasts for one hour and a half. Lessons are delivered mostly in a form of teacher-student

interaction followed by a series of tasks that are meant to keep the student engaged in the learning process.

Aim and Outcomes

Aim:

The ultimate aim of this module is to help students to approach their studies with a positive attitude and high level of self-confidence and at the same time to introduce them to possible learning strategies that can enhance their capacity to learn better.

Outcomes:

On completion of this course, students will be able to

1. Reflect on the challenges associated with studying at the university and be ready to solve them.
2. Raise their awareness about how learning should be processed having in mind that they should have a new mentality of learning as independent learners.
3. Reflected on the key aspects of effective learning
4. Develop new methods of reading, writing, and using their spare time more effectively.

Lesson number one: Studying at the University

Objectives of the lesson:

The objective of this lesson is to help students be able to:

1. Distinguish the difference between studying at the university and studying at high school
2. Be introduced to the different approaches and methods of teaching used in teaching at the university.
3. Developing the spirit of independent learners.

Introduction

The purpose of this module is to introduce you to studying at university and to help prepare you for the different approaches to learning and teaching that are commonly used. Many students find that studying at university involves new ways of learning and relating to others. Some students come to the school having experienced traditional and perhaps very formal education systems where the teacher's role is to transmit information to the student who is then expected to learn and then repeat this information in assignments, dissertations or examinations. This is not the way in which learning takes place at the university. At university you are expected and encouraged to critically think about ideas and then discuss and debate them with your peers and teachers. Students who achieve high marks are those who study relevant information sources, think critically about their findings, discuss and debate them, and then construct their own valid perspective. During the process of study, the student is expected to develop his/her skills as an independent learner.

1. Approaches to learning and teaching

At university the student will experience a number of different approaches to learning and teaching. Typically these will include: lectures, seminars, group and team activities, tutorials, on-line activities, and independent research

1.1 Lectures

In lectures you are likely to be in a large group of students listening to a member of staff (tutor or lecturer) giving a talk on a specific topic. Lectures are often used to provide an

overview of a subject and to identify key themes and issues. The lecturer will normally use audio visual aids or provide a handout to identify the key points. There may be opportunities to ask questions. During a lecture you will normally make notes.

1.2 Seminars

Seminars involve smaller groups of students coming together with a tutor. Seminars normally focus on a particular topic and issue. You may be asked to prepare for the seminar by reading a particular article or book, working on a case study, or by making a short presentation to the group.

Seminars are very important as they give you the opportunity to discuss and debate ideas with your tutor and peers. If you prepare for seminars by reading the relevant information sources then you will find it easier to become an active participant.

1.3 Group and team activities

Many modules include group and team activities in which you will work with a number of other students on a specific task. This is an important part of the learning process as it enables students to get to know each other, learn more about a particular topic, learn from each other and also develop their team working skills. The ability to work in teams is an important skill that everyone needs for working on projects and in organisations.

1.4 Tutorials

Tutorials are meetings between you, other students and your tutor. The focus of these meetings may be specific academic issues, for example, feedback on an assignment, or they may be about more general matters such as module choices, or a study tour.

1.5 On-line activities

You may be expected to take part in on-line activities for some modules. The University provides access to a range of computer-based learning packages, for example in statistics, and these are available on the University computer system. You may also be involved in working and communicating with others in an online environment using bulletin boards and discussion groups. This will involve accessing an on-line learning environment such as eBridge (available at <https://ebridge.hull.ac.uk/portal>). You will be given specific

instructions about gaining access to and using on-line learning environments from your tutor.

1.6 Independent research

University studies involve independent study which is when you research and evaluate information from a wide range of sources.

2. Becoming an independent learner

During your time in the Business School you will develop your skills as an independent learner.

2.1 What is an independent learner?

Independent learners are motivated to learn. They accept responsibility for their own learning and have the confidence to approach others for help if they need it.

Independent learners manage their learning processes effectively. This includes:

- identifying what they want to learn, for example, reading the learning outcomes in the module handbook.
- identifying how they are going to learn, for example, individual study, working with a friend, asking for help.
- managing time, stress and other commitments.
- using a wide range of learning opportunities and resources, for example, using appropriate printed and electronic sources.
- adapting the learning process to make use of new opportunities.

Independent learners are able to monitor and reflect critically on how and what they learn. Through this they develop an awareness that helps them to learn with increasing effectiveness. They also demonstrate a more questioning attitude to what they are learning. The last point is an important one. In the UK education system students are expected to discuss and debate ideas with their tutors; you are not expected to accept passively the ideas and concepts presented by your tutor. Learning is an active process and you are

expected to engage in it during seminars, tutorials and private study sessions. The following questionnaire will help you to identify and think about your approach to study. Please complete this questionnaire and then reflect on your findings. How can you help yourself to develop as an independent learner?

Task 1: Studying at the university

- 1- Discuss the meaning of independent learning and explain its boundaries.
- 2- Based on your own experience, talk about the main difficulties you faced at the university.
- 3- Please complete this questionnaire and then reflect on your findings. How can you help yourself to develop as an independent learner?

Introduction			not very
very			
a) How independent do you think you are as a learner?	1	2	3
4			
b) Ask a friend for an estimate of how independent you are as a learner.	1	2	3
4			
c) How would you define 'independent learning'?			
Here is some space for you to write your thoughts.			
Section one: Motivation not very very			
1 How interested are you in your studies?	1	2	3
4			
2 How keen are you to succeed in your studies?	1	2	3
4			
3 How keen are you to become a better learner?	1	2	3
4			
4 Please write any comments			
on section one here.			
Section two: Managing your learning			
	never	rarely	sometimes
always			
4 Before a class/workshop/study session, are you clear about what you hope to learn?	1	2	3
4			

	Independence	independence	independence	SCORE
Section one: Motivation Q1–3	3 4 5	6 7 8 9	10 11 12	
Section two: Managing your learning Q4–7	4 5 6 7	8 9 10 11 12	13 14 15 16	
Section three: Reflection Q8– 10	3 4 5	6 7 8 9	10 11 12	
FINAL SCORE	10-19	20-30	31-40	

This questionnaire gives an indication of how independent you are as a learner. If you rate yourself as having low or moderate independence, you could probably benefit from working at increasing your level of ‘learner independence’. You might like to discuss this with your peers or tutor. A good starting point for developing your independence in learning is to work through this study skills manual.

Lesson Number Two: Study Habits and Setting

Objectives of the lesson:

The objective of this lesson is to help students be able to:

1. Identify students’ good and bad study habits.
2. Develop good study habits for better outcomes.

The first thing that university students should know is that ‘studying is a skill’. The principle believe 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. 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:

1. Time Management: Plan your time schedule for study including breaks for relaxation and rest especially during examinations.
2. Appropriate Location: find a quiet place to study where you feel comfortable enough without being bothered or distracted.
3. 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.
4. 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.
5. Memorization: This is very helpful in matters that need rote learning and not understanding such as fixed dates, grammar and phonetic rules...But practice instead of rote learning remains more efficient for good scores.
6. 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.
7. Motivation: Put your desire for success as a priority and you will be highly motivated to study by achieving an advanced level.
8. 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.

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

Discuss the answers with your classmates (it is preferable to use the U shape).

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“m 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?

Lesson Number Three: Learning Styles: The VARK Model

Objectives of the lesson:

The objective of this lesson is to help students be able to:

1. Develop an awareness of the notion of ‘Learning Styles’.
2. Identify students’ preferred type of learning style.
3. Make a link between students’ learning style and their related techniques.

4. Develop a productive self-study pattern by the students to optimize academic performance.

Discussion

Q1:What is a person's learning style ?

Q2:Is knowing your learning style beneficial to you ?If yes, explain how.

Q3: How can it (knowing your learning style) help you in your studies?Specifically in note taking.

Q4: How can a teacher teach students with different learning styles?

Introduction

No two people study the same way, and there is little doubt that what works for one person may not work for another. However, there are some general techniques that seem to produce good results. Every subject that a student is going to enroll would be so interesting that studying it is not work but pleasure. Everyone is different, and for some students, studying and being motivated to learn comes naturally. Success in high school and college is dependent on one's ability to study effectively and efficiently. The results of poor study skills are wasted time, frustration, and low or failing grades. Effective study skills must be practiced in order for one to improve. It is not enough to simply "think about" studying but one has to actually do it, and in the process use information to get better performance. Success in school requires effective studying. Effective studying results in learning (Kizlik, 2011).

Students learn in different ways: everyone needs to find out which way works for him/her. A huge amount of research has explored how people learn, and there are many opinions. One common approach considers which of the senses a learner relies on the most – sight, sound or touch. There are four basic learning styles: **visual, auditory, reading/writing, and kinaesthetic**. To learn, people depend on their senses to process the information, most of them tend to use one or more of their senses more than the other.

I. VARK Learning Styles Explanation :

The VARK learning styles model suggests that most students can be divided into four styles of learning. These styles are as follow:

1) **Visual Learning Style :**

- Visual learners have a preference for **seen or observed** things, including pictures, diagrams, displays, handouts, films, flip-charts.....
- They use phrases such as “show me”, “let’s have a look at that”
- They are able to perform a new task after reading the instructions or seeing somebody else doing it.
- They often close their eyes to remember something
- They are attracted to written or spoken language rich in imagery.

2) **Auditory Learning Style:**

- Auditory learners have a preference for getting information through **listening/hearing**
- They use phrases such as “ tell me”, “let’s talk it over”
- They are able to perform a new task after listening to instructions
- They can remember all the lyrics they hear
- They hum or talk to themselves or others when they are bored

3) **Reading/Writing Learning Styles:**

- Reading/writing learners have a preference for information to be displayed in words: texts, reports, manuals, essays and assignments.
- They use words such as “let me read the instructions”, “ let me write you a report”, and “I will do my presentation on a PowerPoint”
- They like to read about a subject, follow written instructions, and write their own summaries and responses
- They are good at taking notes during class. They study best by reading over these notes or copying them out.
- They tend to enjoy **reading** and taking lots of notes.

4) **Kinaesthetic Learning Style:** (often called tactile)

- Kinaesthetic learners have a preference for physical experience: Touching, feeling, holding, and doing.
- They will use phrases such as “Let me try”, “how do you feel”

- They will be able to perform a new task by trying it out
- They like to experiment
- They speak with their hands and with gestures
- They remember what was **done**, but they have difficulty recalling what was said or seen.

Learners use all four modalities to receive and learn new information and experiences. However, according to the VARK theory, one or two of these receiving styles is normally dominant. This dominant style defines the best way for a student to learn new information by filtering what is to be learned. This style may not always to be the same for some tasks. The learner may prefer one style of learning for one task, and a combination of others for a different task

Students commonly have a main preferred style, some of them have a very strong preference; others have a mixture of two, three or less commonly four styles. When a student knows his/her style, he/she understands the way of learning that best suits him/her.

learning style	Description
Visual	seeing and reading
Auditory	listening and speaking
Reading/writing	Reading and writing
Kinesthetic	touching and doing

Task3 : With the members of your group, braistorm different strategies or things you can do when you study that capitalize on each of the following modalities. The following are examples to begin with:

Visual	Auditory	Kinesthetic
<ul style="list-style-type: none"> - Use coloured pens to highlight. - - - - 	<ul style="list-style-type: none"> - Talk out loud to study. - - - - 	<ul style="list-style-type: none"> - Make wall charts to review. - - - -

Adopted from Essential Study Skills

Task Two:

The following checklist will allow you to discover how you perceive information. Check the items that apply to you, then count how many check marks you have per each learning style. Which area(s) appear(s) to be the primary way in which you learn?

➤ I am a visual learner:

1. I learn better by reading what the teacher writes on the chalkboard.
2. I learn to spell words best in configurations rather than phonetically.
3. I learn more by reading textbooks than by listening to lectures.
4. I learn best when I write things down or to take notes for visual review.
5. I learn best when I picture information in your head.

➤ I am an auditory learner:

1. I can learn best about a subject by listening to lectures and tapes
2. I learn to spell better by repeating words out loud.
3. I learn things best when I use jingles/rhymes.
4. I remember details better when I say them aloud.
5. I understand better when the teacher tells me the instructions.

➤ I am a kinesthetic learner:

1. I learn more when I make something for a class project.
2. I learn better when I make drawings as I study.
3. I can remember best by writing things down
4. I prefer to use posters, models, or actual practice and other activities in class.
5. I understand things better in class when I participate in role-playing.

Exercise 2

What learning strategies could learners use to help them improve in the following areas?

1. dealing with words in texts and recordings that you don't know
2. remembering new vocabulary
3. learning new grammar
4. improving pronunciation
5. developing oral fluency
6. developing comprehension skills
7. becoming more independent

Lesson number four: When to Study

Objectives of the lesson:

The objective of this lesson is to help students be able to:

1. Raise the students' awareness about the importance of time.
2. Help students find the suitable time to study.
3. Enable the students to figure out appropriate ways to organise study time.
4. Shed some light on the importance of the daily and weekly reviews.

Daily reviews:

Study begins on the first day of class. Successful students read and review notes before each class to recall information from the previous class and to warm up for learning. Review your notes immediately after each class to reinforce learning or within a 24-hour period for best recall. Repeated exposure to the material will store it in your long-term memory.

Studying one hour immediately after a class will do more good in developing an understanding of the material as several hours a few days later. Studies show that as much as 80 % of material learned in class is forgotten within 24 hours if there is no review.

Weekly reviews:

At the end of the week go over your notes for the week. This refreshes your memory and promotes better recall of the material. Repetition is the key to remembering. The more times you look at the material, the stronger you make the neural (brain) pathways that lead to the material. This makes recall much easier.

Pre-exam reviews:

These reviews are longer, from 3 - 5 hours. Break your study sessions into one-hour blocks with ten-minute breaks in between. Get up, get a drink, and move around during your break. The more active you are, the more effective your study time will be. A tired body only makes a tired mind.

Peak Study Times:

Study when you are at your peak, when you are more awake and alert and able to absorb new information. If you are a morning person, your best study time is in the morning. If you are an evening person, study at night. If you cannot find time to study at your peak time, try to study when you are

feeling relatively awake and alert.

Bonus Study Time:

Whenever you have extra time, study. Write notes on cards and have them with you. Whenever you have free time, such as when waiting for appointments, study your notes. Study whenever you find yourself having an unexpected break, a free hour, a canceled class, etc. Don't forget that weekend evenings can also be used for studying.

Exercise: Fill in the blanks with the first thought that comes to mind.

1. I find it easiest to study when
2. If a subject is really hard, I tend to.....
3. The subject I most like to study is
4. The subject I least like to study is

State Your Intention

Why are you studying and what do you intend to gain from it? Ask yourself this question every time you sit down to study. Distracted studying is a waste of time. Relate studying to your life goals. If your life and future depended on how well or how much you studied, would it make sense to do it well? If you cannot see the point in studying, it will only make it boring and tedious.

Think about your goals. Ask yourself, "Is this what I really want to be doing?" "What do I hope to gain from this?" You have to put meaning into your studies in order for them to be meaningful to you.

Organize Your Time

- **Plan your study time.** Leave enough time for each of your subjects and more time for difficult subjects. If you are a slow reader or have other study problems, you may need to plan more time.

- **Prioritize your time** and put off other activities to allow for adequate study time. You may find it necessary to postpone certain activities in order to fulfill your goals as a student.
- **Keep a weekly and monthly schedule planner** in which to record due dates of assignments, tests, etc. Transfer important dates from your syllabus to your weekly/monthly planner.

Schedule study times daily in your planner.

Schedule time for weekly reviews of all your notes from the beginning of class to the present.

Scheduling long-term assignments

Some assignments will span a week, a month or even a semester. You are likely to leave these important assignments to the last minute if you don't schedule time for them in your daily schedule. Get started on these early, by allotting time for them each day in your daily planner.

Scheduling for student with jobs

If you have a full or part-time job, you probably have less time to study than nonworking students. You must use your time very carefully. Your daily schedule should include a list of things to do, in order of priority. To be successful, you must have a sense of urgency about referring to your list and studying whenever an opportunity presents itself. Cross off tasks as you complete them, including your study tasks. Take advantage of spare moments when you can study while waiting for a class to begin, when stuck in traffic, or while waiting for a doctor's appointment. The easiest way to do this is to convert your notes by writing them on cards that you can carry with you.

Organize Your Study Area

Study in an area that is set up for serious study. Have your tools for study: **notebooks, textbooks, pens, pencils, computer, dictionary, etc.** Be sure the area is free from noise and distractions, and not too comfortable. Control for interruptions like phones ringing,

doors opening and closing, and people coming and going. Try to study in the same place everyday.

Exercise: Answer the following questions.

Libraries are generally ideal study locations. Why?

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

The student house is not the best place to study. Why?

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

Lesson number Five: Place of Study

Objectives of the lesson:

The objective of this lesson is to help students be able to:

1. Raise the students' awareness about the importance of place of study.
2. Help students' find appropriate locations for studying.
- 3.

Introduction

In order to study efficiently, you need to have a place that is always, and only, used for studying. Yorkey (1970:03) Whoever you are; a good or a week 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, Efficiency“.

Tips for an Ideal and Comfortable Study Location

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

- 1- 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)
- 2- 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.
- 3 - Make available all the materials and supplies you need for particular study assignment to avoid moving.
- 4- Poor lighting in a perfect place does not work all the time.
- 5 - 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.
- 6- Make of your place of study a good example to be imitated by others.
- 7 - 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 destruction. 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).

Lesson number Six: Time Management

Objectives of the lesson:

The objective of this lesson is to help students be able to:

- Manage their time and balance their academic studies with other aspects of life.
- Take full advantage of spare time.
- Make a formal study plan.
- Prepare for short term and long term goals.
- Reflect on their current priorities and set new ones.

Organizing and planning one's work. Schedules are really plans for how one intends to use his/her time productively. If the schedule does not work, revise it. One must understand that a schedule helps him/her to develop good study habits. Once a study habit is developed, schedule building becomes easier (Kizlik, 2011). Moreover, planning involved determining what one wants to achieve and how he/she intends to go about it. These wants can be stated as written goals. Then time management skill can be used to schedule activities that help meet the written goals (Ellis, 2006).

Time management is all about being in control of your life. It involves organizing your time – both study and personal – into manageable sections that will allow you to complete your programme of study. It is worthwhile investing a small amount of time into thinking about time and how you organize your study schedule. As you progress through your

programme you may need to re-visit your approach to time and change the balance to take into account your changing circumstances.

All students have different pressures on their time and they need to take these into account when they are planning their work. Here are some typical examples of the different pressures students face:

1. James is a first-year undergraduate student. He has a part-time job (three evenings per week) and likes to play football at least twice a week.
2. Anisha is a student and she is also a mother and has many family commitments – three children under the age of 7 years.
3. Tim is a student who runs his own company. He is single and likes to spend as much time as possible skiing.
4. Willie is a student who is settling into his studies in the UK. He has serious family problems and has recently had to return home for a week to help support his ageing and very poorly father.

When you think of your own situation you will need to be practical. One approach to planning your time is to start by keeping a time log for a week. This will enable you to identify exactly how you are spending your 'spare' time. It usually surprises students when they realise how much time they fritter away! You will then be able to identify how you can organise your time.

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.

The following factors are all useful tips to becoming an effective time manager:

Identifying goals

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

Getting organised

- Buy and use a diary or wall planner – whichever you prefer.
- Keep a to-do list – daily, weekly, for the semester.
- Organise your study space.
- Invest time in learning how to use a computer.
- Invest time in learning how to access and use information sources.

Sort out key documents and information

- Make sure you have your module handouts or any other necessary materials.
- 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 etc. on a regular basis for any changes to teaching timetable, assessment submission dates etc.

Key factors in completing specific tasks

Once you have created your framework for good time management you can begin to look at the individual tasks. You will now have your list of tasks for the semester, you will have noted them in your diary and on your wall-planner, and so you can begin to tackle each individual task. The following is a list of factors to help you in your day-to-day management of time.

- Identify each individual task.
- Manage the tasks –, identify when you will work on it and when it will be completed. Record this in your diary or wall planner. Always build in some flexibility to allow for the unexpected.
- Break down the tasks into smaller parts and think about how you will complete them. Identify activities that involve working with other people and those which involve accessing information resources. Be aware that you need to build in additional time to allow for materials not being available or delays in meeting up with people.
- Many students find it useful to prioritise their tasks. One way of doing this is to identify the
 - urgent tasks.
 - important tasks.

Another approach is to identify

- must do.
 - need to do.
 - nice to do.
-
- Whenever you are carrying out a task be really clear about what you are trying to achieve. Keep a detailed record of what you do and resources that you have used. This is essential in the write-up stages of your work.
 - Allow time for technical failures e.g. print out your work well in advance of the hand-in time so that you are not caught out by last minute technical problems.

- Review your work and schedule. Do not be afraid of spending an hour of your precious time reviewing your time management plans.
- Reflect on your experiences and learn from your mistakes.

Conclusion

Time management is a skill that you only need to perfect once – once learnt it will stay with you and will be a skill that you will use throughout your working and personal life. It is worthwhile spending some time learning how to manage your time. Different techniques work for different people and we suggest that you explore and use a range of techniques until you find the one that suits your working style. However, time management is not simply about organising your time in order to complete all the tasks required of you. It is also about ensuring you have ample time for rest and relaxation, sports and other activities, for socialising with newly-made friends, or spending time with your family.

Task 1:

Use Allan's (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: Use the blank schedule. Fill in your exact study time for assigned university activities, extensive research and project works as well as your leisure everyday activities such as sports, housework or meetings with friends, actualities...etc. Compare your real study time with your non-study time for better improvements in your time schedule in future days.

You may find it helpful to complete the following type of chart and to identify

- the times you will be attending taught sessions.
- times you will be able to study (from printed materials)

- best times for you to use a computer (at home, work or in university)

	Morning	Afternoon	Evening	Night
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Lesson number Seven: Working in Groups

Objectives of the lesson:

The objective of this lesson is to help students be able to:

1. Highlight the difference between studying alone and studying in groups.
2. Be introduced to the different problems that might take place in group work and learn how to fix them.
3. Developing the spirit of belonging to a group.
4. How to organize meetings for studies purposes.

Introduction

Working with others and utilizing resources and feedback. Working with others is shown when one is able to work harmoniously with the other members in a group. Working with others is made possible when one is able to trust others. As McCallum and Leinster (2008) mention that building trust is about improving the way one communicates with everyone, being more open and seeking to work together.

Team working is an essential skill required by employers for almost every job. During your programme of study you will be asked to work in groups and some of your assessment activities will involve group work, that is, a group presentation or a group project. The principle behind group assessment activities is to give you some experience in being part of, or perhaps leading, a team. It provides opportunities for you to develop and demonstrate transferable skills such as communication, negotiation, participation, compromise, decision making, and obviously teamwork.

1. What is an effective student group?

Effective student group work often shows the following characteristics.

1.1 Well organised – arrange to meet at the same time/place on a regular basis, everyone attends, keep a record of their activities and agreed actions, monitor their progress against the deadline.

1.2 Manage the process – students spend time getting to know each other, they support each other and include everyone.

1.3 Communication – students listen to each other, they give everyone a chance to join in, they keep in regular touch with each other.

2. First meet-up

The first step in group work is to meet up! It is often best if one student takes the initiative and suggests a date, time and place to meet. It is always best to meet on ‘neutral’ territory e.g. library, Staff House or one of the University’s cafes, rather than in one person’s home.

Once you have met it is important to get to know each other so spend time on this. Exchange contact information e.g. names, email address, mobile and land line phone numbers. Talk about your expectations of the group work e.g. how often do you want to meet, what will you do if someone cannot attend, how will you record meetings? Do you want to nominate someone as ‘group leader’ or ‘coordinator’?

Then spend some time focusing on your task and what is required. Look at the task details e.g. in your Module Handbook and make sure that you understand what is required and the deadline for handing in or presenting work. You may then want to work out an action plan and agree key dates e.g. for completing research, producing a first draft, editing, finalising hand-in or presentation details.

Finally, decide what the next step is. Decide who is going to do which part of the task (and keep a record). Arrange the date, time and location of the next meeting.

3. The organisation of meetings

There are standard methods of organising meetings in the workplace and this helps to make sure that the meeting is productive and there is no time wasting.

- Make sure that everyone knows when and where the meeting is going to take place.

- Ask one person to act as leader or chair person. Their job is to make sure that the meeting is organised in a business-like manner, everyone contributes to the meeting, it keeps to time, and decisions are made.
- Agree an agenda (or list of topics for discussion) either before the meeting or at the start.
- Discuss each topic on the agenda. Don't spend too long on any one topic. If necessary decide how long you will spend on each topic.
- Make decisions. The purpose of the meeting is normally to share information and ideas, and then to make decisions. Record these decisions.
- Decide when and where you will next meet. Most student groups find it best to have a regular meeting slot.
- Write up the minutes or action notes of the meeting. These don't need to be long, but they will help everyone to know how the group work is progressing. This record is also useful if there is confusion or conflict within the group.

4. Common problems in group work

The following table outlines some common problems in group work and different strategies for managing them. Working in student groups is similar to working in teams in organisations. Different people put different amounts of effort into their work and this is sometimes the cause of frustration and conflict. Learning how to deal with these situations in the university environment will help you to develop leadership skills for the workplace.

Problem	Strategy for managing it
Student doesn't attend or make contact via email or text message.	Keep contacting the student and inviting them to meetings. Use meeting notes/minutes to demonstrate attendance and participation
Some students may want to take over and dominate group work. They may want to hold	Strategies for managing this include: meeting on neutral territory, sharing leadership and coordination roles by taking

<p>meetings at their house/room, be the group leader, and control the group work.</p>	<p>turns, making sure that everyone has a turn. You may find it useful to talk to each other about the best ways of working together and sharing the work.</p>
<p>Students who don't commit to the group work or are only aiming for a low mark</p>	<p>This can be very frustrating. It is worth talking about it in the group and deciding how you are going to organise yourselves and work together. You may also want to raise it as a group issue. If you have a choice over assignment title then choose a topic that everyone is interested in. The marking of some group assignments takes into account different levels of participation.</p>
<p>Free-loader. The person who doesn't do any work or turns up the week before an assignment is due to be handed in and then wants to get involved.</p>	<p>Another awkward situation. Your meeting notes/minutes will enable you to demonstrate attendance and levels of activity. The marking of some group assignments takes into account different levels of participation. If a student doesn't contribute to group work there may be some reason for non-participation and, if this is the case, then the student concerned should give a justification.</p>

Conflict between group members.

Occasionally conflict does arise between group members. It is worth remembering that conflict may lead to extremely creative and high quality work. However, it sometimes results in uncomfortable and awkward situations. Strategies for dealing with conflict include: having a discussing the situation and ways of resolving it; building on common ground and agreement; asking another person to mediate.

Conclusion

Team skills are important and essential for working in different types of organisations. Effective teams are well organised, spend time building up relationships, and have good quality communications. Working in diverse teams gives all students the opportunity to learn from people with different experiences and perspectives.

Task 1:

In a group of up to 4 students, discuss the importance of technology integration in foreign language learning/ teaching. All members of the group should contribute with supportive feedback for the good of the group.

Lesson number Eight: Presentation Skills

Objectives of the lesson:

The objective of this lesson is to help students be able to:

1. Develop self-confidence while presenting.
2. Use body language effectively
3. Know the importance of rehearsing presentations

Introduction

Presentation skills are important as presentations are frequently used as a means of disseminating information and influencing people. The way in which you communicate by speaking will determine how successful you will be during your life. Therefore, it is imperative that you enhance and develop your presentation skills in readiness for future employment. Some of the assessments for your programme of study may involve giving a presentation. This could take the form of an individual presentation or a group presentation. Thus, it is worthwhile spending time preparing for and delivering presentations so that you will be to develop useful skills for the workplace and for your career.

1. Preparing a presentation

Analysing the presentation

This involves answering the following questions.

- Who is the audience?
- What is the objective of the presentation?
- What is the topic?
- How long is the presentation?
- What audiovisual aids will you use, for example, PowerPoint presentation.

2. Researching the presentation

This involves identifying the main elements of the presentation title and identifying key topics or themes.

3. Planning the presentation

This involves working out the order of your presentation. One frequently used presentation structure is as follows.

- Introduction. You. The topic. The presentation – its structure and organization.

- The reasons why the presentation is important or relevant to the audience.
- Implications for practice (if appropriate).
- Summary.
- Conclusions.
- Thank the audience for listening.

Using this structure it is worthwhile identifying what is essential information and what is additional or supporting information. This can be looked at as essential ingredients and decorative ingredients. This is helpful as if you find that you are short of time then you can stick to the ‘essential ingredients’ and if you find that you have some ‘spare’ time then you can develop the ‘decorative ingredients’.

4. Making it interesting

In addition to the factual content of your presentation think about ways of making it interesting. Think about ways of illustrating the main points: use quotations, images (charts, diagrams, etc), stories or anecdotes. Beware of trying to present a lot of numerical information since this can be very boring; detailed information is perhaps best presented using a handout.

Make the presentation more interesting by providing summary or basic information using PowerPoint. You can also use these facilities to present a graph, cartoon or a picture containing information that is most easily presented as a visual image. Don’t present too much information on each slide. A general rule is that each slide should contain no more than seven lines of information and seven words per line.

5. Getting organised

Once you have structured your presentation according to the permitted time schedule and create any additional presentational material, you can write the main points of it on plain postcards or use the notes feature of PowerPoint. Postcards look more professional than the use of A4 paper or a notebook, they are also easier to follow, as you can use one postcard for one point. People sometimes lose their place during a presentation and have to spend what seems like minutes finding the section they were up to – by using postcards

this problem is unlikely to occur, as you are not looking at a great deal of information on any one sheet. Break your talk into segments or manageable sections, each one with its own heading, and jot down the main points of your talk accordingly on each postcard. Remember to number the postcards for ease of reference. Check the facilities in the room that you will be giving your presentation. If your PowerPoint presentation is on a disk, CD or USB memory stick then double check that the appropriate facilities are available and that you know how to use them.

6. Group presentations

If you are preparing for a group presentation then ensure that the team works together. If individuals go off to complete their section without any interaction with the other team members this can result in a disjointed presentation that would appear to the audience in exactly the way in which it had been prepared. You must work together. Prepare your PowerPoint presentation or handouts in the same style and ensure that each member uses a similar form of language. By all means split the researching responsibilities between the group, but check each section carefully to avoid overlap or gaps in the information provided. All group members should speak for an equal amount of time with perhaps one person opening and closing the presentation. Dress appropriately if you are giving a formal presentation.

7. Rehearsing

It is very helpful to rehearse your presentation. This means that you can become comfortable with your material and also your presentation aids. It also means that you can check and adjust your timing. Ask someone to watch it and give you constructive feedback.

The more time you put into preparing your presentation then the more successful it is likely to be. If you are giving a group presentation then it is particularly important to rehearse and make sure that your presentation is integrated and well organised. In particular you may find it helpful to practise the handovers from one student to another student.

8. Giving a Presentation

- Prepare yourself. Have a good night's sleep. Eat a proper breakfast or lunch. Arrive in plenty of time.

- Organise the room. Some people feel more comfortable using a lectern or table. Think about how you want the audience to sit. Do you want a formal or informal seating arrangement? Do you want the chairs in theatre style, circle or a horse-shoe shape? Once you have organised the room then sit in different locations so that you can check how different members of the

audience will view your presentation.

- Check how things work: light switches, electric sockets, heating, windows, blinds and computers.

- Check that your postcards and presentation are in order.

- Take your watch off and place it on the desk in front of you. Check it regularly (although without making it obvious) to ensure that you are keeping to your schedule and not running out of time.

- Do not begin until your tutor and audience are settled and ready to begin listening.

- If you are nervous then do some deep breathing.

- Let the audience know when you want to receive questions – during the presentation or at the end of it.

- Try to bring vitality and variety into your speech pattern. Vary your tone. Use your hands and face to make expressions either to stress a particular point or to raise doubt over somebody else's findings.

- If you have practised your presentation sufficiently, you should be able to remember your main points without having to read or refer to your cards. This will give you the opportunity to talk to, rather than talk at, your audience, which will make you seem more interesting and will capture your audience's attention.

- Maintain regular eye contact with your audience. Remember to look at the whole audience not just the tutor. If you feel uncomfortable doing this, choose a few people in the

audience and glance at them at regular intervals. Raising your head and looking out to your audience throughout your presentation is better than standing, head down, reading from your cards.

- Try not to rush your presentation. If you have prepared it thoroughly you will have enough time to cover all that you need to in the given time. Take a moment to catch your breath after each postcard – this also gives your audience time to consider the point that you have just made. Many presenters speak too quickly. Try to make sure that you speak more slowly than you would in normal conversation.
- If you are part of a group presentation, thank the person who spoke before you and when you have completed your section, present the next group member to the audience.
- When it is time for questions handle them with confidence. If you do not know the answer to any question then be honest and say that you will find out. When you want to close the question session then signal this to your audience by saying ‘We have time for one more question.’
- Thank your audience when you have finished your formal presentation. Do not finish your presentation with your last sentence, quickly gather up your material and rush to sit down. After you have thanked the audience and ended your presentation, then calmly collect your material and sit down.

Conclusion

Presentation skills are important and you will need them throughout your career. The more you practise these skills, the more comfortable you will be in giving presentations. The key to all good presentations is preparation and planning. This enables you to ‘be yourself’ and make an impact on your audience.

Lesson number Nine: Making and Taking Note

Objectives of the lesson:

The objective of this lesson is to help students be able to:

1. Develop an awareness of the notion of ‘note taking/ making’.
2. Identify their strength and weaknesses during taking/ making notes.
3. Highlight the difference between taking and making notes.
4. Find helpful tips in order to be good and effective note takers/ makers.

Introduction

Note-taking and reading. Taking good notes from either a lecture or a text benefit learning (Kiewra, 1989 in Santrock, 2006). There are some strategies in note-taking that Santrock (2006) suggests such as: summarizing which requires the learners to use summary method of listening for a few minutes and then write down the main idea of the speaker; outlining the main topics; and concept maps which learners draw or illustrate. These note-taking strategies help the learners evaluate which ideas are important to remember. Outline and concept maps help them arrange the material hierarchically, which underscore an important theme of learning. It works best when it is organized. Further, Ellis (2006) mentions that effective note taking consists of three parts: observing, recording, and reviewing. Each part of the process is essential, and each depends on the others.

Making notes is a skill that will help you to manage the information content of your programme of study. Making notes is something that you will do in many different situations: lectures; seminars; tutorials; reading a book or journal; surfing the Internet; watching television or a video. It is a very important practical skill and your notes will help you to

- identify and understand key ideas.
- learn key ideas and information.
- keep a record of information for future use.
- prepare for examinations.

The following table shows the difference between **making notes** and **taking notes**.

Making notes	Taking notes
<p>This involves making your own record of key information and ideas.</p> <p>You will use your own words. You may add your own ideas or questions, or make links to the work of others.</p>	<p>This involves copying information ‘word for word’ from another source</p> <p>e.g. tutor, book, handbook.</p>
<p>Used during lectures or reading.</p>	<p>Used when copying specific information, for example, advice on an assignment, details about room changes.</p>

1. Making Good Notes:

During your university career you will make notes from a variety of sources, including lectures, books, and the Internet. Making good notes is about identifying and selecting relevant information.

Think about why you are making notes.

- Do you want an overview of the subject?
- Do you want to record extremely detailed information?
- Will you be sharing your notes with a friend?
- Are you looking for a specific piece of information?

This is important as it will affect how you make notes. There are different ways of making notes. You can

- list main headings and topics – keyword notes.

- draw a Mind Map.
- copy out specific details, for example, a quotation from a book.

It is usually impracticable to try and copy all the information presented to you during a lecture. Instead, listen to what the lecturer is saying, read any visual aids, and make notes from your understanding. This will be a summary, the key points, or details about the original source. Spend some time after the lecture, or after you have finished reading an article, reviewing your notes. Ask yourself some questions.

- Is there anything you can add?
- Is there something that you might benefit from discussing with a fellow student?
- Should you do some additional reading on the topic?

To engage fully in the process of making good notes it is a good idea to ask questions within your notes and to consider the accuracy and relevance of what you are reading. Useful questions to start off this process include

- so what?
- how can this be verified?
- how can this be backed-up?
- do other researchers agree with this position?
- what assumptions does the author make?

Finally, you may find that in the early days of your study programme you make copious notes, but as you become more experienced you might make fewer, but more specific, ones.

2. Advice on How to Make Notes:

- Start with background details, for example, lecture notes should include the module title, the date, the title of the lecture, and the lecturer.

- Make sure you can read your notes.
- Only use one side of the paper. This makes it easier to organise your notes for planning or revision.
- Leave spaces for additional notes or comments.
- Use arrows, symbols, diagrams. This will speed up the note-making process.
- To help avoid unintentional plagiarism make notes in your own words. **DO NOT COPY WORD-BY-WORD** when making notes from books, journals, Internet.
- Try reading a relatively long section, **CLOSE THE BOOK OR SWITCH OFF THE COMPUTER SCREEN**, and then make the notes in your own words without looking at the original source. This checks your understanding and avoids intentional plagiarism.
- Use highlighter pens or a colour-coding scheme to distinguish different sections of notes.
- Notes should be concise, clear and consistent.
- Review your notes.
- File your notes – be organised. It is no good discovering two months later that you have lost them.

3. Working with Others:

Some students find it helpful to work with others and to exchange notes and discuss their subject. This is a good idea as it improves learning and enables you to exchange and share ideas. A word of warning. **Beware of collaborative working on assignments as this may lead to accusations of plagiarism.** DO NOT work together as a group and produce a ‘model’ answer that you individually present in an assignment or exam. This type of collusion may lead to accusations of plagiarism or unfair means. The safest idea is to work collaboratively while you are learning a subject and to produce your assignments independently.

4. Referencing your Notes and Plagiarism:

It is very important to keep full details of the information sources you use when making notes. You will need to include this information in your list of references. If you do not include this information in your assessed work then you may find that you fall foul of the code of practice on the use of unfair means. You should also keep your notes after you submit your work. They may be helpful in your defense if an accusation of plagiarism is made against you. In addition, you may find them helpful for revision as well as other learning and teaching activities.

Conclusion

Making notes is a skill that you will develop as you progress through your studies. Like time management, making notes is a personal matter and you may develop a method totally different to that of your friends. Providing your method works for *you*, do not worry if it differs from that of other people.

Task 1:

Read the text and make your own notes about in very brief lines.

Manufacturers are currently competing with each other to produce a form of green packaging. Packaging is a vital part of marketing, but much of it is a threat to the environment. There are two reasons for this. The production of such packaging uses up a great deal of energy and the cartons are often difficult to dispose of when they become waste material.

People in many countries have become aware of the dangers that modern living is doing to the environment. Luckily, a lot of countries are worried about the conservation of the environment for future generations. Thus, both politicians and scientists are now looking at the issues of energy-saving and waste disposal with a view to making them more environmentally-friendly.

As far as packaging is concerned, it is vital that it is either recyclable or biodegradable. For example, instead of throwing out newspapers and glass bottles with their household rubbish, people in several countries are being encouraged to put these in special containers to allow the material to be recycled. Some household waste, such as vegetable peelings, is naturally biodegradable and so decomposes gradually until it disappears. Man-made goods are not so easily disposed of. Goods and packaging made of plastic create waste material that is difficult to get rid of. This means that huge landfill sites have to be dug out so as to bury the plastic waste underground, possibly causing problems for future generations.

Just as much of a problem is industrial waste, since the effluent from factories often contains chemicals that can lead to the pollution of water supplies. Waste from factories has to be monitored carefully in order to avoid this.

Technological advances using nuclear power have added to the waste problem. The disposal of nuclear waste causes particular concern because it is radioactive and so possibly dangerous to life.

The high standard of living, which the people of many countries now enjoy, has resulted in a huge increase in waste material. This could have a terrible effect on the ecology of the planet. There is no doubt that urgent action must be taken to save our environment from possible disaster.

Lesson number Ten: Academic Reading Skills

Objectives of the lesson:

The objective of this lesson is to help students be able to:

1. Understand the purposes of academic reading.
2. Distinguish different academic reading sources. }
3. This unit aims to help you to: read more actively
4. Read in a more focused way
5. Read in a more time-efficient way
6. Read with greater understanding
7. Read more critically.

Introduction:

Academic reading skills are different from leisure reading skills. Academic reading involves identifying new ideas, understanding different perspectives and developing your understanding about a particular topic.

Many students groan when they receive a reading list and wonder how they will ever read all the books on it. You do not normally need to read every book or indeed whole books. What you need to do is to identify and follow up key ideas.

There are different approaches to reading that will help you to read effectively and stay focused on your studies. It is worthwhile spending some time on developing your academic reading skills as this will help you to focus your reading and will save you time.

1. Improving your reading skills:

This involves the following processes:

a) Purpose:

Think about why you are reading. Ask yourself why you are reading.

Is it to:

- explore and understand the subject in greater depth?
- obtain specific information?
- complete an assignment?

b) Identify relevant information sources:

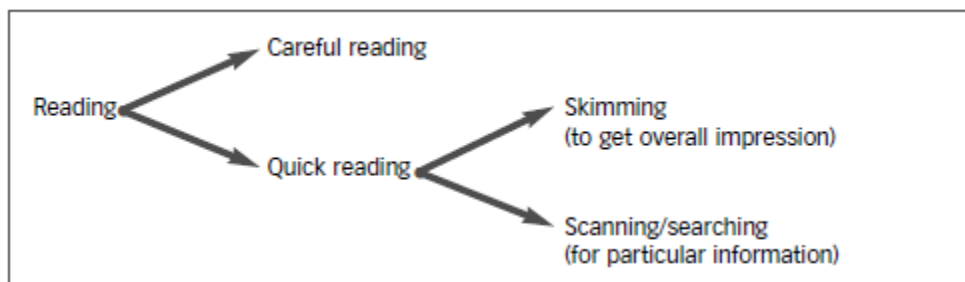
Identify key information sources.

c) Reading techniques:

There are a number of different approaches to reading.

- **Scanning:** involves looking at the item to decide whether or not it is relevant. Check the introduction, conclusions, contents pages, look at pictures and diagrams, and the index. This means you can quickly assess the content and decide whether or not it is relevant for your purpose.
- **Skimming:** enables you to identify specific information that may be useful to you. Skimming involves using the index to check the contents of the information sources and then surfing through specific sections or chapters.
- **Deep reading:** involves reading whole sections, chapters or a complete book and is an active process. You may be making notes or a mind map. As you are reading you may be thinking about how your findings relate to a question raised in a tutorial session or in an assignment. If you are reading your own materials you may mark relevant passages with a highlighter pen. But you should never make any marks on library materials.
- **Critical reading:** involves evaluating the information source and criticising it. You may want to compare it with the work of other authors, assess the methodology, or criticise it in the light of your own experiences. Critical reading is

time consuming and it is worth spending time developing this approach to reading – students who are critical readers often do well in assignments!



- Figure 1.1 Reading strategies [This diagram is based on the analysis of reading processes presented in: Sandy Urquhart and Cyril Weir (1998) *Reading in a Second Language: Process, Product and Practice*(Longman)]

2. Strategies for effective reading:

Here are strategies that will help you develop your academic reading skills.

- Be active. Think about why you are reading and what you want to gain from the information source.
- Choose the right time. You might find that you are more alert during the morning and that, by evening, your attention span is short. Read at times when you are most alert. If you are not in the mood for actively reading something – do not do it. Place the book to one side and tackle another task until you feel ready to read the material more effectively.
- Work in the right environment. You should be somewhere quiet where you feel comfortable. Choose a place where you will not be interrupted. Make sure that you are able to make good notes during the reading process.
- Reduce distractions. Turn off the television and your mobile phone.
- Be selective. Do not think that you should read everything in depth. Time will not allow you scope to approach in this way every book, journal, newspaper, or lecture hand-out that you will see during your period of study.
- Do not be afraid to experiment. Pick a journal article and read it, adopting each of the techniques to demonstrate to yourself what can be achieved from each strategy and if, in

fact, there was much more to be gained from a more detailed reading than a skimmed reading.

- Use a wide range of sources. Relevant sources may include: friends for instance, watching a relevant television programme, keeping up to date with current affairs information, printed books and journals, resources on the Internet, market research reports, company annual reports, etc.

Conclusion:

You will find that your reading skills develop with practise. New undergraduate students will have time to practise their new skills before any formal assessment takes place. It is expected that postgraduate students will already have achieved a certain level of skill from their previous studies; although you may find that these skills need refreshing.

Task 1:

Read the text bellow and then answer the questions that follow.

Question 1: Match the following statements to the developing paragraphs in which they were mentioned.

- Over-nutrition in rich and poor countries
- Under-nutrition in rich and poor countries
- Negative effects of eating highly nutritious foods
- Effects of low calorie diets in children
- Causes of under-nutrition

Question 2: Which of the following headings best describes the topic of the whole text?

- Health issues in developing countries
- Forms of malnutrition
- Solutions to malnutrition

Task 2: Scanning (Timing: approximately 10 minutes)

Now that you are familiar with the theme and the organization of the text (as you have first skimmed it for the previous activity), quickly scan it to answer the following questions:

- How many children are underweight?
- What is the percentage of children who die because of under-nutrition?
- What diseases are caused by over-nutrition?

- What are the eating disorders that cause under nutrition in young people?

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*)

Lesson number 11: Writing Skills

Objectives of the lesson:

The objective of this lesson is to help students be able to:

1. Understand the purposes of writing.
2. Write coherent and well structured paragraphs.
3. Be aware of the writing process stages.

Introduction

The ability to write clear and logical assignments or reports is an essential academic skill and it is also an essential professional skill. Individuals who can present well-written reports containing ideas that are clearly backed up by evidence are able to influence the thinking of their colleagues. Written assignments are a very common method of assessment as they provide your tutors with an opportunity to assess your knowledge and understanding of a subject area. Writing is a form of active learning; if you can explain something to another person in writing then it clearly demonstrates that you understand it. In fact struggling to find the right words often helps to make the ideas clearer in your mind – writing is, in itself, a way of learning. Written assignments will cover all or some of the learning outcomes of a module. The specific requirements for each module are explained in the module handbook.

1. Writing assignments

The following general guidelines may be used for carrying out any piece of assessed work and they are particularly relevant for writing reports or essays. If you are writing a dissertation then you will be provided with additional guidance.

2. Analyse the task

Before you start any piece of written work you should ask yourself the following questions.

- What is its purpose?
- Who is it for?
- What are my aims?
- Which form of writing will best accomplish these aims?
- What structure will best suit the purpose and aims of this piece of writing?

The main factors that will determine what mark you receive for a piece of written work will be:

- Did you actually answer the question?
- To what extent did you critically respond to the question and not just regurgitate other people's knowledge?
- Did you keep to the point and use relevant information and evidence to support your arguments?
- How is your work distinguished – does it stand out from the mundane, is it original, does it stretch the boundaries of knowledge?

Assignments that receive a poor mark often demonstrate the following Characteristics badly researched

- lack an introduction and conclusion
- lack focus
- do not answer the question set by the tutor
- do not provide supporting evidence
- poor grammar and spelling
- lack references or contain incorrect references
- do not satisfy the required word limit

3. Terminology of assessment questions

It is worthwhile spending time analysing the assessment question(s) in an assignment, an examination, or a presentation. Do not glance at a question then rush off trying to locate vast amounts of information without having a clear understanding of what is being asked of you. Spend time identifying the key words of a question. Look at the verbs as these will indicate both what the content of your answer should be and the process or method you should adopt to provide that information. Underline them. Spend time thinking about exactly what is being asked of you. If you are unclear about anything, you should consult your tutor before starting work on an assignment.

4. Plan your assignment

Work out a general structure or framework for your work. Some students prefer to write out a list of headings and sub headings while others prefer to produce a diagram, for example, mind map or spider diagram. This is a draft overview and you may find that you need to make changes as you work on the assignment.

5. Identify and use a range of information sources

You will need to identify and use a range of academic information sources. Remember to allow time for this – you may need to recall items from the library or obtain them from a range of different sources.

6. Identify key ideas and supporting evidence

As you work through your information sources you will need to identify key ideas and also supporting evidence. Make notes and keep a record of all relevant information sources, for writing your references.

7. Write your first draft

This involves working with your general structure or framework and starting to write notes under each topic. It is often best to leave writing the introduction and conclusion until the end. There are two approaches to academic writing. The first, or traditional, approach is to use a serious and formal impersonal tone. It involves presenting different ideas and the evidence to support them. This means not writing in the first person (not using 'my', 'I', 'we') and presenting an objective and depersonalised approach. You should always use language that is clear, concise, and unambiguous. One method of identifying an appropriate style is to look at textbooks recommended by your tutors.

The second approach is to use a more personal style. This involves writing in the first person, using 'I'. This approach is often used in learning journals or workplace projects. It is increasingly used in academic writing in the discipline of management. If you are in doubt whether to use an impersonal or a personal style then ask your tutor.

8. Reviewing your work

The first completed draft of an assignment will never be good enough to submit. It is important to review your work and to check the content making sure that:

- you have met the assessment requirements
- your introduction clearly introduces your work and also the topic
- the ideas are presented in a logical order
- the ideas are supported by evidence
- your conclusions follow on from the ideas and evidence that you have presented
- your work is based on a good range of relevant and up-to-date references.

If time permits it is a good idea to leave a piece of work for a day or two and then come back to it. This will help you to see new ways to improve the work. If you are unclear about the correct use of English, you can look at the appendix of this handbook. Alternatively, ask for help at the Study Advice Service. You may find that you need to re-write parts of your work. You may see that you have skimmed over an important topic and that you need to do some more research so that you provide a well balanced account. Time spent reviewing your work is likely to earn you additional marks as it will improve the quality of the final assignment.

9. Editing your work

Editing involves checking the presentation of your assignment. Remember to double check any assignment requirements provided for you by your tutor. If you are writing a dissertation then it is important that you double check the presentation requirements given in your handbook. Whatever your assignment you will need to make sure that

- it includes a title, date and your Student ID
- you have met the word count requirements (you are normally allowed the word count identified in the module handbook plus 10% or minus 10% – any greater variation may result in a loss of marks)
- if you use headings and sub-headings then these are meaningful and consistent
- there are no missing or duplicate words the grammar is correct
- spelling is correct
- the references are correct
- the whole assignment is clearly written. It is best to edit your work at least twice as this will help you to identify different areas for improvement.

10. Presenting your work

Read the instructions that are provided in your module handbook or that are available from the undergraduate or postgraduate offices. Here are some general guidelines

- Your work should be word processed.
- Use fonts 'Times New Roman' or 'Arial'.
- Use font size of 11 or 12.
- Use 1.5 line-spacing.
- Leave an adequate margin on all four sides of the piece of paper.
- Do not indent paragraphs but leave an extra space between them.
- Long quotations should be in single line spacing and indented at both sides.
- References should be in single line spacing and with a space between each separate reference and formatted with a hanging indent in order to distinguish between items.
- Assignments should be stapled in the top left hand corner.
- Ensure your assignment has a cover sheet that states your Student ID number, programme of study, module title and tutor, assignment title, submission date. Do

NOT include your name on the assignment but make sure that your Student ID is clearly visible. Make sure your name is not in a running footer either.

11. Submission

You will be given instructions on when and where to submit your assignment. Students are required to submit their assignments in two forms

- a bar-coded paper submission (one copy with a cover sheet), and
- an electronic submission to Turnitin. It is important that you follow the submission guidelines. If you fail to submit your work correctly, e.g. you do not use Turnitin correctly, then you may be penalized. Allow plenty of time, at least three hours, to use Turnitin and submit your work correctly. There are very few excuses that will be accepted for late or non-submission of assignments that you leave yourself plenty of time to meet the deadline. Remember that there may be many other students also queuing up to submit their assignment! Normally computer failure is NOT accepted as a reason for late submission. Make sure that you keep back-up copies of your work and print your work early. In your time management allow for technology breakdowns!

12. Feedback on assignments

You should read carefully the feedback you receive on your assignment. Your tutor will provide guidance on the strong points of your work and also areas where it could be improved. You can use the suggestions for improvement as a means of gaining a better mark in your next assignment. However, please be aware that work achieving a poor mark cannot be resubmitted for a better grade later in the year. You should also check for any generic feedback through eBridge.

13. Essays

A good, well-ordered, easy to read, logical essay should comprise the following components:

- **Introduction**

The introduction should state your interpretation of the title and demonstrate that you understand it by outlining the way in which you intend to answer it. It should prepare the reader for what will follow. The introduction should also provide a brief outline of the information and arguments that you are going to consider and why you have chosen that approach. However, be wary of being repetitive or simply providing a list of what your assignment contains and do make sure that the essay actually does contain what you say it will. Many pieces of work lose the marker's interest within the first few sentences, so

spend time making sure that your introduction is distinguished and captivating. It is often easier to write the introduction last.

- **Main body of essay**

The main body forms the substance of a piece of work. It will present your arguments with supporting evidence that you have prepared in response to the question that was set. Ensure that each paragraph makes a specific and necessary point, usually with the first line of each paragraph presenting the point that you intend to discuss within that paragraph. Your essay must flow from one paragraph to another and use linking comments to provide continuity between the paragraphs. Maintain a clear focus and be careful not to digress from the particular topic under discussion. It is important to ensure that you provide evidence to justify your claims. It is a good idea to include a few short quotations to support your findings and these also demonstrate your use of different information sources. Providing relevant examples that illustrate the points you make can bring your writing to life and show that you understand your material.

- **Conclusion**

The conclusion should provide a summary of the key ideas or issues, and your concluding thoughts that either answer or respond to the main question. Your conclusion should not include new ideas or evidence. Similar to the introduction, it helps if the conclusion is not repetitive but gives a reflective overview of the issue discussed and ends with a snappy sentence or two that maintains the marker's interest to the very end.

- **Bibliography**

At the end of your assignment you need to include a bibliography or list of references. It is important to use the title *Bibliography* for this section of your work as this will mean this section is ignored by Turnitin. Remember to include all the items that you referred to in the assignment in your bibliography. The bibliography is a vital and essential part of any piece of written work. It serves to provide the reader with a comprehensive list of the sources and material that you have referred to or quoted from in your essay. It further provides sufficient information to enable the reader to locate them if they want to clarify a point or seek further information. Tutors will use it to check on your information sources and they may also alert you to an important reference that has been omitted from your work. If you do not use a particular source then do not include it in your bibliography.

Your tutor will be able to identify from the content of your assignment whether or not you have referred to that source. Trying to convince the reader you have undertaken more research than you have actually done is deceitful.

14. Writing reports

Report writing is a key skill that you need to develop; you are likely to be asked to write reports when you work in businesses or other organisations. A report is a formal and structured document normally used to present factual findings following some specific research. It differs from an essay in that it has a formal structure with headings and subheadings. Essays also usually include your opinions while reports do not. Reports tend to have a standard format. However different companies or academic departments might use different formats so you should ensure you are aware of the necessary format before embarking on the compilation of a report. Below we have provided you with two standard formats.

15. Short report format

This format is useful for relatively short pieces of work e.g. up to 3000 words long.

- Title
- Summary
- Contents page (if appropriate)
- Introduction (introduces topic, context, scope, audience)
- Methodology (if appropriate)
- Theme 1 (presents the first theme or topic using an appropriate heading)
- Theme 2 (presents the second theme or topic using an appropriate heading)
- Theme 3 (presents the third theme or topic using an appropriate heading)
- Discussion (interpretation or analysis of your findings)
- Recommendations (if appropriate)
- Conclusions
- Bibliography
- Appendix (if appropriate)

Long report format

This format is used for reports in many businesses and other organisations.

- Title
- Abstract / summary
- Contents

- Executive summary (a brief summary of the report e.g. a single page of A4, written for busy executives)
- Terms of Reference / Introduction (statement of what you were asked to investigate, by whom, your aims and objectives, what date the report is required by)
- Procedure / introduction (what you did to gather facts, sources of information used, methodology of research)
- Findings / results (report your findings but do not discuss them, use graphic illustrations if necessary)
- Discussions (interpretation or analysis of your findings)
- Conclusions / Recommendations (the main points for consideration drawn from your findings, do your findings prove or disprove your hypothesis?)
- Date / Signature
- Appendix
- Bibliography

Conclusion

Tutors will tell you that they find it enjoyable reading an interesting and challenging piece of work. If you can satisfy a marker's expectations of what they wanted the student to fulfil in an assignment then you will gain a good mark. Remember that many of the Business School modules have large numbers of students taking them, and if you make an effort to produce something that stands out from the rest, you will receive a mark that will reflect this. Don't forget to look at Appendix A for guidance on English grammar. It is worth mentioning again that the Study Advice Service offers assistance in helping students to develop their writing skills, and for non-English speaking students, the Language Institute will provide more specific guidance. All students are advised to check the spelling and grammar of their work before submission. It is not wise to place your trust blindly in spell or grammar checkers provided with your word processor.

Lesson Number 12: Critical Thinking

Objectives of the lesson:

The objective of this lesson is to help students be able to:

1. Develop an awareness of the critical thinking process.
2. Build productive critical thinking questions.

What people say and what you read cannot always be obvious, clearly stated, or revolve around reasonable arguments. In order to get hold of what others say and write, you must ask questions, consider alternatives, and recognise different points of view; in other words, you must think things through.

Critical thinking is the opposite of taking for granted any information you come across, a strategy that is usually referred to as ‘the sponge approach’. It is described as the ability to engage in reflective and rational thinking in order to identify and understand the logical connection between ideas/facts and, therefore, be able to draw your own structured, clear and well-reasoned conclusions. Since critical thinking is about determining the worth of the information, it is usually referred to as ‘the panning-for-god style of thinking’.

Critical thinking is a complex process that requires a set of high order thinking skills - see the Bloomfield taxonomy introduced in lesson 2- and attitudes built around a series of critical thinking questions. This process moves from descriptive thinking, to analytic thinking, to evaluative thinking.

1. **Description:** asking questions in order to contextualize the problem or topic at hand and to put together concepts related to the background of the information.

This step involves the following questions:

- Who: to ask about the identity of the participant(s).
- What: to ask about the situation/context/topic/thing in question.
- When: to ask about the timing.
- Where: to ask about the place and environment.

2. **Analysis:** asking questions in order to take the information to pieces in an attempt to explore the relationship of parts to whole, identify reasons, draw comparisons and provide alternatives.

- Why: to identify the causes and weak and strength points.
- How: to identify the relationship between the parts and the process/manner in which something works.
- What if: to identify alternatives, possible situations and responses.

3. Evaluation: asking questions to make judgements about the value and relevance of the analysis: make sense of the facts, outline implications and solutions, draw conclusions and make recommendations.
 - So what: to identify the impact and the consequences of the analysis in order to solve the problem, improve something, etc.
 - What next: to identify what action should be taken.

Lesson number 13: Information Skills

Objectives of the lesson:

The objective of this lesson is to help students be able to:

8. Understand the purposes of academic reading.
9. Distinguish different academic reading sources.]
10. This unit aims to help you to: read more actively
11. Read in a more focused way

Introduction

The purpose of this chapter is to guide you to useful tutorials and resources on finding and evaluating information. It provides information on starting points for finding out more about information sources available from the University library and the Internet. It also provides guidance on evaluating information sources.

During your time as a student you will need to use a wide range of printed information sources including books, journals and reports, as well as electronic sources, including e-journals, databases and websites. You may also need to contact organisations or individuals for specific information. You may be quite experienced in using and navigating the Internet and while this may be useful for general searching you will find that your university studies require you to develop advanced information skills so that you can identify and use reliable and credible academic information sources. Our experience is that students often think that they are effective Internet searchers because they can use Google.

However effective searching involves more skills than the ability to use Google or Google Scholar, so you are advised to spend some time developing the more sophisticated Internet searching skills that are required for academic study. The key skill that you should develop here is that of judgement – can you trust this source? Is it reliable? Is it credible in the context of academic study and research?

Sites such as Wikipedia can be very unreliable and of doubtful quality since they contain unreferenced articles which are not peer-reviewed. **DO NOT USE WIKIPEDIA IN YOUR ACADEMIC STUDIES.**

The Internet is a source of two different kinds of information: firstly, it is used to distribute information that has previously been published in another source; and secondly, it is used to disseminate information that is only available on the Internet. It is very important that you take the trouble to find the proper reference for materials that have been obtained through the Internet. This is outlined in Chapter 8. In the second case i.e. material that is only available through the Internet you need to be concerned about the quality and validity of the information. This is considered in the section on Evaluating Information Sources.

1. Finding your way around the library

The library provides access to information resources in both physical and virtual formats. As a new student you will find it helpful to visit and explore the library. The staff provide many leaflets to guide you to relevant information sources. There is a physical Enquiry desk on the ground floor of the library and you will find the staff here responsive and helpful.

2. Evaluating information sources

Once you have identified relevant information sources it is important to evaluate them. This will help you to make sure that you provide accurate, reliable and upto- date information in your assignments. Checklist for evaluating information sources

Is the information accurate?

What evidence is it based on?

How up-to-date is the information?

Does the information source repeat information available in other reputable sources?

What topics are covered? Are there any omissions?

Is coverage of the material superficial or thorough?

Are the explanations and arguments logical and coherent?

Have any steps or discussion points been omitted?

Are there any other interpretations of this data?

What assumptions are made in this work?

Does the author identify the weaknesses in their work?

Who is the author? What is the author's background?

Is the author a credible source?

Who has sponsored the information resource?

Is this likely to result in bias in the information?

Conclusion

Learning how to identify and access relevant information sources will help you to be successful in your university studies. It is also an important life skill and you will find that you will use your information skills during your working life too.

Lesson number 14: Examination Skills

Objectives of the lesson:

The objective of this lesson is to help students be able to:

1. Be ready for taking exams.
2. Get over exam stress.
3. Find effective strategies to follow for exam revisions.

Introduction

Examinations are widely used within the University as a means of assessing students' knowledge and skills. It is worthwhile spending some time thinking about and improving your revision skills and examination technique. This will help you to improve your examination performance. If you are returning to study after a break you may find that you need to develop your revision and examination skills. You will find that other students are in a similar situation. Read this guide and follow the advice in it, and also make use of the

special revision and examination sessions that are organised by your tutors and the Study Advice Service. The experience of Business School tutors is that some students ‘think they know it all’, perhaps because they were successful in examinations held in schools or colleges. Sometimes these students are overconfident and, as a result, do badly in their first set of examinations at the university. All students are advised to read and follow the guidelines in this

Section.

1. Information about examinations

Examinations are an essential part of the assessment process. University examinations are normally held twice each year, during the assessment period for each semester. Information about examinations is normally provided in each Module or Programme Handbook. The assessment weighting for each module varies: some examinations may only amount to 20% of the assessment weighting; most will be 50%; and some may be 100% weighting. Ensure you know the value of the examination in the assessment process as this helps you to decide how much time and energy to invest in preparing for it. The exact date, time and location of the examinations will be posted on notice boards prior to the assessment period. You will not receive this information directly by post or by email although it will be available through the University portal. It is your responsibility to ensure that you are fully aware of the examination arrangements. If you have a disability that may affect your performance in examinations then contact your Personal Supervisor or the Business School’s Disability Officer as soon as possible and well before the start of the examination period. It is also worth noting that, due to unforeseen and unavoidable circumstances, the arrangements for some examinations may change.

You should therefore double check what you think the arrangements are, nearer to the time of the examination, either by consulting the notice boards again or by asking the appropriate Support Office. Holidays should not be booked at times close to scheduled examinations, as arrangements are liable to change and the Business School will not accept your being on holiday as a satisfactory reason for missing an examination. Holidays should therefore not be taken until the assessment period is completely finished. This includes the reassessment period, which should also be kept free in case you have to resit an examination or resubmit a piece of written work. Similarly, it is not seen as acceptable to

be late or to miss an examination for any reason that does not satisfactorily meet the criteria laid out.

2. Revision

The aim of the examination process is to test your knowledge and understanding in an environment with a time constraint. Examinations are not merely a memory test either – they test understanding, rather than the specific description of each and every theory and concept. They also seek to evaluate some generic skills such as time management (have you answered all the questions you need to in the given time period?) and your effectiveness under pressure. These are everyday occurrences in working life. Students who are successful in the examination process are those who have developed an effective preparation technique and who are also able to manage themselves and their time during the examination. Here are some general guidelines.

- Some students prefer to plan and begin their revision well in advance of the examination date, studying small sections at a time when their schedule is less pressurised. Others prefer to revise continually, whether the module's assessment involves an examination or not, just to maintain the knowledge and understanding of the module's content. Some students prefer to leave revision until the last minute when there is little chance that they will forget what they have revised. Nobody can say which way is right and which way is wrong. You should work according to what suits you best. You may want to explore and experiment with different approaches so that you know which approach suits you best.
- It is during revision for an examination that you are likely to realise the importance of making good, well-referenced notes (see Chapter 5). Time invested in making notes will mean that you are well prepared for the revision process. Therefore, maybe without knowing it, you have already started your revision. Your revision will further be speeded up and made more efficient if you have continually revised your notes. It is easier to refresh your short-term memory than relearn what will amount to new information during a period of increased pressure.
- It is useful to look at some of the recent past examination papers for each of your subject areas. This will help to give you a flavour of the style of questions that may come up, the presentation of an examination paper, and the terminologies used in examination questions. Examination papers are available through the Portal by

selecting the 'Repository' tab and then selecting 'past examination papers' and then by choosing either 'Business School' if you are based in Hull or 'Scarborough Management Centre' if you are based in Scarborough.

- Working backwards from the date of the examination make the necessary commitments in your diary and work schedule. Remember to be realistic. You will have other activities during this time, for example, lectures and seminars, assignments, or part-time work.
- Remember to work on all the modules that are going to be assessed. Do not put all your energy into revising for one module at the cost of others.
- Allow yourself some relaxation time during your revision – you will perform better if you have some breaks from your revision, where you spend time with friends or even spend an hour having a coffee or going for a walk. The end result of 12 hours' non-stop revision is likely to be less productive than 3 x 3 hours' revision, with an hour's break in between each session.
- Most Module Leaders will run a session called 'revision' – make sure that you attend it! These sessions are intended to help you, and you should not turn down an opportunity for the person who will be marking your examination script to give you guidance and help.
- Revision can be split into two categories.
- Selective revision: Where you focus on specific topics, for example, those that you know best or find really interesting. However, do not be too restrictive – always prepare for the worst scenario: that your preferred question or questions do not appear on the examination paper, or that they do appear, but in a way that you do not feel you could effectively answer. So always revise at least one topic more than you know you will need to answer (for example, if you have to answer two out of five questions, prepare to answer three). There is no need to attempt to memorise everything that you have read, heard, or discussed throughout the module, but there is still a need to have an understanding of all the relevant issues of the subject matter.
- Generic revision: If, however, you are not given an indication of what might appear in the examination paper then you will have to refamiliarise yourself with a condensed version of the module's contents. You may need to look through all the notes you have made and revise the basics of each topic you have covered during the module.

- There are also several ways in which you could revise: some students work better alone, preferring peace and quiet to revise according to their own pace; other students prefer to work with one friend or a whole group. If you prefer to revise on your own then it is always useful to spend a little time discussing the subject matter with a friend to ensure that you have grasped the understanding of key ideas or points. Talking is a useful way of clarifying understanding. The choice is yours – remember to use an approach that works for you.
- Once you have carried out some revision, you may find it useful to practise answering typical examination questions. Many people find it helpful to write outline answers in response to sample questions. If you are working with a group of people then you may want to exchange and ‘mark’ each other’s answers.

3. Sitting examinations

- Some people like to allow 10 minutes at the beginning of the examination to jot down their revision planners before they even read the questions. This approach can help you to relax by knowing that you have remembered your plans or notes and that you have the basics of some outline answers there.
- Read and analyse the questions themselves – carefully. Think about every word in the question and consider what the examiner requires.
- Make a quick and very rough draft of the main points you intend to cover for each answer.
- Start writing. Most people find it best to start with the ‘easy’ questions.
- Keep an eye on the clock. Do not spend too long on one question at the expense of the others.
- If you are running out of time, structure your response in note form or bullet points – anything is better than nothing.
- Give yourself a minute or two rest in between answers to gather your thoughts and also relax your eyes and writing hand.
- Allow 10 minutes at the end of the examination to read through your answers, correcting any mistakes, adding further clarification that you may have forgotten originally, re-writing any words that are illegible. Cross out rough notes that you made at the beginning by putting a line through them. This tells the examiner that they are rough notes and do not constitute part of your formal response to the questions.

- It is worth remembering that practice makes perfect. At the end of the examination, and also when you obtain your results, reflect on the process and identify ways in which you can improve your examination performance.

4. Practical tips and advice

- Check the date, venue and time of the examination a couple of days before in case there has been any change to arrangements. If you do not know the location of the examination then find out and visit it.
- Have an early night so that you feel bright and refreshed. Last minute revision into the small hours of the morning may well be counter-productive as you are unlikely to remember very much and you will be tired for the day of the exam.
- Allow yourself plenty of time to get ready and reach the examination hall on time. If you have to rush you are more likely to be tense and anxious when you sit down and begin writing.
- Have some breakfast (or lunch) before the exam as it is hard to concentrate if you are hungry.
- Ensure you have at least one spare pen with you, as well as other items that you may need and which are permitted according to the rubric of the examination paper (for example, a calculator).
- Be aware of the 'Instructions to Candidates for Written Examinations' which clearly states the rules candidates have to adhere to during an examination. Remember that mobile phones are not permitted in the examination hall, so either leave your telephone at home or switch it off and leave it in a bag or coat away from your desk.
- International students are permitted to use their own English/own language dictionaries unless it is expressly forbidden in the examination paper's rubric. However, students' own dictionaries will be checked during the examination for notes and annotations, so do not think that it is possible to use your dictionary to take revision notes into the examination, as this will result in an allegation of the use of unfair means being made against you. Any annotation may be deemed an attempt at unfair means. Students must take a completely 'clean' dictionary into exams. Subject specific foreign language dictionaries are not likely to be permitted if they go beyond straightforward translations. Examination scripts are marked anonymously so it is essential that you know your student registration number and that you write it legibly. Take your student card with you to the examination.

- Try to write in a legible and easy-to-read style. Examiners do not have the time to decipher messy or unusual styles of writing. If they have difficulty in reading your writing then it is quite likely that they will have difficulty in understanding the content of your answer and how appropriate it may be to the question. You are therefore likely to be marked lower than you might be if your writing was legible. It is worth taking more time to write slowly and neatly.
- There will always be a clock in the examination hall.

Conclusion

Students who do well in examinations are those who have developed effective revision techniques and know their subject. They also follow the instructions in the examination papers and answer the set questions rather than questions that they hoped would be set! It is a good idea to take up all the assistance and support given by the University. Reading this manual is a good starting point and you may want to attend special sessions run by your tutor or the Study Advice Service. take off your watch and place it on the desk in front of you so that you can keep good track of the time.

- Throughout the examination remain calm. Keep your focus on the questions and your answers. Start with the easier questions. Concentrate on what you can do rather than what you cannot.
- If you do start to panic, put your pen down, shut your eyes for a few moments, take some deep breaths, and then start writing again.
- If your mind goes blank then start to write – either write whatever you know about the topic or write about how you are feeling. This often helps people to get going again. Once your mind clicks into action then cross out this writing and get started on the examination answers again.
- You must leave all exam materials in the exam hall – taking your answer paper out with you and handing it in later will be deemed as unfair means.

5. The use of unfair means

The University's Code of Practice on the Use of Unfair Means clearly states that it is an offence against the Code to take into an examination hall materials that are prohibited and that may give an illegitimate advantage over other students. Prohibited material can include revision notes, revision planners, quotations, essay structures, or dictionaries that have notes or annotations contained within the pages. Furthermore, the offence under the

Code is actually having these materials on your person or on or around your desk – the Code does not state that it has to be proved that you have *actually* used the prohibited items. Therefore, you are strongly advised not to take any form of prohibited material into an examination hall with you. If you have any notes with you that you have been using for last minute revision prior to the examination, either leave them in a coat pocket at the back of the room, throw them away before you enter the hall, or give them to an Invigilator before the examination starts. To claim that you put some notes inside your pencil case, which is sitting on your desk, but that you have not referred to them, is not an appropriate excuse. The penalties for being caught with prohibited material, or indeed copying another student’s paper, are very severe.

CONCLUSION

After having been exposed to the materials of this handbook, first year students should have had developed the skills in organizing and planning their work, preparing assignments or projects, and note-taking and reading, ...etc. However, they still need enrichment activities in enhancing their motivation, managing school work stress, and utilizing resources and feedback.

Higher education requires student a lot of challenging works. Making the transitions from high school to college schooling is not that easy. First year university students are faced with new situations especially their academic endeavours. They need to have profound skills to form a habit in studying their lessons. To improve their academic performance, they need to follow their study schedules religiously.

Based on the findings of the present study, the following recommendations are given:

1. The first year students need to avail the suggested enhancement activities to develop more their study habits.
2. Other factors that influence the performance of the first year students must be explored to better understand them.

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Appendices

First Semester Examin Study Skills

Task One (4,5 pts):

Explain the following terms very briefly: (Use your own words/give an example for each)

1. Procrastination :

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

2. Non- Interactive Speaking:

.....
.....

3. Kinesthetic Learners:

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

Task Two (6 pts) :

Name at least six characteristics of Independent learners:

- | | |
|---------|---------|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |

Name at least six time management strategies:

- | | |
|---------|---------|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

First Term Examination in Study Skills

Task One: (03 points)

At the university students will experience a number of different approaches to learning and teaching. Mention these approaches.

- 1 2
- 3 4
- 5 6

Task Two: (05 points)

Complete the following:

1. Group and team activities:

.....
.....

2.:

Is the act of delaying or putting off tasks until the last minute intentionally and habitually.

3. Online Learning:

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

4.....:

Is when you research and evaluate information from a wide range of sources.

Task Three: (04 points)

Fill in the gaps in the following table:

	Oral	Written
Receptive
Productive

Task Four: (08 points)

Unlike dependent learners, the independent ones do very often have the desire, total responsibility, and a high sense of motivation to learn. Added to this, *independent learners do know how to manage their learning process more effectively*. Explain very briefly in a short and well-structured paragraph.

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Amar Telidji University- Laghouat

Department of English

1stYear Degree

Time allotted: 1h00

StudySkills

Date: 05/11/2020

14h00

2019/2020

Full Name :.....

Group :.....

Mark :.....

First Term Retake Exam

TASK ONE:(6pts) complete the text using the words in the box

Consequences efficient prospects relies reputation stress
submit suffer prioritize

How well do you manage your time?

There is so much to be said in favor of good time management that it's surprising how many people are bad at it. From the school student who always struggles to _____ work on time ... to the powerful businessperson who _____ on a personal assistant to organize their day, we could all benefit from a more organized approach.

The simple fact is that poor time management can have some terrible _____. These include damaged relationships, getting a _____ for always being late, and seeing your free time get eaten up.

On the other hand, people who manage their time well are more _____, improve their job _____, and are known to _____ less from sleep problems, anger and _____.

TASK TWO:(6pts) find the right word to each definition below.

.....

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Good Luck!