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Faculty of Arts and Languages

Department of English Language

Study Skills

Lessons for First-Year LMD Students

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Ministry of Higher Education and Scientific Research
Echahid Hamma Lakhdar University of El-Oued
Faculty of Arts and Languages
Department of English

“Study skills”

Courses designed for First Year ‘Licence’ Level

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Study Skills: Lessons for First-Year LMD Students

Introduction

“Study Skills” is a handout designed for first year students of English at the bachelor's degree in the department of Arts and English language in the faculty of Arts and Language at Ecahahid HammaLakhdar University, El-oued.

“Study Skills” is a module which is presented from 2015 to 2022 academic years in a form of TD sessions. Therefore, lessons have to cover both the theoretical and practical aspects. The transition to higher education often presents students with new challenges, demanding effective strategies to navigate their academic journey successfully. In the Department of English, first-year students are introduced to the *Study Skills* module, which is designed to equip them with essential tools for academic success. This handout aims to shed light on the importance of acquiring and developing study skills that foster better learning habits and academic performance.

Study skills, including setting clear goals, improving concentration, and managing time efficiently...etc, are fundamental in helping students adapt to the rigorous demands of university life. These skills not only enhance learning outcomes but also prepare students for long-term academic and professional success. Throughout the course, students will engage with key topics that serve as a foundation for effective study practices, such as goal-setting, concentration techniques, time management strategies, and much more.

By mastering these skills, students will be better prepared to face the complexities of their coursework, stay organized, and maintain a balanced approach to their studies. This handout serves as a guide and reference for students as they progress through their academic careers, encouraging them to build habits that support both personal growth and academic achievement.

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This document contains a series of lessons which includes: How to Succeed at University, L.M.D System, Learning styles, Study habits, Note Taking, Time Management, Goal Setting, Exam Preparation, Effective reading, Giving a Good Presentation, Learning Strategies

This documents ends up with an appendix which contains samples of official tests designed by the present teacher.

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Course Objectives:

This module is designed to help first-year students in the Department of English develop essential academic skills that are critical to their success at university. By the end of this course, students will be able to:

1. **Understand the University Environment:** Gain insights into how to succeed at university by adapting to the academic, social, and administrative aspects of higher education.
2. **Comprehend the L.M.D System:** Familiarize themselves with the Licence-Master-Doctorat (L.M.D) system, understanding its structure, requirements, and benefits.
3. **Identify Personal Learning Styles:** Explore and assess individual learning styles, enabling students to identify the most effective study strategies that align with their preferences.
4. **Develop Strong Study Habits:** Cultivate consistent and effective study habits that enhance their ability to retain information and stay organized throughout the academic year.
5. **Master Note-Taking Techniques:** Learn various note-taking methods, such as the Cornell method, mind mapping, and outlining, to improve comprehension and retention during lectures and reading assignments.
6. **Enhance Time Management Skills:** Acquire practical time management strategies, including prioritization, scheduling, and avoiding procrastination, to meet academic deadlines efficiently.
7. **Set Clear Academic and Personal Goals:** Understand the importance of goal setting and learn to create realistic and achievable academic and personal objectives.
8. **Prepare Effectively for Exams:** Learn key strategies for exam preparation, including reviewing techniques, test-taking strategies, and managing exam anxiety.

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9. **Improve Reading Efficiency:** Develop skills for effective reading, including speed reading, skimming, and critical analysis, to handle academic texts more efficiently.
10. **Deliver Effective Presentations:** Master the skills needed to give confident and well-organized presentations, including structuring content, managing stage presence, and engaging an audience.
11. **Utilize Learning Strategies:** Implement various learning strategies that cater to different academic tasks, helping students to study smarter rather than harder.

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Lesson one: How to Succeed at University.

Learning objectives:

Upon successful completion of this course, the student will:

- ✓ Understand the transition from high school to university.
- ✓ Know how to study effectively at the university level.
- ✓ Be prepared for different approaches to learning and teaching used in the university.

Identify the skills necessary for academic success.

Introduction

Many students find that studying at university involves new ways of learning and interacting with others. Some students may come from traditional educational systems where tutors primarily transmit information, expecting students to learn and repeat it during assessments. However, this is not how learning typically takes place at university. Here, you are expected and encouraged to think critically about ideas, and engage in discussions and debates with your peers and tutors. To achieve academic success, students must actively engage with relevant information sources and adopt a critical, independent approach to their studies.

This is not the way how learning takes place at the university. Here, you are expected and encouraged to critically think about ideas and then discuss and debate them with your peers and tutors.

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If you want to achieve high marks, you have to study relevant information sources.

1. From High School to University:

The transition from high school to university marks a significant change in students' academic and personal lives. Differences include the structure and presentation of subjects, increased expectations for independent work, a greater reading load, and more advanced study requirements.

Transitioning from high school to university is a critical developmental milestone, presenting opportunities for personal growth and behavioral change. Fromme (2008) explains that the shift to university life comes with greater personal responsibility, a change that all students face as they move toward adulthood.

2. Tips for Bridging the Gap Between High School and University

- Do not assume that high marks in high school will automatically translate into high marks at university. Different levels of comprehension and synthesis are required for university-level work (Fromme, 2008).
- Learn how to use the library and other academic resources effectively (Pauk & Owens, 2013).
- Prioritize your studies to avoid potential issues with time management (Covey, 1989).
- Be proactive and take responsibility for your learning. Independence is highly valued in university settings.

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- Understand that learning at university is open-ended, requiring flexibility and critical thinking.
- Avoid studying for long hours without breaks. Effective study involves focused effort, and regular breaks help recharge mental energy (Covey, 1989).

This is seemingly a simple question but it is not all that simple. Some people assume that merely sitting down to read for long hours is a sign of studying. This is not necessary so. You may sit with a book before you and are not studying.

Studying suggests learning and so to learn there must be concentration and diligence.

3. What is Studying?

The question, "What is studying?" may seem simple, but it is more complex than it appears. Some students assume that merely sitting with a book for long hours constitutes studying, but effective studying requires active concentration and engagement with the material.

Studying is about learning, and learning requires focus and discipline. The methods and strategies used to study should align with one's individual learning style, which can lead to more productive and meaningful learning experiences (Fleming, 2001).

4. How to study

Studying can be a rewarding exercise if done effectively. It is not only about spending long hours with textbooks but also about using active learning techniques such as summarizing, questioning, and applying information in various contexts (Pauk &

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Owens, 2013). Students often ask, "How do I study? I study, but I don't see results!" To address this, it is essential to adopt efficient study techniques that match one's learning style and cognitive strengths (Fleming, 2001).

Be calm, nothing should be worrying, emotionally stable, free from shock, and sure be prepared to succeed

5. Approaches To Learning and Teaching :

During your time at university, you will experience various approaches to learning and teaching. These approaches are designed to encourage independent learning, critical thinking, and collaboration.

a) Lectures: A common form of teaching in universities, lectures involve large groups of students listening to a tutor provide an overview of a subject. Lectures are designed to introduce key themes and issues, and it is important to take comprehensive notes.

You will normally take notes

b) Seminar: Seminars typically involve smaller groups of students and a tutor. These sessions often require preparatory work, such as reading an article or completing a case study, and provide opportunities to discuss and debate ideas.

It is very important. It gives a choice to discuss and debate ideas by reading to be active

c) Groups and team activities : Many courses incorporate group activities in which students collaborate on tasks or projects. These activities help develop teamwork and communication skills.

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d) Tutorials: Tutorials are smaller, more focused meetings between a tutor and a few students. These sessions are often used to provide personalized feedback on assignments and to address academic issues.

e) Independent Research : Independent study is a key part of university learning. Students are expected to research and evaluate information from a wide range of sources, developing their ability to work independently and critically (Gardner, 1983).

6. Do You Study Effectively?

To assess your study habits, reflect on the following questions:

1. Do you ever sit down to study but feel like you haven't accomplished much after several hours?
2. Do you devote most of your time to subjects with the majority of coursework assigned?
3. Do you focus more on your favorite subjects rather than the ones that need the most attention?
4. Do you study according to a schedule, covering all courses but prioritizing the ones that require the most focus?
5. Do you think succeeding at university is simply about knowing how to study and how to communicate your knowledge?
6. Do you agree that balancing academic work with social life and self-care is important for success?

7. How to Succeed at University?

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Succeeding at university requires more than just academic knowledge; it involves developing personal, academic, and life skills that will serve you well in the professional world. Here are some strategies to help you thrive.

- **Time and Budget Management:** Learn how to manage your time and finances effectively, ensuring that you meet academic deadlines while maintaining a balanced lifestyle.
- **Employability:** Focus on developing key transferable skills, such as communication, teamwork, and problem-solving, which will enhance your employability prospects.
- **Digital Technologies:** Explore how digital technologies can be used to enhance your learning experience and improve your assessment performance (McMillan, 2014).
- **Critical Thinking and Problem-Solving:** Strengthen your ability to think critically and solve problems. These skills are essential for success both in university and in the workplace (Gardner, 1983).

Conclusion

Studying is not just about mastering academic content but also about developing a strategic approach to learning. Like playing a game, the goal is to understand the rules and develop effective strategies to succeed in coursework and exams. By implementing these techniques, you will be better equipped to navigate university life and achieve academic success.

Lesson 02: L.M.D System

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Learning objectives:

Upon successful completion of this course, the student will learn:

- ✓ Understand what the L.M.D. system is.
- ✓ Learn about the four teaching units in the system.
- ✓ Understand the meaning of unit, credit, average, and exclusion
- ✓ Know how students are evaluated in the L.M.D. system.

1- Definition of the L.M.D System

The L.M.D. (Licence, Master, Doctorate) system was created to harmonize higher education across the European Area. It aims to standardize diplomas and create a system that is more flexible and internationally recognized (Fromme, 2008). The system is credit-based, which brings significant changes in course design, teaching methods, and student assessment. Most importantly, it places students at the center of the educational process, promoting a student-focused learning environment (Gardner, 1983).

The L.M.D. system also emphasizes:

- Economic efficiency and international mobility.
- Reducing the time it takes to obtain a degree.
- Enhancing employability by providing students with a more versatile and global education system (Fromme, 2008).

The L.M.D. system was launched in Algeria in the academic year 2003-2004, aligning the country's higher education with international standards (Ministerial Decision N. 711, 2011).

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2- Degree Structure

The L.M.D. system is organized into three main degrees:

- **License** (equivalent to a Bachelor's degree): Requires 180 credits and is typically completed in six semesters (three years).
- **Master**: Requires an additional 120 credits after obtaining the License, typically completed in two years.
- **Doctorate**: Requires passing a competitive examination, completion of six semesters (at minimum), and a viva examination for thesis defense.

This system replaces the previous "Magister" degree with the Master's degree, providing a more standardized structure across universities in the region (Ministerial Decision N. 712, 2011).

A diploma is obtained after six semesters (03 years). It requires 180 credits:

License: 180 credits.

Master: 120 credits

Doctorate: it is awarded after a competitive examination + 06 semesters (at least)
+ viva examination.

3- Key Changes Introduced by the L.M.D. System

Several key changes distinguish the L.M.D. system from previous higher education systems:

- The degree structure is based on three reference levels: License, Master, and Doctorate.

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- Training courses are organized into semesters, each comprising 30 credits.
- Students may change their courses at the end of each semester, depending on the branch of study.
- The system is divided into four teaching units: Fundamental, Discovery, Methodological, and Transversal units.
- A student support system was created by teaching teams to help students succeed.

These changes aim to provide students with greater flexibility and support, promoting active learning and facilitating academic mobility (Pauk & Owens, 2013).

4- How to pass?

The L.M.D. system uses a combination of continuous assessment (CC) and final examinations to evaluate students. To pass:

- **Module:** A student must achieve a score of 10 or more, calculated as the sum of continuous assessment (CC) and exam scores.
- **Unit:** A student must either achieve 10 in all modules or pass through compensation (weighted averages of modules).
- **Semester:** Students must pass all units (i.e., accumulate all credits) or compensate between units.
- **Year:** A student must pass both semesters, achieving 60 credits (an average of 10.00).

In certain cases:

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- A student may pass to the second year by passing both semesters or achieving compensation between units with a minimum average of 10.
- A student may also pass if they have completed 50% of the credits for the first year and achieved at least one-third of the credits in one semester.

1/ Module: 10 or more; CC + exam ≥ 10 .

2/ Unit: 10 in all modules, or compensation : $\text{Module} \times \text{coef} + \text{Mod} \times \text{coef} \dots \geq 10$

3/ Semester: All the units (credits) Or compensation between units.

4/ Year: Pass 02 semesters.

Compensation; average 10.00 = 60 credits.

1st case:

You pass to 2nd year by: 1- Getting the two semesters 2- Compensation between the units ≥ 10

2nd case:

Student can pass with 50% of 1st year credits, and got at least 1/3 of credits in one semester.

5- The Teaching Units :

Teaching units	Modules	credits	Coefficient	Evaluation	
				CC	Exam
<u>Fundamental Unit</u>	Written expression	06	04	×	×
	Oral expression	04	02	×	×
<u>Fundamental Unit</u>	Grammar	04	02	×	×
	Phonetics	02	01	×	×
	Introduction to linguistics	02	01	×	×
<u>Fundamental Unit</u>	Introduction to literary texts	02	01	×	×
	Language & culture	02	01	×	×
<u>Methodological</u>	Study skills	04	01	×	

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<u>unit</u>					
<u>Discovery Unit</u>	Human & social sciences (SHS)	02	01		×
<u>Transversal Unit</u>	Foreign language	02	01	×	×
Total semester 1		<u>30</u>	<u>15</u>		

Note: CC = Continuous assessment. CC includes attendance and all types of participation and tasks performed inside and outside the classroom: research work + oral presentations + participation, in addition to an oral and a written test. It values the active effective presence of the student.

6- Explanation of Teaching Units:

- **Fundamental Unit:** Includes core subjects that are essential to the student's area of study. This unit carries the most credits and has the highest weight in evaluation.
- **Discovery Unit:** Encourages deep research and exploration of new topics related to the student's major.
- **Methodological Unit:** Focuses on developing research skills, enabling students to work independently (Fleming, 2001).
- **Transversal Unit:** Provides supplementary skills, such as foreign languages or computer literacy, which are essential for employability (Covey, 1989).

7- Understanding Credits

In the L.M.D. system, credits reflect the amount of work required to complete a module. A credit is the value assigned to a module based on its significance within the curriculum.

- **One semester = 30 credits.**

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- One credit equals approximately 22.5 hours of work per semester, including classroom hours and independent study.
- For example, the module "Written Expression" carries six credits, requiring about 135 hours of work per semester

Credit vs. Average:

- **Credits** reflect the quantity of work completed by a student.
- **Average** reflects the quality of the student's performance. While credits are used to determine if a student passes, averages are used to rank students academically.
-

8. Exclusion and Absences:

Students who exceed the allowed number of absences for a module are excluded from that module. This means they have not completed the required hours of study to earn credits, and they must retake the module the following year (Ministerial Decision N. 711, 2011).

Conclusion

The L.M.D. system introduces a new and flexible approach to higher education, emphasizing student-centered learning, international mobility, and employability. By organizing courses into teaching units, assigning credits based on workload, and using continuous assessment and exams, the system helps students progress and succeed in their academic and professional lives.

Note:

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Students are invited to read the following:

- The internal law of the university rules of procedure, issued in April 2015.
- The ministerial decision N 711, dated in November 03rd, 2011.
- The ministerial decision N 712, dated in November 03rd, 2011.

Lesson 03. Learning Styles

Learning objectives:

Upon successful completion of this course, the student will:

- ✓ Understand what a learning style is.
- ✓ Identify different types of learning styles.
- ✓ Recognize the benefits of knowing one's learning style.
- ✓ Compare teaching styles and learning styles.

Introduction:

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Current educational reforms are shifting classrooms from teacher-centered to student-centered environments. In this framework, understanding how students learn is crucial for selecting appropriate teaching strategies (Dewey, 1938). For many years, educators have recognized that students learn through various methods, but only recently have teachers begun to adapt their teaching to accommodate these different styles (Kolb, 1984).

1. Definition of Learning Style

A learning style is a set of characteristics, attitudes, and behaviors that define how an individual prefers to learn. These styles affect how students absorb, process, and retain information, as well as how teachers present content and interact with learners. Simply put, your learning style is the method you find most effective for absorbing information (Fleming, 2001).

2. Types of Learning styles:

Learning styles are individual preferences for how a person best absorbs information. Three commonly recognized learning styles are:

- **Visual Learning Style:** Learning through seeing.
- **Auditory Learning Style:** Learning through hearing.
- **Tactile/Kinesthetic Learning Style:** Learning through touch and physical activities (Kolb, 1984).

These different styles reflect how people receive and process information through their senses.

2.1. Visual learners (Learning by Sight)

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A visual learner tends to prefer visual aids such as diagrams, pictures, and written materials to understand and retain information. These learners are often able to recall detailed notes, visualize concepts, and benefit from reading, watching, or drawing (Fleming, 2001).

2.1.1..Characteristics of Visual Learners

- Understand written instructions better than oral ones.
- Prefer to visualize concepts and ideas.
- Often daydream or become absent-minded without visual aids.
- Create mental images while reading.
- Rely on maps, charts, notes, and flashcards for studying.
- Prefer quiet environments for focus.
- Tend to use color coding as a study aid (Gardner, 1983).

2.2. Auditory learners (Learning by Hearing)

Auditory learners best absorb information presented in an auditory format, such as lectures, discussions, or audio materials. They often process information more effectively through listening and speaking (Fleming, 2001).

2.2.1. Characteristics of Auditory Learners

- Retain information better when they hear it rather than see it.
- Prefer listening to instructions and explanations.
- Often engage in study groups or discussions.
- Enjoy listening to music while studying.
- Participate actively by asking questions and explaining concepts to others.

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- Tend to read or talk aloud when learning (Covey, 1989).

2.3. Tactile/Kinesthetic Learners (Learning by Doing)

Tactile or kinesthetic learners prefer hands-on experiences and physical activities when learning. They are often more engaged when they can manipulate objects, move around, or perform tasks related to the subject matter (Gardner, 1983).

2.3.1. Characteristics of Tactile/Kinesthetic Learners

- Learn best when they can physically interact with objects or tools.
- Prefer activities involving movement and touch.
- Use exaggerated hand gestures when studying or explaining concepts.
- Remember information through physical activities such as typing or writing.
- Tend to walk around while revising or reviewing material.
- Benefit from taking notes during lectures and creating summaries afterward (Kolb, 1984).

3. Summary of Learning Styles

Learning style	description
Visual	Seeing and reading
Auditory	Listening
Kinesthetic/ tactile	Touching and doing

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Understanding what your learning style is can help you adapt your study habits to the way that you learn best (preferences)

4. Benefits of knowing about your learning style:

Understanding your learning style can provide significant advantages in both academic and personal development:

- **Increased Productivity:** When students align their study methods with their learning styles, they can work more efficiently.
- **Enhanced Creativity:** Tailoring learning experiences can lead to more innovative thinking.
- **Problem-Solving Skills:** Knowing how you learn best helps to identify and address learning challenges more effectively.
- **Effective Learning:** Using appropriate strategies for your learning style leads to better academic outcomes (Covey, 1989).

5. Teaching Styles vs. Learning Styles

While learning styles refer to how students prefer to learn, teaching styles describe how teachers prefer to teach. An effective teacher recognizes the diversity of learning styles in the classroom and adapts their methods to engage all learners (Gardner, 1983). Teaching styles may vary from highly structured lectures (benefiting auditory learners) to visual presentations (ideal for visual learners) and hands-on activities (suitable for kinesthetic learners).

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Aligning teaching strategies with learning styles can create a more inclusive and effective learning environment.

Conclusion

Understanding your learning style can be highly beneficial in optimizing your study habits, interacting with others, and improving academic performance. By recognizing whether you learn best through seeing, hearing, or doing, you can tailor your approach to learning and maximize your potential.

**Knowing your learning style, both your strengths
and**

your weaknesses can help you study more

Remember!

.effectively

No matter what your Learning Style is it's very important to:

- Be involved in class – participate!
- Link classroom experience to the outside world.
- Relate class concepts to your life.
- Ask questions and offer criticism.
- Stimulate further relevant discussion.
- Keep concentrating.
- Keep an open mind: You can change your learning style if necessary.

Reflection Questions:

- How could knowing your learning style benefit you personally?
- How can understanding learning styles improve your interactions with others?
- How do you think your learning style could help you in your studies?

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- What do you think are some of the advantages of your learning style?

Course 04: Study Habits

Learning objectives:

Upon successful completion of this course, the student will understand:

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- ✓ Definition of study habits.
- ✓ Good and bad study habits
- ✓ Characteristics of students with bad study habits
- ✓ Characteristics of students with good study habits

Introduction:

Effective study habits are critical for academic success at the university level, but there is no one-size-fits-all approach to studying. Developing successful study habits involves trial and error to find the techniques that work best for each individual. However, certain guidelines and methods can maximize learning outcomes (Covey, 1989). A high level of study skills is necessary for success in higher education. While some students carry over effective study habits from previous schooling, many must reevaluate and adjust their approaches as they transition to university life (Entwistle & Ramsden, 1983).

1- Definition of Study Habits

Study habits refer to the behaviors and practices students engage in when preparing for exams, completing assignments, or learning academic material. These behaviors are shaped by both internal and external factors, which either facilitate or hinder the learning process (Zimmerman, 1998). Study habits can be classified into two categories:

- **Good Study Habits:** Effective behaviors that enhance learning and academic performance.
- **Bad (Poor) Study Habits:** Inefficient behaviors that hinder learning and contribute to academic struggles (Covey, 1989).

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2- Bad (poor) study habits:

Poor study habits are a significant cause of academic challenges. Students who lack effective study strategies often struggle with time management, overlook key information, or give up before completing tasks. This not only affects their immediate academic performance but may also lead to disengagement with the educational process, limiting their potential for lifelong learning (Entwistle & Ramsden, 1983).

Example:

A common example of a poor study habit is procrastination. For instance, a student who waits until the night before an exam to begin studying and stays up all night cramming is practicing ineffective study habits that often result in poor retention and performance (Zimmerman, 1998).

3- Good study habits:

Good study habits are essential for long-term success, particularly in fields that require ongoing education and training. These habits promote effective learning and include:

- **Time Management:** Prioritizing tasks and managing time efficiently.
- **Self-Discipline:** Staying focused and resisting distractions.
- **Concentration:** Maintaining attention during study sessions.
- **Memorization Techniques:** Using methods like repetition or mnemonics to retain information.
- **Active Participation:** Paying attention in class, taking notes, and asking questions to clarify understanding (Covey, 1989).

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4- Characteristics of Students with Poor Study Habits

Students who exhibit poor study habits often demonstrate the following behaviors:

- **Superficial Reading:** They read without fully understanding or recognizing the meaning of the material.
- **Skipping Important Information:** They skim through material quickly, often missing key details.
- **Carelessness:** Their assignments and notes may be disorganized or messy.
- **Easily Distracted:** They may struggle to concentrate and are frequently distracted by external factors like music or television.
- **Inconsistent Work Habits:** They do not stick to tasks and often procrastinate or daydream.
- **Lack of Engagement:** They rarely ask meaningful questions or engage deeply with the material (Zimmerman, 1998).

5- Skills Required for Effective Study:

Effective studying requires specific skills, many of which rely on **self-discipline**.

Key study skills include:

- **Willpower:** The ability to stay focused and avoid distractions.
- **Time Management:** Organizing tasks and using time efficiently.
- **Concentration:** Focusing on one task at a time without distractions (Covey, 1989).

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Developing these skills is challenging, particularly in environments where students face numerous distractions. Consistent encouragement and positive reinforcement from both home and school environments are crucial in helping students build these skills (Entwistle & Ramsden, 1983).

6- HOMEWORK vs. GOOD STUDY HABITS?

Homework plays a vital role in reinforcing good study habits. It promotes important academic skills such as:

- **Curiosity:** Encouraging students to explore topics beyond the classroom.
- **Careful Thinking:** Teaching students to analyze and understand information in-depth.
- **Time Management:** Instilling the habit of using time wisely.
- **Improved Self-Esteem:** Successfully completing homework builds confidence, which in turn enhances study habits (Zimmerman, 1998).

When students experience success in completing homework, their overall approach to studying tends to improve, creating a positive feedback loop of academic success.

7- Practical habits for Effective Study:

The following are practical habits that can enhance study effectiveness:

- **Get Organized:** Keep a clean, organized workspace and manage time efficiently.
- **Manage Courses and Tasks:** Track assignments and deadlines to avoid last-minute cramming.

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- **Monitor Assignments:** Stay on top of coursework to prevent falling behind.
- **Make Lists:** Break down tasks into manageable parts and prioritize them.
- **Make Decisions:** Choose wisely about where to invest your time and resources.
- **Take Responsibility:** Accept ownership of your academic success.
- **Align with Your Values:** Study in a way that reflects your goals and principles.
- **Avoid Peer Pressure:** Stick to your own priorities rather than letting others dictate what is important.
- **Study Smarter, Not Harder:** Focus on quality of study time rather than quantity.
- **Eliminate Distractions:** Create a distraction-free environment for focused learning (Covey, 1989).

Conclusion:

Effective study habits are the foundation for academic success. By recognizing and addressing poor study habits and adopting effective techniques, students can improve their learning outcomes and develop skills that will serve them throughout their academic and professional careers (Zimmerman, 1998).

Reflection Questions:

1. How can identifying poor study habits help you improve academically?
2. What strategies can you adopt to enhance your study habits?
3. How do good study habits contribute to long-term success?

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4. How can time management improve your study sessions?

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Lesson 05: Note Taking

Learning objectives:

Upon successful completion of this course, the student will:

- ✓ Understand how to store gathered information/knowledge for later use.
- ✓ Recognize the importance of note-taking in academic success.
- ✓ Learn how note-taking can save time and aid in effective learning.
- ✓ Identify the different steps of effective note-taking.

Note taking is considered:

- ✓ An aid to better understanding and concentration.
- ✓ A record of facts, information, and multiple perspectives.
- ✓ A tool for further study and revision.
- ✓ A method to maintain alertness during lectures.

A way to identify and organize main ideas

Effective note-taking requires strong listening skills, the ability to select relevant information, and the ability to write clearly and quickly while continuing to listen (Friedman, 2014). It also requires students to be prepared, both mentally and emotionally, to fully engage in the learning process.

1. Why is Note-Taking Important?

Effective note-taking has several key benefits:

- **Enhances Understanding:** Helps you process and remember information better by summarizing key points in your own words (Boch & Piolat, 2005).
- **Supports Concentration:** Engages you in active listening, which keeps you focused during class.

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- **Aids Future Study:** Serves as a valuable resource for exam preparation and assignments.
- **Prevents Drowsiness:** Engaging with the material through writing helps maintain alertness.
- **Highlights Main Ideas:** Forces you to prioritize essential information and organize your thoughts.

2. Good Listening in Class

To be a successful note-taker, you must first be a good listener. Much of what you learn in class will be presented verbally, and careful listening is key to effective note-taking. Listening involves more than just hearing; it is an active, cognitive process (Boyle, 2010). Here are some strategies to improve your listening skills in class:

- **Be Cognitively Ready:** Prepare for class by completing readings and reviewing previous notes. This background knowledge primes your mind to grasp new information more effectively.
- **Be Emotionally Ready:** Approach class with a positive attitude and a commitment to learning. Your emotional state can impact your ability to concentrate and absorb information.
- **Listen with Purpose:** Identify key points you hope to learn during the lecture. Focus on answering these questions as you listen.
- **Keep an Open Mind:** Be receptive to new ideas, even if they challenge your preconceptions.
- **Stay Attentive:** Maintain eye contact with the speaker, and avoid daydreaming or distractions.
- **Be an Active Listener:** Evaluate what is being said and try to anticipate the next points. Active listening forces you to engage with the material, making note-taking more efficient.
- **Persevere Through Challenges:** When the material becomes difficult, don't give up. Listen even more attentively and ask questions if needed (Boyle, 2010).

3. Lecture Note-Taking: Preparation and Execution

Before Class:

- **Pre-read the Material:** Review the content that will be discussed in the upcoming lecture.

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- **Review Previous Notes:** Look over notes from past classes to refresh your memory and see how the current lecture fits into the larger course.
- **Clarify Concepts:** If there were points you didn't fully understand, meet with a tutor or classmate for clarification.
- **Gather Missed Notes:** Ensure you have notes from any missed sessions to keep your knowledge base complete.

During Class:

- **Date and Title Notes:** Clearly label each set of notes with the date and topic.
- **Choose Your Spot Wisely:** Sit where you can hear and see the lecture clearly, avoiding distractions.
- **Leave Space for Missed Points:** If you miss something, leave space to fill it in later with help from classmates or the teacher.
- **Stay Engaged:** Ask questions, participate in discussions, and take abundant notes. You can edit and condense them later.
- **Prioritize Key Information:** As you listen, continually ask yourself, "Why is this important?" This helps you filter relevant content (Boch & Piolat, 2005).

After Class:

- **Review Within 24 Hours:** Reviewing notes within the first 24 hours of a lecture enhances retention. Without review, you may need to relearn the material.
- **Revise and Clarify:** Use margins to expand on abbreviations, fill in gaps, and clarify confusing points.
- **Highlight Key Ideas:** Use highlighters or underline critical points to reinforce important concepts.
- **Summarize:** Briefly summarize the main ideas in your own words. This helps reinforce what you've learned.
- **Conduct Weekly Reviews:** Schedule a weekly review session to go through your notes, reinforcing your understanding over time (Boch & Piolat, 2005).

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5. How to Make Notes Effectively:

Effective notes are not just about copying everything the lecturer says. Instead, they should focus on capturing key ideas in a concise and organized manner (Friedman, 2014). Follow these steps for efficient note-taking:

- **Start with Background Information:** Include details like the module title, date, lecture topic, and lecturer's name.
- **Make Notes Legible:** Ensure your handwriting is clear enough for future review.
- **Use One Side of Paper:** This makes it easier to organize your notes later on.
- **Leave Space:** Leave gaps in your notes for later comments or additional information.
- **Use Symbols and Diagrams:** Arrows, symbols, and diagrams can help you visualize connections between ideas.
- **Avoid Copying Word-for-Word:** When taking notes from books, journals, or the internet, paraphrase to avoid plagiarism and reinforce your understanding.
- **Use Highlighters:** Highlight different sections to make them stand out for easy review.
- **Use Keywords:** Focus on key ideas and phrases, rather than trying to capture every detail.
- **Organize Your Notes:** Draw a vertical line down the page and use the left side for keywords and the right side for more detailed notes. Add arrows and symbols to show connections between concepts (Boyle, 2010).

5. Additional Tips for Effective Note-Taking:

- **Use Margin Space:** Write down keywords or questions in the margins to help with review and self-testing.
- **Consistent Layout:** Keep your notes organized in a consistent way, which will make studying easier.
- **Quickly Scan Course Outlines:** Before each class, quickly scan the course outline to get a sense of how the day's material fits into the larger course structure.
- **Focus on General Ideas:** During lectures, focus on understanding the main ideas rather than getting bogged down in specific details.

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Conclusion:

Note-taking is a fundamental skill for academic success, especially at the university level. By listening actively, organizing information clearly, and regularly reviewing notes, students can significantly improve their comprehension and retention of course material. Effective note-taking doesn't just record information; it helps students engage with and process what they're learning, making it an invaluable study tool (Friedman, 2014).

Reflection Questions:

1. How do effective note-taking strategies enhance your ability to recall information later?
2. What strategies from this course can you apply to improve your current note-taking habits?
3. How can reviewing notes regularly help you prepare for exams more effectively?

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4.1. First Phase: The 1960s and the Early 1970s

Focus of this period was on the sentence-level characteristics. This was done through extensive analyses of the lexical and grammatical features of academic and professional registers such as the language of the electrical engineering. Researchers found that English for Science and Technology (EST) uses the present simple tense, the passive and noun compounds. Their analysis of “business letters” made them conclude that they contain a fixed format, formulaic expressions (such as the opening salutations and closings), a limited vocabulary for the sake of conciseness , and a limited set of conjunctions. Accordingly, these results led to the construction of grammar-based

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curricula. Swales' *Writing Scientific English* (1971) is one of the most known books in this phase.

4.2. Second Phase: Late 1970s and Early 1980s

Lesson 06: Time Management

Learning objectives:

Upon successful completion of this course, the student will:

- ✓ Understand the benefits of managing time effectively.
- ✓ Identify common obstacles to effective time management and learn strategies to overcome them.
- ✓ Develop skills in scheduling and prioritizing tasks.

Recognize the overall benefits of time management for both academic and personal success.

1- Introduction to Time Management:

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Time management refers to how efficiently you allocate your time to complete tasks and meet your goals. Your ability to accomplish things within a 24-hour period depends on several factors, including:

- **Motivation:** The driving force that pushes you to meet your goals.
- **Energy:** Your physical and mental capacity to carry out tasks.
- **Skills and Abilities:** Your competence in handling the tasks at hand.
- **Resources:** Tools or support that can aid you in accomplishing your tasks.

Managing your time effectively is not about working harder or longer, but about working smarter—making the most of your available time to achieve tasks more easily and rapidly (Claessens et al., 2007).

2- Benefits of Time Management:

- **Increased Efficiency:** You can complete tasks more quickly and with greater ease, giving you more time for other activities.
- **Greater Success in University:** Students who manage their time well are more likely to excel academically because they prioritize their studies and use their time wisely.
- **Improved Well-being:** On a personal level, effective time management can lead to a healthier lifestyle, less stress, and a generally better mood, as you feel more in control of your tasks and time.

4. Obstacles to Effective Time Management:

Several obstacles can hinder effective time management. Here are some of the most common challenges students face:

- **Unclear Objectives:** When goals are not well defined, it's challenging to stay focused and achieve what you want. Clear goals help provide direction and purpose (Macan et al., 1990).

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- **Disorganization:** While physical clutter is a visible form of disorganization, mental disorganization (lack of structured planning) can lead to chaos in managing tasks.
- **Inability to Say “No”:** While being helpful is important, overcommitting to tasks can lead to time shortages and derail your schedule. Learn when to prioritize your own goals.
- **Interruptions:** Frequent interruptions, such as phone calls, emails, or unexpected conversations, can take you away from important tasks and break your concentration.
- **Periods of Inactivity:** While it may seem that you’re constantly busy, there are often small periods of inactivity throughout the day that, if used wisely, can enhance productivity.
- **Multitasking:** Taking on too many tasks at once can reduce the quality of your work and increase stress. Focus on one task at a time for better results.
- **Stress and Fatigue:** While a manageable level of stress can motivate you to perform, excessive stress negatively impacts your performance and well-being.
- **All Work and No Play:** Striking a balance between work and relaxation is key. Rest and recreation are essential for maintaining productivity over the long term.

Strategies for Effective Time Management:

1. **Set Goals:** Setting clear, actionable goals is the cornerstone of effective time management. Goals give you a target to work towards and help you stay focused.

Effective goals should follow the SMART framework (Doran, 1981):

- **Specific:** Know exactly what you want to accomplish.
- **Measurable:** Set goals that can be quantified, so you can track your progress.

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- **Achievable:** Goals should be attainable within your skill set and resources.
 - **Realistic:** Ensure the goal aligns with your overall life purpose.
 - **Time-based:** Every goal should have a deadline to ensure timely completion.
2. **Prioritize:** Since it's impossible to do everything at once, it's important to prioritize your tasks (Covey, 1989). You can categorize tasks into four groups:
- **Do:** Handle high-priority tasks that you must personally complete.
 - **Delegate:** Assign tasks to others if appropriate.
 - **Delay:** Some tasks can be postponed until you have more time.
 - **Delete:** Remove unnecessary tasks that don't contribute to your goals.
3. **Organize:** Proper organization is essential for effective time management. Some students prefer digital planners, while others find paper planners more effective. Whichever method you choose, make sure to:
- Use calendars for scheduling tasks and deadlines.
 - Maintain a "to-do" list to track daily tasks.
 - Update your planner regularly.
4. **Learn to Say "No":** Saying "no" is an essential skill for effective time management. Declining additional tasks ensures that you can meet your existing commitments and manage your time efficiently.
5. **Use Waiting Time Effectively:** Unplanned waiting periods throughout the day, such as time spent commuting or waiting for appointments, can be turned into productive time. Use this time to:
- Read course materials.
 - Review notes or write summaries.
 - Respond to emails or messages.

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- 6. Celebrate Successes:** Reward yourself for achieving your goals. Celebrating small milestones can help maintain motivation and a healthy work-life balance. If you worked with a team, share the success and celebrate the group's effort (Locke & Latham, 1990).

Conclusion

Time management is not just about planning; it's about executing those plans in an organized and efficient way. By setting clear goals, organizing tasks, learning to prioritize, and overcoming common obstacles, you can significantly improve both your academic performance and personal well-being. Balancing work and relaxation is equally important to sustain productivity in the long run.

Reflection Questions:

1. What are some common time management obstacles you face in your daily routine?
2. How can the strategies discussed in this course help you manage your time more effectively?
3. Which time management techniques will you start applying immediately to improve your productivity?

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Lesson 07: Goal Setting

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Learning objectives:

Upon successful completion of this course, the student will:

- ✓ *Understand the importance of setting goals.*
- ✓ *Learn the concept of SMART goals and how to apply them in academic and personal contexts.*
- ✓ *Develop strategies for identifying strengths and weaknesses to enhance academic performance.*
- ✓ *Create a personalized system for setting and achieving goals.*

1. Introduction to Goal Setting:

Goal setting is a critical skill that allows individuals to clarify their objectives and create actionable plans to achieve them. It is a key component of self-management, helping individuals focus their efforts, overcome obstacles, and track progress. By setting clear and attainable goals, students can enhance their academic performance and personal development (Locke & Latham, 2002).

Every student has a unique profile, with different strengths and weaknesses. Understanding your personal abilities and limitations allows you to set goals that are tailored to your specific needs, ensuring maximum progress and achievement.

2. SMART Goals: A Framework for Effective Goal Setting

The SMART framework is a widely recognized approach to goal setting, designed to help individuals create goals that are clear, achievable, and time-bound (Doran, 1981).

SMART goals are:

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- **Specific:** Goals should be well-defined and precise. Vague goals, such as "study more," are less effective than specific goals like "review biology chapters 5-7 and complete practice problems."
- **Measurable:** It is essential to track progress. Goals should include criteria for measuring success, allowing you to see how far you've come. For example, use a checklist or progress tracker to assess your study habits.
- **Achievable:** Goals should be challenging yet realistic, taking into account your current abilities and resources. Overambitious goals can lead to frustration, while easily attainable ones may not inspire effort.
- **Realistic:** Goals should be relevant to your long-term objectives and personal development. For instance, setting a goal to improve your writing skills is directly aligned with academic success.
- **Time-based:** Every goal needs a deadline. Establishing a timeframe creates a sense of urgency and helps in avoiding procrastination.

3. Why is Goal Setting Important?

Setting goals plays a fundamental role in personal growth and development. By defining clear objectives, you gain a sense of direction and purpose, which helps shape your identity (Eccles & Wigfield, 2002). The process of setting and achieving goals fosters responsibility, enhances self-efficacy, and boosts motivation.

Research shows that students who set clear goals perform better academically and experience greater satisfaction in their personal lives (Zimmerman, 2008). Setting goals also influences long-term life outcomes, shaping your career, relationships, and overall well-being.

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Goals can be categorized into two types:

1. **Short-term goals:** These are immediate objectives, such as completing a specific assignment or studying for an upcoming test.
2. **Long-term goals:** These refer to broader aspirations, such as earning a degree or pursuing a career in a specific field. Both short-term and long-term goals are necessary for balanced personal and academic growth.

4. The Role of Identity in Goal Setting

For university students, one of the most important aspects of the academic experience is developing a coherent sense of identity. Scholars define identity as the consistent image one forms of who they are and what they want to become (Erikson, 1968). Setting goals is essential to this process, as it helps students align their academic efforts with their personal values and long-term aspirations.

When setting goals, consider how they reflect your values. Values such as integrity, family, personal health, financial security, or career success often influence goal-setting decisions (Smith, 1995). By identifying and prioritizing these values, students can set goals that are meaningful and motivating

5. How Goals Affect Behavior:

The impact of goals on behavior depends on three factors (Locke & Latham, 1990):

1. **Specificity:** Clear, specific goals are more motivating than vague or general goals. For example, the goal "Revise physical geography and answer past paper questions on rivers" is more effective than "Study geography."

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2. **Proximity:** Goals with shorter timeframes are more immediate and achievable.

Break long-term goals into smaller, manageable tasks to maintain motivation and track progress.

3. **Difficulty:** Challenging goals are more motivating, but they should be realistic.

Setting goals that are too difficult can lead to frustration, while easy goals may not push you to reach your potential.

6. Steps to Setting SMART Study Goals:

- **Specific:** Clearly define your goal. Instead of saying "Study geography for an hour," say "Revise physical geography focusing on rivers and write a model answer to a past paper question."

- **Measurable:** Establish a way to track your progress. For instance, use a revision checklist and tick off topics as you review them.

- **Action-related:** Break your study goals into smaller tasks, such as reading research material, drafting an essay plan, or completing an essay. This helps you stay organized and focused on what needs to be done.

- **Realistic:** Set goals that are attainable within the time and resources available to you. If you are unsure, consult with your teachers or guidance counselors for advice on setting realistic academic targets.

- **Time-based:** Set a deadline for each goal. For example, if you have a test in three weeks, allocate specific revision tasks for each week to ensure you are fully prepared.

7. "Success Breeds Success": The Power of Achieving Goals

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Achieving small goals builds confidence and motivation, making it easier to tackle more challenging tasks. By setting and accomplishing realistic short-term goals, you create a positive cycle of success that encourages further achievement. This concept is known as the "success breeds success" principle (Bandura, 1997).

Reflection Questions:

1. What specific academic and personal goals do you want to achieve in the next month?
2. How can applying the SMART framework help you in achieving these goals?
3. Are there any obstacles that you anticipate facing? How will you overcome them?

Conclusion:

Goal setting is an essential aspect of personal and academic development. It helps students take responsibility for their learning and provides a clear structure for achieving both short-term and long-term objectives. By applying the SMART goal framework, students can ensure their goals are specific, measurable, achievable, realistic, and timely, thereby enhancing their motivation and chances of success.

When it is obvious that the goals cannot be reached, don't adjust the goals, adjust the action steps. 'Confucious

Remember "Success Breeds Success", so aim to achieve success step by step.

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To enable both long-term and medium-term goals, a timeline or year planner is useful and of great practical value in that you have a visual reminder of deadlines and important dates throughout the course/first semester.

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Lesson 08: Exam Preparation

Learning objectives:

Upon successful completion of this course, the student will:

- Understand key concepts in exam preparation.
- Learn effective strategies for preparing for exams.
- Gain practical insights and hints for managing different types of tests.

1. Introduction to Exam Preparation

Exams are an essential aspect of academic success, but preparing for them can often feel overwhelming. Effective preparation, combined with strong test-taking skills, significantly improves performance. However, it is important to recognize that test-taking strategies should complement, not replace, consistent study habits (Ormrod, 2012).

In this lesson, we will explore methods to help you prepare for your exams, improve your test-taking skills, and ultimately, enhance your grades. Preparation involves reviewing

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material, anticipating question types, and managing both time and focus during the exam (Pauk & Owens, 2013).

2. Steps to Effective Exam Preparation

1. Preparation of the Test:

Preparation begins long before the exam day. It involves not just reviewing course content but also understanding the nature of the exam itself. Ask yourself the following questions:

- What types of questions are likely to be asked (multiple-choice, short answer, essays)?
- How will the exam be structured (parts, sections, weight of each part)?
- What material will be emphasized?

To alleviate exam anxiety, ensure you've studied consistently throughout the course. Regular study habits and reviewing key materials early on reduce last-minute cramming and allow for a more relaxed and confident test experience (Brown, Roediger, & McDaniel, 2014).

2. Preview the Exam:

Before answering questions, spend a few minutes previewing the exam:

- Identify sections, question types, and weight of each part.
- Allocate time based on your confidence and the weight of each section. For example, if one section is worth 50% of the grade, allocate 50% of your time accordingly (Covey, 1994).
- Begin with the easiest section or the one worth the most points. Starting with easier questions helps build momentum (Zimmerman, 2002).

3. Managing Your Time During the Exam:

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Time management is critical. Divide your time based on each section's weight and your comfort level. For instance:

- If one part of the exam is worth 50% of the total grade, allocate 50% of your time to that section (Pauk & Owens, 2013).
- Avoid spending too much time on a single question. Move on if stuck and return later if time allows.

4. Recognize and Understand the Exam Instructions:

Carefully read through the instructions before starting:

- Are specific directions provided for each part?
- Are penalties imposed for wrong answers, or is guessing acceptable?

Rushing through instructions or skipping them entirely can lead to costly mistakes. Take the time to understand the exam's requirements fully (Brown et al., 2014).

5. Test-Taking Strategies for Different Question Types

Different types of exam questions require different approaches:

5.1. Multiple-Choice and True-False Questions:

- If you are unsure of an answer, skip the question and return to it after answering others.
- In cases where there is no penalty for incorrect answers, make an educated guess.

5.2. Essay Questions:

- Spend a few minutes outlining your thoughts before writing your answer. A clear structure will make your argument more coherent and easier to follow.
- Stick to the point and ensure you address all parts of the question.

5.3. Short-Answer and Problem-Solving Questions:

- Read the question carefully to ensure you understand what is being asked.

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- For problem-solving questions, show all of your work, as partial credit may be awarded for the correct method, even if the final answer is incorrect (Zimmerman, 2002).

6. Pre-Exam Study Techniques

6.1. Active Study Strategies:

Effective studying involves active engagement with the material. Instead of passive reading, use techniques such as:

- Turning section headings and subheadings into questions and writing them on index cards. Review these regularly (Pauk & Owens, 2013).
- Summarizing key concepts and making connections between ideas helps with retention and recall during the exam (Brown et al., 2014).

6.2. Question Creation:

As you go through your course materials, think like an examiner. What types of questions could be asked? Write down possible questions and answer them on index cards. This practice helps you anticipate exam content and prepares you to respond more effectively (Ormrod, 2012).

6.3. Preview and Review:

Before the exam:

- Skim through your notes, textbooks, and highlighted materials.
- Focus on key concepts, definitions, and summary sections.
- Create a visual map of the material, connecting main ideas and details. This helps in quick recall during the exam (Covey, 1994).
- Review any question-answer cards you've made, as well as summaries and outlines of each topic.

6.4. Final Review:

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The night before the exam, spend no more than one to two hours reviewing:

- Question-answer cards.
- Summary sheets and maps you've created.
- Key concepts and definitions you've highlighted.
- Ensure a good night's sleep. Cramming late into the night can impair performance the next day (Brown et al., 2014).

Getting adequate rest is also essential. Studying all night before an exam can leave you tired and unable to think clearly. Instead, prepare well in advance and get a good night's sleep before the exam.

7. Key Advice for Exam Day

- 7.1. Preview the Exam:** Before starting, take a few minutes to look over the entire exam. Identify sections with the highest value and plan how much time to allocate for each.
- 7.2. Manage Your Time:** Divide your time based on the value of each section. Start with the sections that seem easiest or that you feel most confident about (Zimmerman, 2002).
- 7.3. Read Carefully:** Ensure you read all instructions and questions carefully. Misinterpreting a question can lead to wasted time and missed points.
- 7.4. Skip Difficult Questions:** If you come across a question that stumps you, skip it and return to it later if time permits. Don't spend too much time on any one question.
- 7.5. Review Your Work:** If time allows, review your answers. Make sure you haven't missed any questions and double-check for mistakes (Ormrod, 2012).

8. Additional Study Tips

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- **Attend Every Class:** Attending lectures ensures that you're familiar with all course material. If you miss a class, borrow notes or ask a classmate to record the lecture.
- **Organize Study Materials:** Keep all your notes, textbooks, and study aids in one place. Organized materials make studying more efficient.
- **Practice with Past Exams:** Reviewing past exams helps you familiarize yourself with the format and types of questions that might appear (Brown et al., 2014).

Conclusion

Effective exam preparation requires a combination of regular study habits, careful review, and strategic test-taking skills. By applying the techniques outlined in this lesson—previewing the exam, managing your time, and carefully reading instructions—you can significantly improve your performance and reduce exam-related anxiety. Remember, proper preparation not only enhances your grades but also builds confidence in your academic abilities.

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Lesson 09: Effective Reading

Learning Objectives

Upon successful completion of this lesson, students will be able to:

- Define effective reading and explain its importance in academic contexts.
- Identify the various purposes for reading.
- Understand the benefits of reading for academic and personal growth.
- Apply effective reading strategies such as skimming, scanning, analytical, and critical reading.
- Develop skills for reading challenging texts and improve comprehension.
- Incorporate appropriate reading strategies based on the purpose and material.

Introduction

Reading is a fundamental skill for university students, especially in the field of English studies, where the ability to process and comprehend large amounts of text is essential. However, reading effectively requires more than just going through words on a page; it involves a strategic approach that enhances comprehension, retention, and critical thinking.

This lesson on *Effective Reading* is designed to help students develop techniques that will make their reading more purposeful and efficient. By learning how to distinguish key ideas, identify relevant information, and critically engage with texts, students can maximize their understanding of academic materials. Additionally, strategies such as skimming, scanning, and speed reading will be introduced, allowing students to handle dense or lengthy texts with greater ease. Through this lesson, students will not only improve their reading skills but also cultivate the ability to analyze and interpret complex

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ideas, an invaluable skill that will serve them throughout their academic journey and beyond.

1. Definition of Effective Reading

The way we approach reading is often shaped by the purpose of the task. For instance, while you may read a novel from beginning to end, such an approach is not ideal for academic reading. To maximize comprehension and use your time effectively in academic contexts, it is important to have a strategy in place before you begin reading (Bourner, 2019). According to Smith (2020), effective reading enables readers to comprehend the author's message without dedicating excessive time to the task. It is a complex cognitive process that requires focus and adaptability.

2-Purpose of Reading

The reasons for reading vary greatly depending on the context. Some of the common purposes include:

- Acquiring information and knowledge
- Summarizing key points
- Understanding specific materials
- Reading for leisure
- Gaining a better understanding of the world
- Developing cognitive skills and imagination
- Discovering new ideas (Thomas & Brown, 2018).

3-Benefits of Reading

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Reading offers numerous cognitive and emotional benefits, including:

- Improving concentration
- Enhancing writing skills
- Expanding vocabulary
- Strengthening mental capacities
- Reducing stress
- Improving memory
- Fostering analytical and critical thinking skills (Berkowitz, 2021).

4- Academic Expectations for Reading

At university, students are expected to engage in a variety of reading tasks:

- **Lectures:** Pre-reading assignments help students prepare for lecture content.
- **Tutorials:** Tutorials often involve discussions based on reading materials, and preparation is essential for participation.
- **Assignments:** Completing assignments requires thorough research and reading (Nunan, 2022).

The primary aim of academic reading is to gather information relevant to course material or specific assignments.

5- Reading at university : Reading with Purpose

Effective academic reading starts with clearly identifying your purpose. Before you begin reading, ask yourself:

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- What am I reading for?
- What do I need to achieve through this reading?
- Am I looking for specific information, trying to understand complex ideas, or simply seeking an overview?

Understanding your purpose will help you select the appropriate reading strategies (Day & Bamford, 2016).

Choosing the right reading strategy depends on the material and the reading objective.

Some key strategies include:

6.1 Skimming

Skimming is a method used to quickly grasp the main idea of a text. This strategy involves reading key sections of the text to get an overview of the argument. Two basic skimming techniques are:

6.1.1 Start-Finish

This technique works by focusing on the structure of well-written texts, which typically present central ideas in three places: the introduction, body, and conclusion. To apply this strategy:

- Read the first few paragraphs of each chapter or section.
- Read the concluding paragraphs of each chapter or section.

This will give you a summary of the main ideas (Grabe, 2019).

6.1.2 First Sentences

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This technique relies on the idea that the first sentence of each paragraph often introduces the key point. By reading the first sentences, you can quickly understand the structure and flow of the argument (Williams, 2020).

6.2 Scanning

Scanning is used to locate specific information within a text, such as finding relevant sections in a book or article. Steps include:

- Reading the table of contents
- Reviewing chapter headings
- Checking the index for keywords
- Evaluating the first few paragraphs for relevance (Brown, 2018).

6.3 Analytical Reading

Analytical reading involves an active and systematic approach to text comprehension.

One effective method is the **SQ3R technique**:

- **S**urvey: Skim the text for an overview.
- **Q**uestion: Formulate questions about the material.
- **R1**ead: Actively seek answers.
- **R2**ecite: Summarize key points.
- **R3**evuew: Reflect on what you've learned (Robinson, 2021).

6.4 Critical Reading

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Critical reading requires evaluating the content and questioning the author's arguments.

Consider asking:

- What is the evidence supporting this argument?
- Do I agree, and why?
- What alternative perspectives are possible? (Fowler, 2019).

7. Reading Difficult Texts

When confronted with difficult texts, it is often helpful to break the reading into smaller sections. Focus on the structure of the text, key headings, and subheadings. Re-read difficult sections and consult external resources if necessary. Taking breaks and revisiting the text later can also aid comprehension (Gilbert & Jones, 2020).

Conclusion

Effective reading strategies, combined with good note-taking habits, are essential for academic success. By adjusting your reading techniques to suit your purpose, you can maximize your understanding and retention of material (Kintsch, 2017).

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Lesson 10: Giving a Good Presentation

Learning objectives:

Upon successful completion of this course, the student will understand:

- Understand the concept of an oral presentation.
- Identify the benefits of student presentations.
- Learn strategies for making effective presentations.
- Develop a structured approach to preparing presentations.

Introduction

Public speaking is often ranked as one of the greatest fears, sometimes surpassing the fear of death (Smith, 2010). While this may be an exaggeration, it is undeniable that many students experience anxiety when tasked with giving a presentation. However, with

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practice and understanding of the core principles, students can significantly improve their public speaking abilities. Presentations, whether based on written research or oral communication, are integral to academic work and professional development (Johnson, 2017).

1- Definition of Presentation:

oral presentation refers to the delivery of information through spoken word, supported by non-verbal communication, such as body language and visual aids (Brown & Jones, 2019). The effectiveness of a presentation is not solely determined by what is said (content) but also by how it is delivered. Studies suggest that 55% of communication is non-verbal (gestures, posture), 38% is vocal (tone, pitch), and only 7% is the actual spoken words (Mehrabian, 1971). Therefore, successful presentations rely heavily on the speaker's ability to coordinate their message with their body language and voice.

A presentation consists of a verbal (what you say) and non-verbal (how you say .it) component

2. Purposes of Student Presentations:

Student presentations serve several key purposes, which include:

- **Persuasion:** Convincing others to adopt a particular viewpoint or take action, such as advocating for a product or idea.
- **Instruction:** Teaching or demonstrating specific skills or procedures.
- **Learning and Teaching:** Encouraging students to delve deeper into specific subjects and share knowledge.
- **Informing:** Providing updates or explaining policies.
- **Assessment:** Presentations often serve as a formal assessment tool, contributing to students' grades (Miller, 2020).

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3. Benefits of Student Presentations:

Presentations help students develop essential academic and professional skills, including:

- Overcoming shyness and improving self-confidence.
- Actively participating in the learning process.
- Practicing language skills and improving fluency.
- Enhancing communication and presentation abilities.
- Facilitating role exchange, from passive listener to active presenter (Taylor & Francis, 2018).

4. Examples of student presentation: Forms of presentations

Presentations can take many forms, including:

- **Viva voce:** An oral defense of a thesis or research project.
- **Seminars:** Presenting detailed insights on a specific topic.
- **Group presentations:** Collaboratively discussing a subject as a team.
- **Individual presentations:** Often used in interviews or personal assessments.

5. What Makes an Effective Presentation?

An effective presentation is characterized by several key elements:

- **Preparation and Planning:** Know your audience and the time limits.
- **Clear Structure:** A well-organized introduction, body, and conclusion.
- **Engagement:** Encourage audience participation and maintain eye contact.

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- **Confidence:** Avoid reading directly from notes or slides. Practice beforehand (Kensington, 2021).

6. Audience Considerations:

When preparing for a presentation, it is crucial to consider who your audience is.

Different audiences may require different approaches:

- **Peers and colleagues** (informal or academic settings).
- **Students** (lectures or interactive discussions).
- **National or international audiences** (research presentations).
- **General public or media** (public announcements or press conferences).

7. Presentation Tools (Hardware):

Various tools can enhance the delivery of a presentation, such as:

- **Visual aids:** Blackboard, whiteboard, slideshows (PowerPoint), and handouts.
- **Digital tools:** Laptops, projectors, and multimedia devices.
- **Physical tools:** Diagrams, images, and mobile devices (Smith, 2020).

8. Tips for Using PowerPoint Effectively:

PowerPoint is a popular tool for presentations, but it requires careful use. Here are some key tips:

- Use readable fonts and appropriate text size.
- Limit the use of animations and avoid overly complex backgrounds.

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- Stick to concise, active sentences.
- Always practice your presentation, focusing on timing and clarity (Anderson, 2016).

9. Principles for a Good Presentation:

To deliver a successful presentation:

- Understand your audience's needs and interests.
- Structure your talk logically, with clear transitions between sections.
- Use visual aids to complement your message, not overwhelm it.
- Practice regularly and rehearse in front of others for feedback.
- Engage your audience with eye contact and interactive elements (Brown & Jones, 2019).

10. How to Prepare a Presentation:

Preparation is a key to a successful presentation. The process includes:

- **Planning:** Determine the objective and audience for the presentation.
- **Content Development:** Organize the main points logically, as you would for a written assignment.
- **Visuals and Practice:** Include supporting visuals and practice your delivery in front of peers or a mirror. Remember the maxim: "Speak only if your words improve the silence"

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In conclusion, delivering a successful presentation requires a combination of careful preparation, effective communication, and audience engagement. By understanding the purpose of the presentation, structuring the content clearly, and utilizing visual aids effectively, students can significantly improve their presentation skills. Regular practice and self-reflection will build confidence and help overcome the fear of public speaking. Ultimately, presentations are not just about delivering information; they are about creating meaningful connections with the audience and leaving a lasting impact.

Remember : Do not speak unless you can improve the silence.

- People remember good presentations
- Do not prepare your talk in the last minute.
- Organise your presentation.
- Visualise it (use pics....)
- Put yourself in the place of the audience: What do they know about the topic, their level

"The first secret of good presentation is "preparation"

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Lesson 11: Learning Strategies

Learning Objectives:

By the end of this lesson, students will be able to:

- Understand the concept of learning strategies.
- Differentiate between learning styles and learning strategies.
- Identify and apply direct and indirect learning strategies in their study routines.

1. Definition of Learning Strategies

Learning strategies refer to specific techniques or actions taken by learners to enhance their learning process, making it more efficient, enjoyable, and successful (Oxford, 1990). These strategies include behaviors, steps, and methods employed to better understand and process new information. Much like athletes use tactics to win a match, learners use strategies to optimize their learning outcomes (Zimmerman, 2008).

Typically, learners focus on "how" questions to guide their strategic approach, such as:

- How should I structure my course notes?
- How can I organize my time to complete all tasks?
- How can I handle challenging assignments?

2. Learning Styles and Learning Strategies

Learning styles refer to the general approaches students use when acquiring new knowledge, such as visual, auditory, or kinesthetic methods. These

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styles provide a broad framework for how learners process information and engage with new material (Fleming, 2001). In contrast, learning strategies are specific methods or techniques employed to accomplish a learning goal. While learning styles are biologically influenced, strategies are chosen and applied based on context and need.

3. Learning Strategies

Oxford (1990) identifies six major groups of language learning strategies, divided into two categories: direct and indirect strategies.

3.1 Direct Strategies:

A.CognitiveStrategies

Cognitive strategies help learners understand and produce language by manipulating material directly. Techniques include summarizing, synthesizing, outlining, and practicing in both formal and informal settings (Brown & Palincsar, 1982). These strategies aid in creating stronger knowledge structures by encouraging active interaction with the material.

B.Memory-RelatedStrategies:

Memory-related strategies assist learners in retaining and recalling new information. These techniques may involve linking concepts through mnemonics, using acronyms, rhyming, visual imagery, or employing physical actions like Total Physical Response (Asher, 2009). These strategies often help learners memorize information without necessarily fostering deep comprehension.

C.CompensatoryStrategies:

Compensatory strategies are used when learners encounter gaps in their knowledge.

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Techniques such as guessing from context, using synonyms, or employing gestures to aid communication help learners maintain fluency in speaking and writing (Oxford, 1990). These strategies are particularly helpful in conversation, where language gaps might otherwise hinder communication.

3.2 Indirect Strategies:

A. Metacognitive Strategies:

Metacognitive strategies involve managing the learning process itself. These include identifying personal learning preferences, planning tasks, setting up an effective study environment, and monitoring progress (Flavell, 1979). By applying these strategies, learners can take control of their learning and evaluate their success more effectively.

B. Affective Strategies:

Affective strategies focus on managing emotions and attitudes that influence learning. Techniques such as positive self-talk, relaxation exercises, or rewarding oneself for achieving goals help regulate anxiety and maintain motivation (Dörnyei, 2005).

C. Social Strategies:

Social strategies promote learning through interaction with others. Asking for clarification, seeking help, and engaging in conversations with native speakers or peers facilitate collaborative learning and cultural understanding (Vygotsky, 1978).

Conclusion:

Learning strategies play a crucial role in helping students develop effective study habits, manage their learning process, and overcome challenges. By distinguishing between learning styles and strategies, learners can tailor their approach to fit the specific demands of different tasks. Whether employing cognitive or compensatory strategies, or

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utilizing meta-cognitive and affective tools, the key to success lies in intentional application and reflection. As the proverb goes, "Give a man a fish, and you feed him for a day; teach a man to fish, and you feed him for a lifetime"—learning strategies empower students to take control of their educational journey for long-term success (Brown & Palincsar, 1982).

REMEMBER...

Proverb says: “ Give a man a fish and he eats for a day. Teach him how to fish and he eats for a lifetime”

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Lesson 11: Remembering

Learning objectives:

By the end of this lesson, students will be able to:

1. Differentiate between general memory and verbatim memorization.
2. Understand the stages of memory (attention, encoding, storage, and retrieval) and apply them effectively to learning.

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3. Use mnemonic devices, such as acronyms, acrostics, the Method of Loci, and flashcards, to improve memory retention.
4. Develop strategies for improving both short-term and long-term memory.
5. Understand the benefits of enhancing memory and apply techniques to everyday life.

Introduction

Memory plays a critical role in the academic and personal success of students. Whether you are recalling information for a test or simply trying to remember a name, the ability to retain and retrieve information is vital. This lesson explores two key types of memory—general memory and verbatim memorization—and introduces various strategies for improving memory. By understanding how memory works, you can enhance your learning potential and improve performance in academic and non-academic settings (Baddeley et al., 2020).

1. Types of Memory

College students often encounter two main types of memory:

- 1.1. **General Memory:** Involves recalling ideas without needing the exact words, commonly used in the humanities and social sciences (Sternberg & Sternberg, 2016).
- 1.2. **Verbatim Memorization:** Involves the exact recall of words, formulas, or rules, often necessary in subjects like law, mathematics, and science (McLeod, 2023).

Two key terms associated with memory are *memorization* and *remembering*.

Memorization refers to encoding information into memory, while remembering is the process of retrieving that information when needed (Anderson, 2019).

2. Stages of Memory

- **Attention and Selection:** To effectively intake information, one must be focused, attentive, and purposeful. Techniques such as taking regular breaks, linking new information to existing knowledge, and organizing the information are key (Anderson, 2019).
- **Encoding:** This involves converting sensory input into a form that the brain can process and store. It could be acoustic, visual, or semantic (Baddeley et al., 2020).
- **Storage:** Once encoded, information is stored in either short-term or long-term memory, depending on how often it is repeated or used (Miller, 1956).
- **Retrieval:** This is the process of recalling stored information when it is needed. Retrieval is enhanced by how well the information was encoded and organized (Sternberg & Sternberg, 2016).

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3. Remembering Strategies (Mnemonic Techniques)

- **Acronyms:** Each letter of an acronym represents something to be remembered, such as *PEMDAS* for the order of operations in math (Squire & Kandel, 2017).
 - **Acrostics:** A mnemonic where the first letter of each word in a sentence represents something to be remembered. For example, THINK (True, Helpful, Interesting, Necessary, Kind) is a mnemonic for evaluating communication (Higbee, 2001).
- **Method of Loci:** Also called the "memory palace," this technique involves visualizing a familiar place and associating items to be remembered with specific locations within it (Bower, 1970).
 - **Flashcards:** Using flashcards is an effective way to repeatedly test yourself on key concepts, terms, or facts (Miller, 2019).
 - **Peg Words:** A strategy where rhyming words are linked with numbers to create memorable associations (Yates, 1966).
- **Chunking:** Grouping information into larger, meaningful units to improve memory retention. For example, breaking phone numbers into smaller chunks (Miller, 1956).

4. Advantages of Remembering

Developing effective memory strategies provides several advantages, such as:

- Enhancing study efficiency and academic performance.
- Giving hope to individuals with poor memory by demonstrating that memory can be improved.
- Offering quick revision techniques for exams and reducing study time.
- Providing strategies to counteract forgetting (Sternberg & Sternberg, 2016).
- Applying memory techniques to multiple life areas, such as remembering instructions or personal details (McLeod, 2023).

5. Tips for Remembering

1. Understand the material before trying to memorize it.
2. Form associations between new information and familiar objects or ideas.
3. Regularly recite or write down what you need to remember.
4. Break large bodies of information into smaller chunks.

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5. Use visual imagery to reinforce memory (Bower, 1970).
6. Test yourself regularly and apply what you've learned to real-life situations.

6. Remembering What You Read

To remember what you read, it's important to have a specific purpose. Techniques such as associating ideas, visualizing content, and concentrating while reading can aid in retention (McLeod, 2023). Repetition of key points and making connections to previous knowledge also enhance memory.

Conclusion

Remembering is not just a skill for academic success; it is crucial for all aspects of life. Through understanding how memory works and employing strategies such as acronyms, flashcards, and the Method of Loci, students can improve their memory and retention. While remembering can seem difficult, it can be developed with practice and the application of effective techniques (Baddeley et al., 2020).

Reflection Questions

1. What are the differences between general memory and verbatim memorization?
2. How can mnemonic techniques like acronyms and acrostics help in remembering complex information?
3. What are the steps involved in the Method of Loci, and how can it be applied to your studies?
4. Why is understanding the process of encoding important for memory improvement?
5. How can chunking and peg words improve your short-term and long-term memory?
6. Reflect on a time when you used a memory technique. How did it help you, and how could you improve your memory strategy in the future?

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Lesson 12: Intelligence

Learning objectives:

Course Objectives:

By the end of this lesson, students will be able to:

1. Understand the various definitions and types of intelligence as proposed by Howard Gardner.
2. Identify their own dominant intelligence(s) and apply suitable study strategies.
3. Recognize factors that influence intelligence, including genetic, environmental, and socio-cultural aspects.
4. Explore the role of Emotional and Artificial Intelligence in modern contexts.
5. Comprehend the importance of intelligence testing and its applications in education and beyond.

Introduction

Intelligence is a multifaceted concept, manifesting in various forms. Howard Gardner's Theory of Multiple Intelligences (1983) revolutionized the understanding of cognitive abilities, suggesting that people are smart in different ways. Some individuals excel in logical reasoning, while others possess exceptional musical talent or interpersonal skills. Recognizing and embracing these different types of intelligence can help you better understand your strengths and guide you toward more effective study habits. As Gardner's theory evolved, he proposed at least eight distinct intelligences, which encompass a range of skills and abilities, from language proficiency to bodily kinesthetic intelligence

1. Definition

Intelligence, universally, is the ability to learn from experience, solve problems, and use knowledge to adapt to new situations (Santrock, 2018). Gardner (1983) defined intelligence as the ability to solve problems or create products valued within one or more cultural settings. By 1999, Gardner expanded this definition, stating that intelligence is a "biopsychological potential" to process information that can be activated in a cultural setting to solve problems or create products valued in that culture (Gardner, 1999).

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2. Studying Tips Based on Multiple Intelligences:

Gardner's Theory of Multiple Intelligences offers insights into learning strategies tailored to individual strengths. Below are tips based on each intelligence:

2.1 Verbal-Linguistic (Word Smart):

Verbal-linguistic individuals are adept with words and languages. They enjoy reading, word games, and discussions.

- **Study Tips:** Engage in debates, storytelling, or writing assignments. Use vocabulary games to reinforce learning (Gardner, 1983).

2.2 Logical-Mathematical (Number Smart):

People strong in this intelligence excel at logic, problem-solving, and mathematical reasoning.

- **Study Tips:** Break down complex concepts systematically. Use logic puzzles and apply sequential thinking (Gardner, 1983).

2.3 Musical (Music Smart):

Musically inclined individuals are skilled with rhythms and sound patterns.

- **Study Tips:** Incorporate music into your study sessions, such as creating songs to memorize terms (Gardner, 1983).

2.4 Bodily-Kinesthetic (Body Smart):

These individuals excel at physical activities and hands-on learning.

- **Study Tips:** Use physical movement while studying, and engage in hands-on activities to internalize information (Gardner, 1999).

2.5 Spatial Intelligence (Picture Smart):

Spatially intelligent people are good with visualizing and creating images.

- **Study Tips:** Use diagrams, mind maps, and visual aids to organize information (Gardner, 1983).

2.6 Interpersonal (People Smart):

Interpersonal individuals thrive in social interactions and group settings.

- **Study Tips:** Participate in group discussions and collaborative projects. Engage in study groups for mutual learning (Gardner, 1999).

2.7 Intrapersonal (Self Smart):

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These individuals are introspective and prefer self-reflection.

- **Study Tips:** Study in quiet environments, keep a study journal, and engage in self-assessment activities (Gardner, 1983).

2.8 Naturalist (Nature Smart):

Naturalists are in tune with the natural world and often excel in biological sciences.

- **Study Tips:** Study outdoors when possible, and draw connections between academic content and nature (Gardner, 1999).

3. Factors Influencing Intelligence:

Intelligence is influenced by a range of factors, including genetic inheritance, environmental influences, culture, health, and socio-economic conditions (Santrock, 2018).

4. IQ Testing:

IQ (Intelligence Quotient) tests measure intellectual ability relative to peers. They help assess cognitive potential and identify areas of strength and weakness, especially in educational settings (Sternberg, 2019).

5. Emotional Intelligence (EQ):

Emotional Intelligence refers to the ability to understand and manage emotions, both personal and interpersonal. Goleman (1995) argues that EQ plays a crucial role in personal and professional success, often as important as IQ.

6. Artificial Intelligence (AI):

Artificial Intelligence refers to machines or software capable of performing tasks that require human intelligence, such as problem-solving and decision-making (Russell & Norvig, 2020).

7. The Benefits of Intelligence Testing:

Intelligence tests help measure intellectual potential and identify areas for improvement. They are especially useful in educational settings to assess children's abilities and guide appropriate support (Sternberg, 2019).

Conclusion:

Gardner's Theory of Multiple Intelligences highlights the diversity of human abilities. Understanding one's intelligence profile can lead to personalized learning strategies,

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ultimately fostering academic success. Intelligence is not fixed; it is dynamic and can evolve throughout a person's life, shaped by environmental and cultural factors (Gardner, 1999). The inclusion of Emotional and Artificial Intelligence broadens the scope of how we understand cognitive potential, providing deeper insight into how intelligence affects human development.

Reflection Questions:

1. Which type of intelligence do you think you excel in? How can you use this knowledge to improve your academic performance?
2. How can Gardner's theory of Multiple Intelligences help you understand and appreciate the learning styles of your classmates?
3. Do you believe Emotional Intelligence (EQ) is just as important as traditional IQ? Why or why not?
4. What do you think are the potential implications of Artificial Intelligence on education and learning?
5. Which factors do you believe have had the greatest impact on your own intelligence development?

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Lesson 13: Improving Concentration

Learning objectives:

By the end of this lesson, students will be able to:

- Understand the significance of concentration in academic success.
- Identify common external and internal distractions that impede focus.
- Learn and apply effective strategies for improving concentration.
- Develop techniques to exclude distractions and enhance study habits.
- Practice focusing attention and maintaining longer periods of concentration.

Introduction

Concentration is a key factor in academic success, yet many students find it challenging to focus fully on their studies. Despite investing a great deal of time in study sessions, they may feel that their productivity is limited. Distractions, both external and internal, are often the culprits behind this lack of focus. By understanding the factors that disrupt concentration and learning effective techniques to minimize them, students can significantly enhance their study efficiency and performance.

1. Definition

Concentration involves directing and maintaining focus on a particular task. It requires two primary skills: exclusion and focusing. Exclusion refers to the ability to

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block out distractions, while focusing involves actively directing attention toward the study material. Mastering these skills can lead to noticeable improvements in concentration levels (Burka & Yuen, 2008).

2. External Distractions:

- **Study environment:** Uncomfortable settings, such as noisy or poorly lit rooms, can make concentration difficult.
- **Technology:** Phone calls, emails, and social media notifications can pull attention away from the task at hand (Mark et al., 2015).
- **Interruptions from others:** Friends or roommates can disrupt study sessions.
- **Entertainment:** Television, computer games, or online browsing are frequent distractions.

3. Internal Distractions:

- **Physical state:** Fatigue, hunger, or illness make it hard to concentrate.
- **Daydreaming:** Wandering thoughts can take the mind off the study material.
- **Personal concerns:** Worrying about personal matters can impede focus.
- **Motivation:** Lack of interest or enthusiasm for the subject matter can cause students to lose concentration (Levitin, 2014).

4. Excluding Distractions

1.1 Place:

Choosing a designated study spot can help reduce distractions. Studying in the same location builds a mental association between the place and the activity, making it easier to focus (Jarman et al., 2014). Avoid spaces associated with relaxation, such as a bed or a TV chair, to create a distinct study environment.

1.2 Time of Day:

Different people have varying attention spans at different times of the day. Identifying personal peaks in attention and planning study sessions during those times can improve focus. Studies suggest that attention span fluctuates based on time and task complexity (Smallwood & Schooler, 2015).

1.3 Physical State:

Physical well-being plays a major role in concentration. Scheduling study time when you are well-rested and after meals can help maintain focus. Additionally, exercising can increase energy and improve mental clarity, making concentration easier (Ratey, 2008).

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1.4 Avoiding Noise/Music:

Research suggests that noise levels affect concentration differently for each individual. Experimenting with various sound environments—silence, soft music, etc.—can help determine what best suits each person (Smith, 2018).

2. Focusing Your Attention

2.1 Set a Goal:

Setting specific, attainable goals helps direct concentration toward completing tasks. Break larger assignments into smaller parts to avoid feeling overwhelmed, which can disrupt focus (Covey, 2020).

2.2 Pre-reading:

Pre-reading techniques, such as skimming titles, headings, and key terms, provide a mental framework for understanding the material. This strategy keeps the mind engaged and focused while reading (Brown et al., 2014).

2.3 Combining Physical and Mental Activities:

Engaging in physical actions, such as taking notes or underlining key concepts, can help maintain concentration by keeping the mind active (Carter et al., 2017).

2.4 Varying Activities:

Switching between different tasks helps avoid mental fatigue. For example, studying multiple subjects with short breaks between them can improve focus and make concentration easier (Sweller et al., 2011).

2.5 Keeping a Distraction List:

When distracting thoughts occur, jotting them down on a separate piece of paper can prevent them from interrupting your concentration. This allows you to address those thoughts later without disrupting the study process (Levitin, 2014).

2.6 Building Attention Span:

A practical way to increase attention span is by noting distractions during study sessions and gradually working to reduce them. Monitoring and adjusting focus in this way can help extend the period of concentration over time (Smallwood & Schooler, 2015).

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Conclusion:

Concentration is essential to academic success, and improving it requires understanding and controlling distractions, as well as learning techniques to focus attention. By establishing effective study habits and continuously practicing exclusion and focusing skills, students can enhance their ability to concentrate for longer periods, ultimately improving their academic performance

Reflection Questions:

1. What are the most common internal distractions you face while studying?
2. How can you apply the exclusion and focusing techniques to your daily study routine?
3. What environmental factors have the most impact on your concentration?

Exercise:

Using the letters below, form as many words as possible that you have encountered in the Study Skills module: **S, Y, T, I, C, R, N, D, L, K, E, V, U, A, G, O, M, H**

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Lesson 14: Self-esteem & Self Confidence

Learning objectives:

Course Objectives:

By the end of this lesson, students will be able to:

- Define and differentiate self-confidence and self-esteem.
- Understand the factors that influence self-confidence and self-esteem.
- Identify the signs of low self-esteem and self-confidence.
- Learn strategies to boost self-confidence and self-esteem.
- Recognize the impact of self-esteem and self-confidence on relationships and personal growth.

Introduction

Study Skills: Lessons for First-Year LMD Students

Self-confidence and self-esteem are often used interchangeably, but they refer to distinct concepts. While both play a critical role in personal development, self-confidence refers to the belief in one's abilities to succeed, whereas self-esteem is more about one's overall self-worth and value. Understanding the difference between these two concepts can help individuals build healthier relationships with themselves and others, fostering personal and academic growth.

1. Self-Confidence and Self-Esteem Defined

1.1. *Self-Confidence:*

Self-confidence is the belief in one's ability to achieve success in specific tasks or in life generally. It reflects how competent one feels in different areas of life, such as academics, social interactions, or work. According to Bandura (1997), self-confidence is closely related to the concept of self-efficacy, which is the belief in one's capacity to execute behaviors necessary to produce specific outcomes.

1.2. *Self-Esteem:*

Self-esteem, on the other hand, refers to one's overall evaluation of their worth. It is a judgment of oneself that encompasses how one values their abilities, achievements, and potential (Hewitt, 2009). A healthy level of self-esteem fosters a positive outlook, resilience, and self-respect, while low self-esteem can lead to feelings of inadequacy or worthlessness (Baumeister et al., 2003).

2. What Is Self-Esteem?

Self-esteem is a complex construct shaped by both genetic factors and life experiences. People with a balanced level of self-esteem are often more resilient, make better decisions, and form healthier relationships. However, too much self-esteem can lead to narcissism, while too little can result in depression or self-doubt (Orth & Robins, 2014).

3. Origin of Self-Esteem:

The term "esteem" comes from the Latin verb *aestimare*, meaning "to value" (Kernis, 2003). Self-esteem is essentially a judgment or attitude toward oneself, encompassing pride, respect, and self-worth.

4. Factors That Influence Self-Esteem:

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Several factors, including upbringing, social environment, and personal experiences, influence self-esteem. Negative feedback from caregivers, friends, or family can result in low self-esteem, especially if such feedback occurs early in life (Orth et al., 2016). Experiences of neglect, prejudice, or failure to meet societal or familial expectations can also contribute to a diminished sense of self-worth.

5. Signs of Low Self-Esteem:

Low self-esteem is characterized by a negative self-perception. Individuals with low self-esteem often struggle to accept compliments, may avoid eye contact, and frequently apologize for their actions (Leary & Baumeister, 2000). They may also doubt their ability to succeed, making it difficult to form healthy relationships or make decisions that reflect their true potential.

6. Early Experiences That May Lead to Low Self-Esteem:

- Neglect or abuse: Experiences of being systematically ignored or mistreated can deeply affect one's self-worth.
- Failure to meet expectations: When individuals fail to meet parental or societal standards, they may internalize these failures as personal inadequacies.
- Prejudice and discrimination: Belonging to marginalized groups can result in feelings of inferiority or exclusion (Twenge & Campbell, 2002).

7. Boosting Self-Esteem in Students:

Teachers and caregivers play a vital role in helping students build self-esteem. Strategies include offering choices to foster decision-making skills, showing love and support, and encouraging open communication. Creating a supportive environment helps students feel valued and capable of achieving their goals (Fennell, 2009).

8. Strategies to Enhance Self-Esteem:

- Encourage strengths: Acknowledge and support areas where students excel, whether in academics, sports, or creative arts.
- Offer praise and positive reinforcement: Provide specific feedback that focuses on effort rather than outcomes (Dweck, 2006).

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- Promote a growth mindset: Emphasize that abilities can be developed through hard work and persistence, which fosters resilience and self-esteem (Yeager & Dweck, 2012).

9. How Self-Esteem Affects Friendships:

Self-esteem significantly impacts social relationships. Those with low self-esteem may struggle to set boundaries, often apologizing unnecessarily or accepting mistreatment from others. They may also avoid forming new friendships due to fear of rejection or inadequacy (Leary & Baumeister, 2000). In contrast, individuals with healthy self-esteem engage in balanced, respectful relationships.

10. Signs of Low Self-Esteem in Friendships:

- Difficulty accepting compliments.
- Clingy behavior or avoidance of new social connections.
- Negative self-talk and assumptions that others are attacking them.

11. Difference Between Self-Confidence and Self-Esteem:

While self-esteem is a broader sense of personal value, self-confidence relates to specific abilities or tasks. A person with high self-esteem generally feels secure about their place in the world, while self-confidence varies depending on the domain (Bandura, 1997). For instance, someone may be confident in their academic abilities but less assured in social situations.

Conclusion:

Self-confidence and self-esteem are essential components of psychological well-being and success. By cultivating a balanced view of one's abilities and self-worth, individuals can improve their resilience, decision-making, and relationships. Understanding these concepts and applying strategies to enhance them can significantly improve personal and academic outcomes.

Reflection Questions:

1. How do you define self-esteem in your own words?

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2. What experiences have shaped your self-confidence and self-esteem?
3. How do you think self-esteem affects your relationships with friends and family?

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Study Skills: Lessons for First-Year LMD Students

Lesson 14: Self-esteem & Self Confidence

Learning objectives:

Study Skills: Lessons for First-Year LMD Students

By the end of this lesson, students will be able to:

1. Define tutoring and distinguish it from traditional classroom teaching.
2. Identify signs that indicate when tutoring is needed.
3. List and explain the benefits of tutoring for both learners and tutors.
4. Recognize the characteristics of a successful tutor and the qualities that enhance tutoring effectiveness.
5. Understand the differences between online and peer tutoring, along with their specific benefits.

Introduction

Tutoring plays a vital role in enhancing students' learning experiences, fostering independence, and helping them achieve academic success. The ultimate goal of tutoring is to empower learners to become self-reliant, successful individuals who no longer require the assistance of a tutor. It can be delivered in various forms, including in-person tutoring at home, tutoring centers, or online platforms, each offering unique advantages to learners.

1. What Is Tutoring?

The term "tutoring" carries diverse interpretations. Generally, a tutor is someone who excels in a particular subject area. However, people may view tutors in different ways. Some see tutors as replacements for teachers or expect them to handle students' homework. A tutor is more accurately described as a guide or mentor. Synonyms such as "coach," "instructor," and "educator" underscore the role of a tutor as someone who facilitates learning rather than merely providing answers (Cohen et al., 1982).

3. Identifying the Need for Tutoring

There are various indicators that suggest the need for tutoring. These may include:

- Teacher or counselor recommendations
- Declining grades

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- Increasing difficulty with homework
- Anxiety before tests
- Decreasing self-esteem
- A loss of interest in learning
- Resistance to schoolwork
- A lack of motivation to attend school

Tutoring can assist in addressing these issues by providing the personalized attention and guidance needed for academic recovery and growth (Hock et al., 2001).

4. Benefits of Tutoring

Tutoring offers a wide range of benefits, such as:

- Personalized attention and customized learning
- Improved academic performance and subject understanding
- Increased motivation to succeed
- Intensive practice opportunities at an individual pace
- Improved self-esteem and confidence
- Encouragement of higher-level thinking and self-directed learning
- Reduction of competition and classroom pressure

Moreover, students feel more comfortable asking questions they might hesitate to ask in a larger classroom environment. Tutoring also promotes pride and responsibility in learning, fostering a positive attitude and a greater commitment to academic goals (Miller, 2008).

5. Essential Qualities of a Successful Tutor

To be effective, a tutor should possess four key qualities:

1. **Subject Competence:** The tutor must have expertise in the subject area.

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2. **Sensitivity to Students' Needs:** Tutors should be attuned to students' attitudes and learning requirements.
3. **Listening Skills:** Tutors must listen to students' perspectives, guiding them to discover their own solutions.
4. **Fostering Responsibility:** A tutor should encourage students to take responsibility for their own learning (Robinson et al., 1996).

6. Characteristics of a Good Tutor

A good tutor demonstrates the following qualities:

- Mastery of the subject
- Patience, understanding, and fairness
- Enthusiasm for teaching and helping others
- Effective communication skills
- Self-motivation and reliability

These traits contribute to a tutor's ability to create a supportive and engaging learning environment (Cohen et al., 1982).

7. Online Tutoring

Online tutoring provides a flexible and convenient learning opportunity, allowing students to address specific academic challenges with the help of an expert tutor, all from the comfort of their own home.

8. Benefits of Online Tutoring

Online tutoring offers several advantages, including:

1. Accessibility from any location with an internet connection
2. Flexible scheduling that fits individual needs

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3. Personalized, one-on-one learning experiences
4. Utilization of advanced learning tools such as video communication and document sharing
5. A custom-paced learning environment suitable for both challenged and accelerated learners
6. Opportunities for real-time progress tracking (Barker & Wendel, 2001).

9. What Is Peer Tutoring?

Peer tutoring is a teaching strategy where high-performing students tutor lower-performing peers under the supervision of a teacher. It provides a unique form of interaction that can enhance learning for both the tutor and the student.

10. Benefits of Peer Tutoring

The main advantages include:

- More individualized learning time
- Active engagement through direct student interaction
- Reinforcement of the tutor's own knowledge by teaching others
- Comfort and openness in peer-to-peer learning
- Cost efficiency as an alternative to hiring additional staff
- Increased teacher time to focus on future lessons (Topping, 1996).

Conclusion

Tutoring, whether peer-led, in-person, or online, is a valuable educational tool that fosters independence, boosts self-confidence, and promotes academic success. By addressing individual learning needs and offering personalized attention, tutoring contributes to a more effective and enjoyable learning experience for students. When applied appropriately, tutoring has the potential to significantly enhance both academic performance and personal development.

Reflection Questions

Study Skills: Lessons for First-Year LMD Students

1. How can tutoring help students become more independent learners?
2. What are the key characteristics of an effective tutor?
3. How does peer tutoring benefit both the tutor and the learner?
4. In what ways can online tutoring improve a student's learning experience?

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Appendix : Samples of Tests.

Sample 01:

Level: 1st Year S2

Academic year: 2020/2021

Allotted time: 1h

Q1: What is SQ3R reading strategy? Explain.

(05 pts)

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Study Skills: Lessons for First-Year LMD Students

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Q2: What is the difference between memorization and remembering?
(03 pts)

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Q3: What is the difference between academic reading and reading for a leisure?
(03 pts)

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Q4: Define the following terms:
(03 pts)

- **Critical reading:**

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- **Time management:**

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- **Learning strategies:**

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Study Skills: Lessons for First-Year LMD Students

Q5: In a well thought-out paragraph, explain the most important strategies that should be followed to overcome the obstacles of time management .

(06 Pts)

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Good Luck

Mr. Jalal SOLTANI

Sample 02

The Second Test (Module: Study Skills)

Level: 1st Year

Academic year: 2021/2022

Allotted

time: 1h

Student's work is based on giving good oral presentation. Discuss with respect to the following

- Define presentation.
- Why are students asked to give an oral presentation?
 - What are the benefits of giving presentations?
 - How do you prepare a presentation?
 - What makes effective presentations?
 - Mention some forms of presentations.
 - How to use power point effectively?

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Study Skills: Lessons for First-Year LMD Students

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Sample 03

The First Test (Module: Study Skills)

Level: 1st Year

Academic year: 2021/2022

Allotted time: 1h

Q 01: Define the following terms:

(01.5 pts)

- **Note**

taking:

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- **Time management:**

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- **Tutoring:**

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Q 02: What are the obstacles of time management? Explain two of them.

(03 pts)

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Study Skills: Lessons for First-Year LMD Students

Q 05: What does each letter of S.M.A.R.T goal stand for? Explain the (M) goal. (02.5 pts)

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Q 06: To succeed in enhancing your English skills, you need to follow many useful strategies. According to what you have studied in study skills, explain the following strategies: (02.5 pts)

- Think in

English:.....

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Study Skills: Lessons for First-Year LMD Students

- Realise that English is easy:

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Good

Luck

Mr. Jalal SOLTANI

Sample 04:

The First Test (Module: Study Skills)

Level: 1st Year
time: 1h

Academic year: 2020/2021

Allotted

Q1: In the L.M.D system, what are the four teaching units, and what are the modules included under each unit?

(03 pts)

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Q2: Effective note taking is based on four stages: 1-Listening

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Study Skills: Lessons for First-Year LMD Students

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(1.5pts)

**Q3: The LMD system was adopted for many reasons. Explain the followings:
(03 Pts)**

-Economic reason:

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Employability:

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**Q 4: Name three techniques (methods) of taking notes. Explain one of them.
(02.5 pts)**

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**Q 5: What are the characteristics of the visual learners?
(02.5 pts)**

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**Q6: To succeed in enhancing your English skills, you need to follow many useful strategies. According to what you have studied in study skills, explain the followings:
(04.5 pts)**

Study Skills: Lessons for First-Year LMD Students

- Think in

English:.....

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-Take responsibility:

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-Do not mind what other people think:

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Q 07: Define the following terms:

(03 Pts)

-Study habits:

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-Tutoring:

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-Learning styles:

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Good Luck

Mr. Jalal

SOLTANI

HammaLakhdar University / Department of English /Level: Third Year/

Academic Year: 2017/2018

Module: ESP

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