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**Study Skills: A Step-by-Step Guide to Write and Present an Extended
Essay**

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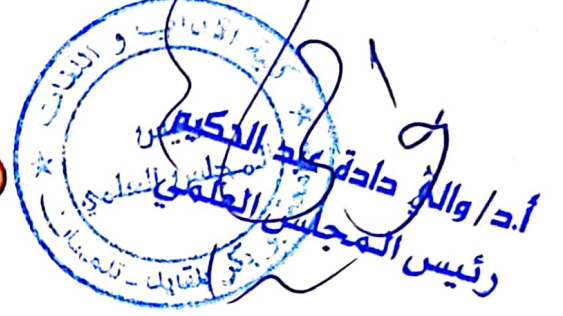
جامعة تلمسان

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Study Skills: A Step-by-Step Guide to Write and Present an Extended Essay

For L2 Students
Section of English

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This handout is a pedagogical support which is mainly addressed to second-year EFL university students following the official core curriculum dispensed at the Department of English, Faculty of Letters and Foreign Languages, University of Tlemcen. During their second year of English studies, these students are introduced to essay writing in various modules, and may encounter a number of difficulties in this regard. For this sake, this modest handout has been designed in the Study Skills module, which is a methodological unit, to introduce them to basic notions and standards of research methodology including citations, referencing, and academic writing. Moreover, it seeks to inculcate good learning and ethical habits in the students and to prepare them for the Master's dissertation writing and viva defence. To achieve these aims, it offers a step-by-step guide for writing and presenting an extended essay. Throughout the first semester, students will be asked to choose a topic to be researched, brainstormed, outlined, and developed. Afterwards, they will have to draft, proofread, revise, and submit their extended essays. In the second semester, they will put into practice the various academic, reflective, social, technological, and oral skills they acquired, which are deemed to be important skills necessary in their learning, by presenting their extended essays orally in the classroom. As to the latter, numerous tips are highlighted to help them reach a successful oral performance. After each step, students are provided with a series of activities that will help them reinforce the knowledge they have acquired and complete a task related to their essays. To encourage collaborative work, the activities will be carried out in groups of which the choice of members is left to the students. Here again, some tips are provided to prevent unproductive conflicts. In addition to this, pieces of advice are given on how to learn from a bad learning experience. To assess students' written and oral outcomes, the teacher will use two scoring rubrics that are highlighted at the end of the handout along with a glossary that contains definitions of the key terms used.

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Semester 1

Lecture One: How to Write an Extended Essay?

Before you start writing your extended essay, you should first know what it means. As Inkelas et al. (2012) and Johnson et al. (2012) state, an extended essay is a piece of writing, that exceeds 600 words, in which students are encouraged to research a given topic, collect data, and make meaning out of the reading material by reporting their analysis in the form of a long essay. Such a production not only familiarises them with the research process, but also prepares them for the university writing style. To write an extended essay, you should follow nine steps that will be explained to you throughout the handout:

1. Choosing a topic
2. Making research
3. Brainstorming your ideas
4. Outlining your ideas
5. Developing your ideas
6. Drafting
7. Proofreading
8. Editing
9. Submitting

At the end of each step, there are activities in which you will have to put into practice what you have learned. Before diving into these steps, you will have to choose a group work, composed of two to five members maximum with whom you get along, to write and present your extended essay.

Choosing a Topic

The first step for writing an extended essay is the choice of topic. The latter is determinant and must be chosen wisely since you will be spending a lot of time making research on it. A successful choice would match your interest, arouse your curiosity to learn more about it, motivate you as well as the audience to whom you will present it, and be beneficial (Bànhegyi & Nagy, 2020).

Practice:

The following topics are related to learning in general and to the module of study skills in particular. With your study group, choose one of them to be the main theme on which you will write and present your extended essay:

Table1. Possible Topics for the Extended Essay

Autonomous learning	Decision-making
Self-assessment	Self-discipline
Collaborative learning	Learning difficulties
Peer-assessment	Presentation difficulties
Critical thinking	Learning strategies
Creative thinking	Learning styles
Memory	Innovation in learning
Concentration in learning	Motivation
Multitasking	Organisational skills
Procrastination	Revision skills
Time management	Technological skills
Problem-solving	Social skills

Lecture Two: How to Make Research?

Once you have selected your topic, the next step consists of making some research. The first thing you will do is to use your computer or phone and go straight to Google to find answers to your questions. Let us say you have found the following sources. According to you, which of these might be reliable sources of information?

- Wikipedia
- Books
- Academic Publishers such as Rutledge, Oxford University Press, or SAGE
- Social Media sites like Facebook, Twitter, Instagram, Youtube, or Tiktok
- Research databases such as ResearchGtates, Google Scholars, Google Books, Z-library, JSTOR, Web of Science, ScienceDirect, Scopus, and ERIC
- Peer-reviewed research journals
- Personal websites like blogs
- Forums
- Government sites like World Health Organization (WHO)
- Doctorate dissertations
- Web pages ending with .org or .edu

Any person can post whatever s/he likes on the internet, hence, falsifying the found information. For this reason, the information seeker should be careful as to the reliability, relevance, and consistency of the source before using it (Goldman et al., 2012; Walraven et al., 2009). As a case in point, Wikipedia, which is according to a survey undertaken by Knight and Pryke (2012) the seventh most visited website in the world, is, unlike other encyclopaedias, neither written nor evaluated by experts in the concerned field. Its reliability is, thus, threatened since it is open for any volunteer to modify the content (Knight & Pryke, 2012). Therefore, do not take for granted any piece of information you find and instead favour books, research papers that have gone

through a peer review process and have been published by academic journals, government websites, or doctorate dissertations rather than personal social media accounts.

Practice:

Choose some of the reliable databases or websites listed above and start researching the topic you selected. Each member of the group can choose a database to find books or articles on your topic.

1. Brainstorming your Ideas

Now that you have made research using reliable sources and started reading on your topic, let us brainstorm your ideas. Such a technique implies writing down any thought that comes to your mind in relation to a topic. It increases a person's creativity, thinking and productivity, and helps him/her to generate ideas and find appropriate solutions to problems (Al-Samarraie & Hurmuzan, 2018; Furnham, 2000). Brainstorming, especially between group members, relies on discussion. The latter, even if based on disagreement, is considered important by Rahmat (2020). The author believes that when a member defends an idea rejected by the other members, who in turn will reflect on it in order to agree or disagree, it opens room for critical thinking.

Practice:

What are the different ideas that come to your mind about the topic you have chosen? Gather with your study group, brainstorm your thoughts by giving your opinion, and then write them down.

2. Outlining

If your mind is bowling, you want to include so many elements in your extended essay, and you do not know where to start, it is normal. Let us structure things out. All you have to do is to organise your ideas by eliminating the irrelevant ones, keeping the important ones, and structuring them in the form of an outline (Hung & Van, 2018).

As far as the structure of your extended essay is concerned, it should include:

- An introduction
- Titles
- Sub-titles (if your title contains many details, you can divide it into at least two sub-titles)
- A conclusion
- A list of reference

Practice:

With your study group, write the outline of your extended essay.

3. Developing your Ideas

Now that your ideas are structured and you know what you are going to include in your extended essay, it is high time to start developing them. In this phase, you will start thinking about:

- an introduction that would introduce your topic and the main idea you will tackle.
- titles and sub-titles that would include paragraphs. Each paragraph would be composed of a topic sentence, supporting sentences, and a concluding sentence.
- a conclusion that would comprise a summary of the key points discussed in the extended essay.

4. Avoiding Plagiarism

The problem is that you have found books, research papers, and reports with many names and dates that you will need in order to explain your topic and support your arguments. What will you do in this case? Are you going to copy them as they are and paste them into your essay thinking that they are your own words/ideas? If you have thought of doing so, you will fall into a **DANGEROUS** practice called **PLAGIARISM**. Do not worry; I have a solution for you. You can cite an author by **quoting, paraphrasing, or summarising**. This would demonstrate your efforts as a

reader, writer, and even researcher; highlight the source from which you obtained the information mentioned, and allow the reader to verify its reliability and deepen his/her knowledge on the subject area. Bear in mind that in research, you are not allowed to give your personal opinion (Bak, 2003; Bailey, 2011). All what is mentioned in your extended essay must be supported with evidence.

Before diving into details into each step, here are some citation rules advocated by WHO (2010), Bowker (2007), and Markowski (2019) that you have to bear in mind:

- While citing (quoting, paraphrasing, or summarising), you can use what we call a narrative citation by saying: Brown (1994) advocates that, or a parenthetical citation which comes at the end of the sentence and is written between parentheses like (Brown, 1994).
- If you have two authors, you should use ‘and’ in the narrative citation: Bouziane and Zyad (2018) declare that and ‘&’ within the parenthetical citation (Bouziane & Zyad, 2018).
- If you have more than two authors, you should write only the family name of the first author and add et al. to mean ‘and the others’: Brown et al. (1997) state that. However, in the parenthetical citation, you have to add a comma (Brown et al., 1997).
- If you found many sources with similar information, you can mention them in the parenthetical citation and separate the sources with ‘;’ (Brown et al., 1997; James, 2016).
- While reading a book/article, you found an author/researcher who cited another person. In this case, will you cite the first author or the second one? In research, such sources are secondary sources. Preferably, you should go back to the original source, called primary source, and cite the first author(s). However, if this source is not available, you can use the family name of the first author, mention the year of publication of the book/article, and add "as cited in" before the secondary source: Brown (2007, as cited in Johnson, 2012) (Bowker, 2007).

- When reading a given passage that you are going to cite, try to be reflective in your writing. In other words, do not take what you read for granted, but rather be a critical thinker and analytical in your writing so as to make meaning out of it. Doing so leads to the construction of creative links between ideas (Jasper, 2005).

Lecture Three: How to Quote?

As Bailey (2011) and Bak (2003) point out, a quotation involves using the exact words as they were originally written by the author(s) in a given source, without changing them. All you have to do is to mention the name of the author(s), the year of publication of the book/article along with the page number of the passage that you quoted, and to use a phrase such as x explains/defines/suggests/advocates or according to x, as recommended/stated by x.

There are two types of quotations: short quotations and long quotations. A quotation is deemed short when it is about 2-3 lines long (less than 40 words). In this case, you should insert it within your text and add double quotation marks "... " (Markowski, 2019; Bailey, 2011; WHO, 2010; Bowker, 2007; Bak, 2003). Short quotations can be written in three different ways:

1. Mortimore and Crozier (2006, p.236) believe that “many students embark on degree courses with severe problems in acquiring and employing a range of skills that would in the past have been regarded as essential for effective study at this level”.
2. Mortimore and Crozier (2006) believe that “many students embark on degree courses with severe problems in acquiring and employing a range of skills that would in the past have been regarded as essential for effective study at this level” (p.236).
3. It is believed that “many students embark on degree courses with severe problems in acquiring and employing a range of skills that would in the past have been regarded as essential for effective study at this level” (Mortimore & Crozier, 2006, p.236)

A long quotation, however, exceeds 3 lines (more than 40 words). In that case, you do not use the double quotation marks. You have to write it as a block with an indented space of about 1.27 cm on the left side (Markowski, 2019; Bailey, 2011; WHO, 2010; Bowker, 2007; Bak, 2003). Here again, three alternatives are accepted:

1. According to Mortimore and Crozier (2006, p.237),

Most research into dyslexia has concentrated on the difficulties experienced by children, yet applying concepts and methods that be appropriate for the school years to learning in higher education is problematic, not least because students have developed strategies that have enabled them to attain sufficiently high grades in school to meet the admission criteria for university.

2. According to Mortimore and Crozier (2006),

Most research into dyslexia has concentrated on the difficulties experienced by children, yet applying concepts and methods that be appropriate for the school years to learning in higher education is problematic, not least because students have developed strategies that have enabled them to attain sufficiently high grades in school to meet the admission criteria for university (p.237).

3. It was found that

Most research into dyslexia has concentrated on the difficulties experienced by children, yet applying concepts and methods that be appropriate for the school years to learning in higher education is problematic, not least because students have developed strategies that have enabled them to attain sufficiently high grades in school to meet the admission criteria for university (Mortimore & Crozier, 2006, p.237).

- If some parts of the quotation are not relevant to your work, you can delete them, use three dots (...), called ellipsis, and highlight only the points that you need (Bailey, 2007; WHO, 2010; Bowker, 2007).

Practice:

1. Correct mistakes in the following quotations and add punctuation where you think it is necessary.

a)-According to Tariganand Lasnumanda 2020

the rise of technology might be supported by the vivid preference
of EFL learners to learn English in an online setting p 72

b)-Johnson 2010 p. 23 explains that “digital cameras now make up 90% of all camera sales at the leading electronic stores. This increase in sales can be partially attributed to the widespread use of email and social networking websites, which have further encouraged the sharing of digital photos”.

2. In this activity, you are given two quotations. The first one has been written by O’Keeffe and Clarke-Pearson in 2011 on page 800 and the second one by El Aouri in 2021 on page 94. Rewrite each of them by adding the previously mentioned information.

a)-preteens and teens spend a great deal of time on social media sites, such as Facebook, and then begin to exhibit classic symptoms of depression.

b)-With the emergence of digital technologies, there was a move from distance education to online education as a new learning mode that enables new ways of communication and interaction between instructors and students, on the one hand, and among students themselves on the other.

3. With your study group, find one short and one long quotation related to your topic.

Lecture Four: How to Paraphrase?

Bailey (2011) recommends not overusing quotations and instead relying on other options to avoid plagiarism such as paraphrasing. The latter consists of rewording what the author (s) say(s) using your own words and without changing the original idea. In a similar line of thought, Bowker (2007) explains that paraphrasing is about understanding the main idea of the passage you are reading, identifying the key terms that should appear in your paraphrase, and interpreting it in your own way by writing it differently. Indeed, you should feel a difference between your paraphrased version and the original one, without affecting the initial meaning.

According to Bowker (2007), Bak (2003), and Bailey (2011), paraphrasing is not just a matter of keeping the sentence as it was, changing a few words, and using synonyms. Instead, it implies changing its whole structure, word order, or the grammatical function of the word, and using your own writing style. Unlike quoting, paraphrasing does not necessarily imply the page number or quotation marks, but simply the name of the author (s) and year of publication. The page number can be added if you wish to help the reader locate a given passage in the cited source (WHO, 2010).

Practice:

1. Your teacher asked you to write an essay on the negative effects of video games on adolescents' lives. While making your research, you found the following passages:

1. Adolescents who spend excessive time playing games have poor social skills and spend less time socializing with their loved ones. Video games may also cause harm by decreasing sleep time, impairing attention, concentration, and school performance, causing less time to engage in physical activities and other hobbies, and promoting aggressive thoughts and behaviours(**Written by Imran and Hashmi in 2022**).

2. The most dangerous effects being occurred by violent games can end in a criminal mind being trained by these violent games, which shows the human body as a piece of enjoyment inside the game environment **(Written by Ahmed and Ullah in 2013)**.
3. Adolescent video game players could have short-term benefits, but in the long term, they could present anxiety and depression symptoms, which led to an increase in the usage of video games as they use them as an escape route, leading, on numerous occasions, to problematic or addictive gaming **(Written by Rodríguez and Padilla in 2020)**

-Paraphrase each of the above passages and then try to combine them into one paragraph.

2. Go back to the quotations you found on your topic and paraphrase them.

Lecture Five: How to Summarise?

In addition to quoting and paraphrasing, there is summarising which involves writing a shortened version of your lengthy source. When using this technique, you need to identify the most important elements of the passage you read that you consider relevant to the main topic you are writing about. Like paraphrasing, when summarising, you should be careful not to change the initial meaning, not to delete important ideas, and not to use similar sentence structures as those of the original author(s) (Bailey, 2011). Moreover, you should not use quotation marks or page numbers, and you should include only the name (s) of the author (s) and year of publication (WHO, 2010; Markowski, 2019; Bak, 2003). As you can see, paraphrasing and summarising have a lot in common; however, bear in mind that they also have their fair share of differences.

Difference between Paraphrasing and Summarising

Bowker (2007) explains that paraphrasing is more detailed than summarising since you have to keep all the ideas mentioned by the author(s), without changing their order. Moreover, you have the freedom to add some words such as synonyms or transition words that were not mentioned initially. On the contrary, summarising is more general and flexible since you do not have to respect the same order of ideas mentioned by the author(s). You can delete what you consider unnecessary to mention in your essay and keep only what is important.

Let us suppose you were making research on social media and you have come across the following passage that has been written by Manning in 2014 on page 1158. If you were to summarise this paragraph, what would you do?

With the rise of digital and mobile technologies, interaction on a large scale has become easier for individuals than ever before; and as such, a new media age was born where interactivity was placed at the centre of new media functions. One individual could now speak to many, and instant feedback was a possibility. Where citizens and consumers used to have limited and somewhere muted voices, now they could share their opinions with many. The low cost and accessibility of the next technology also allowed more options for media consumption than ever before-and so instead of only new news outlets, individuals now have the ability to seek information from several sources and to dialogue with others via message forums about the information posted. At the core of this ongoing revolution is social media

Now, let us have a look at the shortened version:

Maning (2014) explains how the interaction between individuals has been facilitated and expanded by technology, how the distance between people has been reduced, how consumers have been able to make their voices heard by sharing their opinions, and how accessing and exchanging information has become easier and less expensive. According to him, these features have been possible thanks to the advent of social media.

If you compare the two paragraphs, you can notice that in the summary, only the main idea of the text has been kept and some structures have been changed.

Practice:

1. Summarise the following text written by Patten (2017):

Research methods are the building blocks of the scientific enterprise. They are the “how” for building systematic knowledge. Let’s take a moment to think about knowledge. How do you “know” things? One way you know a thing is through your own personal experience. Even as personal experiences are rich in depth and detail, and create a lot of meaning in life, they are also quite limited in scope. If you try to generalize what is true for you, it is easy to overgeneralize and arrive at a misleading conclusion for everyone. Another fundamental way to gain knowledge is through the authority of others-your parents, teachers, books you have read, shows you have watched, news and articles from social media. This “second-hand” knowledge includes many diverse sources, and often this knowledge is more than one step removed from where it was generated.

2. Summarise some of the passages related to your topic that you found.

Lecture Six: How to Write the List of Reference?

Observe the following passage that has been adapted from an article written by Nugraha (2019) and how sources are written at the end of the text. What have you noticed?

Dong (2004) explains that jigsaw reading occurs when each student reads a part and retells the content of his/her own part in the group so that all members can grasp the whole picture. He further explains that the method involves filling information gaps through interactions, which requires interpersonal communication skills and logical thinking if the pieces are scrambled. Meanwhile, Matheson (2008) believes that the jigsaw in teaching reading combines several important aspects of learning including reading comprehension, writing, oral presentation, and small-group work, into a single in class-assignment. In the same line of thought, Esnawy (2016) declares that Jigsaw is used for reading and introducing research essay writing, but it can be used with any reading passage in any teaching context. Accordingly, studies show that such a technique was more effective than traditional approaches in teaching reading as weak students, as well as strong students, have made achievements in their English reading (Meng, 2010). For this reason, researchers claim that it could be well situated within the constructivist framework of learning which proposes face-to-face education with its group interaction in it (Gallardo et al., 2003).

Esnawy, S. (2016). EFL/EAP Reading and Research Essay Writing Using Jigsaw. *Procardia - Social and Behavioral Sciences*. Volume 232, 98-101

Gallardo, T., Guerrero, LA., Collazos, Pino, JA. & Ochoa, S., (2003). Supporting JIGSAW type Collaborative Learning. System Sciences, Hawaii.

Matheson, V. A. (2008). The Jigsaw Reading. Presentation at the American Economic Association Active Learning Techniques Conference held in New York City, NY.

Meng, J. (2010). Jigsaw cooperative learning in English reading. *Journal of Language Teaching and Research*, 1(4), 501-504.

If you look closely at the article, you may notice that all the citations mentioned in the text also appear at the end; however, they are not written in the same way. The ones written at the bottom include different details such as initials, titles, numbers and punctuation marks. Moreover, they are written in alphabetical order, and some of their second lines are indented strangely. Citing an author by mentioning his/her name and year of publication of the book/article is not enough. Other details such as the title of the book/article, title of the journal, volume, and place and house of publication must also be highlighted in another part of the extended essay, usually at the end, called **the list of reference** (Bailey, 2011). By mentioning your citation in the list of reference, you will allow the reader to find easily the source in case s/he wants to know more about it (Jesson et al., 2006; Bak, 2003).

Numerous referencing systems exist in the literature to write the list of reference such as the American Psychological Association (APA), Vancouver, Modern Language Association (MLA), Harvard, or Chicago, to name of few, each with its specific international standards that must be followed consistently i.e., you have to follow the same style from the beginning of your essay till its end without switching between others. In addition , the text citation and the reference have to be the same in terms of spelling and year of publication (Bailey, 2011; Markowski, 2019; Bak, 2003). For the present extended essay, you must follow the APA style whose norms are explained below.

Referencing a Book:

- Author's family name, initial(s). (Year of publication of the book). The title of the book in **italics**. The City of Publication: The publisher
⇒ De Vaus, D. (2001). *Research Design in Social Research*. London: Sage Publications

A book with two or more authors:

- ⇒ Brown, G., Bull, J., & Pendlebury, M. (1997). *Assessing student learning in higher education*. London: Routledge

As explained earlier, if you work with a book/article written by more than two authors, you will mention only the family name of the first author in your text and add et al. to mean and the others (Brown et al., 1997). However, the details related to the family names and initials of the other authors are kept in the list of reference.

Referencing an Article:

- Author's family name, initial(s). (Year of publication of the article). Title of the article. Title of the journal in **italics**, volume number (issue number), page numbers of the article, and the Digital Object Identifier (DOI) which is a unique identification number for any article published online.
⇒ Hsu, T. C. (2005). Research methods and data analysis procedures used by educational researchers. *International Journal of Research & Method in Education*, 28(2), 109-133. doi: 10.1080/01406720500256194

Referencing a Webpage:

- Author's family name, initial(s). (Publication date). Title of the page/article. Retrieved from (The link of the web page) on (you mention the date you accessed it)

If the website lacks an author/date, mention the name of the website and write (n.d) to mean no date

- ⇒ Moodle Statistics (n.d.) Retrieved from <https://stats.moodle.org/on> 15/01/2019

Referencing a Thesis/ Dissertation

- Author's family name, initial(s). (Year). Title of the dissertation. [Type of dissertation i.e., Doctoral thesis/ Master's Dissertation, Name of the Institution].
URL link
⇒ Ahmed, U., & Ullah, I. (2013). Video Games Addiction: Positive and Negative Effects of Playing Video Games on Youth and Children. [Unpublished Master's Dissertation, University of Boras, School of Business and IT]. [\(99+\) Video Games Addiction: POSITIVE AND NEGATIVE EFFECTS OF PLAYING VIDEO GAMES ON YOUTH AND CHILDREN | INAM ULLAH - Academia.edu](#)

Tips:

- Whoever you cite in your essay, remember to mention the source in your draft so that you do not forget or lose it.
- You cannot cite an author without mentioning him/her in the reference list and vice versa.
- The second line of the reference must be indented using what is called a hanging indent. You simply have to leave some space on the left side.
- Instead of writing your references manually, here are a variety of free websites that will facilitate the task for you:
 - [Free Citation Generator - APA, MLA, Chicago | Grammarly](#)
 - [Free APA Citation Generator | With APA Format Guide - Scribbr](#)
 - [My first project – MyBib](#)
 - [Cite This For Me: Harvard, APA, MLA Reference Generator](#)

Practice:

Start writing the list of reference of your extended essay following the above-cited rules.

Assess Yourself

The following text is an adaptation of an article written by Elzeftawy (2021). It contains thirteen mistakes related to citations and referencing. Identify and correct them.


The most important part of learning the speaking skill rests on pronunciation. Celce-Murcia et al. in 2010 state that many English teachers still spend too much class time on teaching reading and writing skills almost ignoring speaking practice. In fact, Harmer in 2001 on page 183 explains that “almost all English language teachers get students to study grammar and vocabulary, practice functional dialogues, take part in productive skill activities and become competent in listening and reading. Yet some of these same teachers make little attempt to teach pronunciation in an overt way and only give attention to it in passing”. Accordingly, Kadota in 2007 argues that many teachers may avoid intonation because they find it difficult to teach. According to Lin in 2000, pupils pay more attention to the sounds, vocabulary, and grammar instead of intonation and stress when they are learning English. As a result, they could not follow the speed of the native speaker.

List of reference

- Harmer, J. (2001). *The practice of English language teaching*. Harlow: Pearson Longman
- Celce-Murcia, M., D.M. Brinton & J.M. Goodwin (2010). *Teaching Pronunciation. A course book and reference guide*. Cambridge: Cambridge University Press.
- Lin, L. (2000). Motivational and Effective Film Activities for the Language Lab Class. Manuscript submitted for publication, English Department, Chinese Culture University, Taiwan.
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Lecture Seven: How to Draft an Extended Essay?

Now that you know the basic rules of academic writing, it is time to put them on paper. Do not worry; this will not be the final version of your extended essay, but only a first attempt in the form of what is called a draft. In this sixth step of writing your essay, no importance is given to grammar, structure, or punctuation (Oshima & Hogue, 2007). However, try to follow a specific format. You should include a cover page with the name, even the logo, of the university, faculty, and department, the title of your extended essay, as well as the names of the members, the group you belong to, and the academic year, as shown below:

<p style="text-align: center;">Ministry of Higher Education and Scientific Research Abou Bekr Belkaid University</p> <p style="text-align: center;"></p> <p style="text-align: center;">Faculty of Letters and Languages Department of English Study Skills Module- L2</p> <p style="text-align: center;">Title of the oral presentation/extended essay</p> <p style="text-align: center;">Presented by:</p> <p style="text-align: center;">..... Gr</p> <p style="text-align: center;">.....Gr</p> <p style="text-align: center;">.....Gr</p> <p style="text-align: center;">Academic Year:</p>
--

For the Word document, you should use Times New Roman font, size 12, with 6 point spacing before and after the text, 1.5 line spacing, and a 1.25 cm indented first sentence in each paragraph. Moreover, all your paragraphs must be aligned and fully justified as illustrated in Figure 1. As far as the length of the extended essay is concerned, it should from three to six pages long.

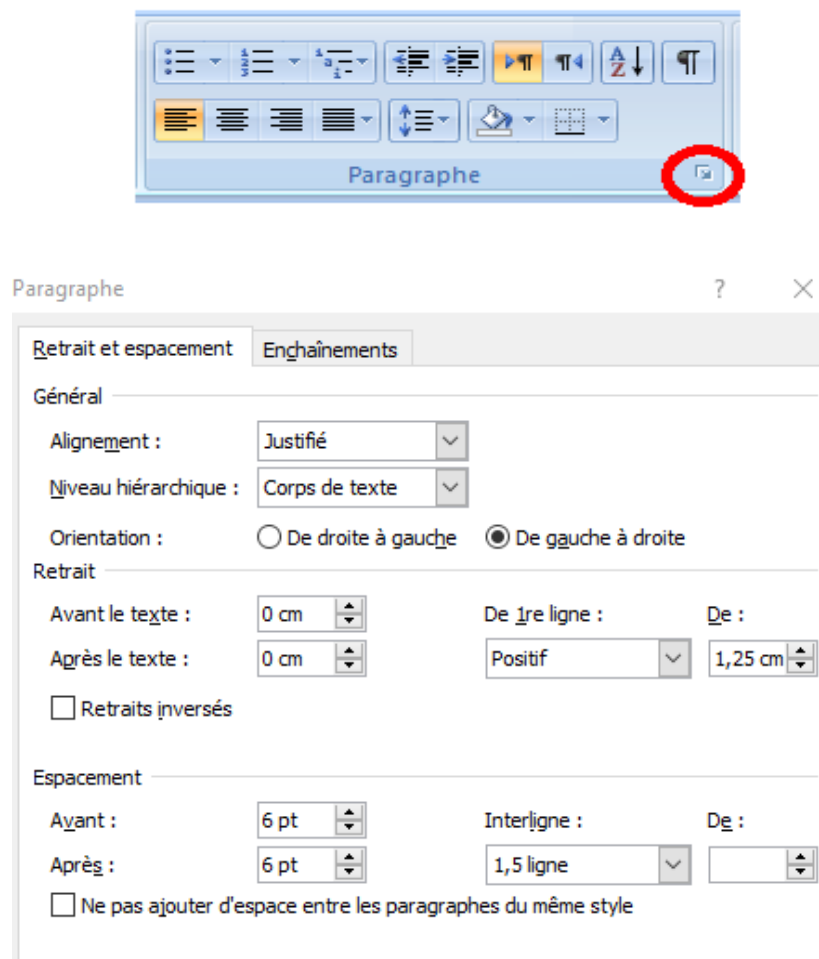


Figure 1. Formatting the Word Document of the Extended Essay

Practice:

Divide the writing process equally between each member of your study group, and start writing the draft of your extended essay.

Lecture Eight: How to Proofread an Extended Essay?

With your study group, read what you draft. Are you stratified with the results? Have you noticed mistakes? Do you think that everything is clear to the reader? If you feel that it needs improvement because you identified some inadequacies, it is a good sign. The process of revising a text is called proofreading. Unlike the previous step, here you should pay attention to a number of elements like tenses, spelling, punctuation, word choice, subject/verb agreement, coherence and clarity of ideas, to name a few (Bailey, 2011). I invite you to compare the following paragraphs. Have you noticed anything different between them? Highlight the differences with examples.

1. You know this jigsaw reading occurs when you wanna read a part of a text and you tell your folks what's the text says so they'll all get it. I think that it the best method that has ever existed to teach reading, waaay better than the traditional one. Yeah, obviously, fits both brainy and dummy kids and helps them read welly in english.
2. According to Dong (2004), jigsaw reading occurs when each student reads a part and retells the content of his/her own part in the group so that all members can grasp the whole picture. Meng (2010) advocates that jigsaw is more effective than the traditional approaches in teaching reading. He believes that it allows weak as well as strong students to make achievements in their English reading.

We can see that the first text contains:

- Long sentences without punctuation marks (You know this jigsaw reading occurs when you wanna read a part of a text and you tell your folks what's the text says so they'll all get it). These sentences are called **run-on**.
- Informal words like wanna, waaaay, folks, kids, yeah, and dummy.

- Words with parts omitted and replaced by (') (what's and they'll). These are called **contractions**.
- Sentences that are missing a verb (I think that it the best method that has ever existed to teach reading) or a subject (Yeah, obviously, fits both brainy and dummy kids). In this case, we are no longer talking about sentences but rather **fragments**.
- Grammatical and mechanical mistakes (read welly in english)
- A direct address to the reader (you know, you wanna)
- The use of personal opinion (I think, obviously, the best method, way better) without proving evidence for those claims.

The first paragraph is informal as it comprises some structures that can be used when writing to a friend. However, when it comes to writing an essay addressed to a teacher, you need to be formal, or more specifically, academic. The second text portrays the key features of academic writing which are:

- Citations
- Meaningful sentences with a subject and a verb
- Appropriate use of punctuation marks
- Full words
- No spelling or grammatical mistakes
- An impersonal writing style since the writer does not address directly the reader by saying you know,
- Objective arguments supported by evidence and not I think (Birjandi et al., 2004; Bailey 2011).

The following table highlights the do's and don'ts of academic writing following some recommendations of Bowker (2007) and Bailey (2011):

Table 2. The Do's and Don'ts of Academic Writing

What to do	What not to do
- Full sentences: Subject+ verb+ meaning	-Fragments
-Subject-verb agreement	-Subject-verb disagreement
-Grammatically correct sentences	-Sentences full of grammatical errors
-English structures	- Structures translated from the native language
-Correct punctuation	-Run-on sentences
-Correct capitalisation	-Misuse of capitalisation
-Error-free	-Spelling errors
-Avoidance of wordiness	-Redundancy (using unnecessary words that create repetition)
-Full words	-Contractions
-Formal language	-Informal language
-Use of an impersonal tone (It)	-Use of the pronouns I, You, and We
-Consistency	-Inconsistency (Mixture of British and American spellings and different citation styles)
-Objective opinions (Evidence, facts, statistics from books, research papers, and studies)	-Subjective (Personal) opinions not supported with evidence
-Well-structured	-Ill-structured
- Unified and coherent	-Not unified and incoherence

Once you proofread your text, the last step implies editing the work by correcting the mistakes you found. The editing phase can be done either individually (self-editing), or by having recourse to a peer (peer editing) (Oshima & Hogue, 2007). Now, your extended essay is ready to be submitted to your teacher.

Practice:

With your study group, proofread and then edit your extended essay.

Semester 2

Lecture 1: How to Design a PowerPoint Presentation?

Just like the extended essay, an oral presentation follows the same steps. It has to be outlined, drafted, revised, and edited before being performed. To structure it, PowerPoint is there for you. With this software, you can either design your PowerPoint from scratch or work with ready-made templates.

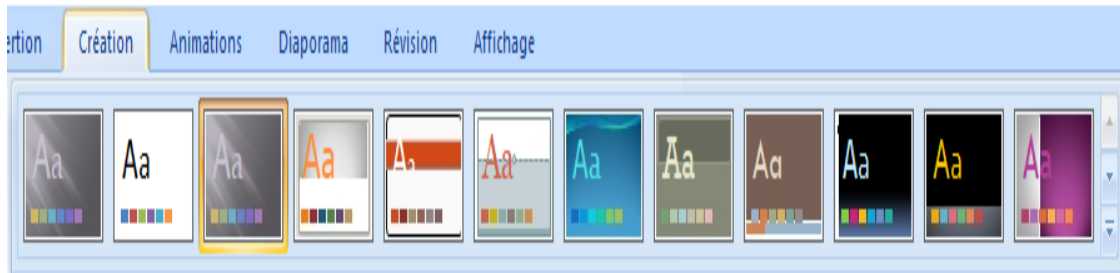


Figure 2. PowerPoint Templates

You can choose the font, font size, alignment, and spacing as in Word. You can also insert tables, pictures, figures, animations, sounds, and other audiovisual elements.

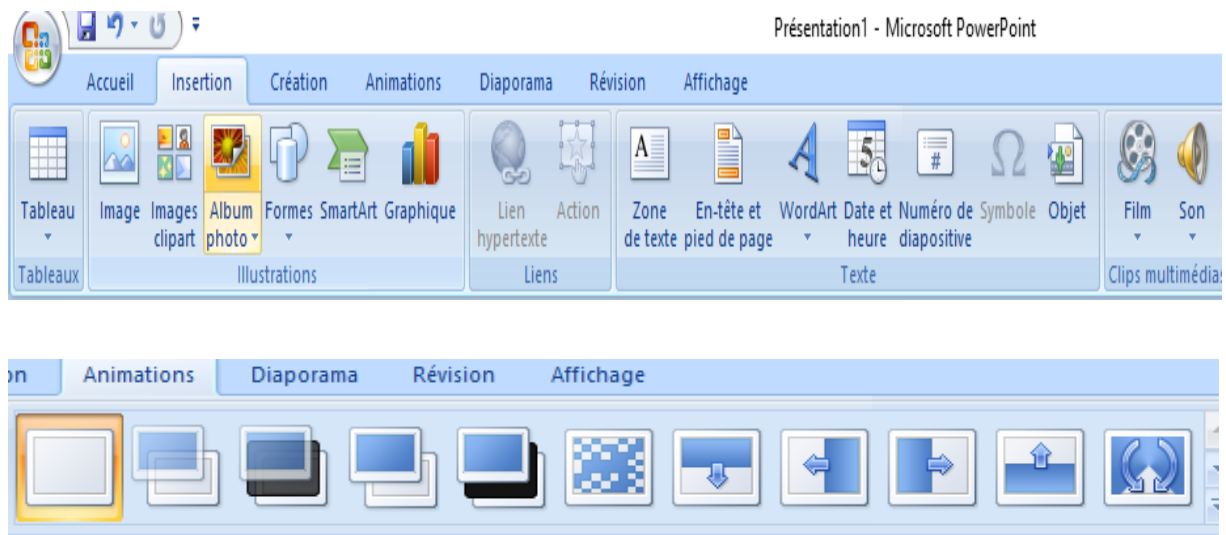


Figure 3. PowerPoint Features

Once you finish, you have to save your document by clicking on ‘save’ and giving it a name. In addition to this software, there is another one that contains numerous features called: Canva ([Un outil de design gratuit : présentations, vidéos, réseaux sociaux et bien plus encore | Canva](#)). Let us have a look at the following slides taken from PowerPoint presentations elaborated by the students. Do you have any remarks?

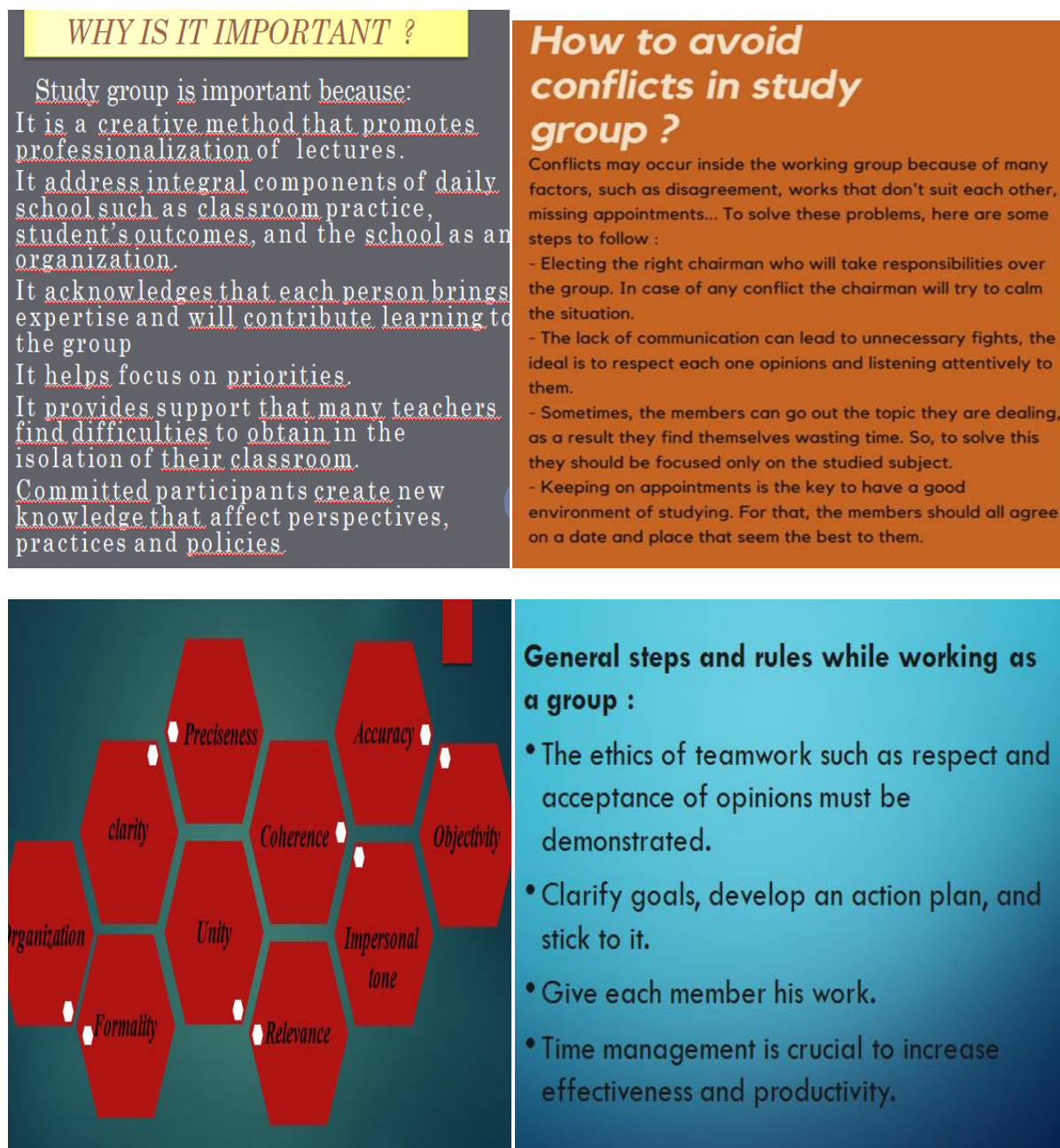


Figure 4. Samples of Students' PowerPoint Presentations

As you can see from the above-mentioned figures, the slides are heavy because they contain too much detail. In addition, the choice of colours is not appropriate and the figure is not well organised. Now, observe the following slides that were designed on Canva:



Figure 5. Samples of a Caneva Presentation

If we compare between these figures and the previous ones, we can see that they contain a lot of explanatory illustrations instead of long heavy slides, bullet points with only the key ideas, and relaxing colours.

For a successful PowerPoint presentation, some rules should be respected as advocated by Seales (2022):

- Follow an organised and logical line of thought as if you tell a story through your slides.
- Make your presentation simple, precise, and concise with key information on your slides. Opt for bulleted phrases/sentences.
- Do not use long detailed presentations with lengthy slides.
- Favour diagrams that would summarise your speech.
- Use easy-to-follow slides and good-quality supporting audiovisual aids such as pictures and diagrams.
- Use a traditional, unsophisticated font size consistently throughout your PowerPoint presentation like Times New Roman.
- Do not make grammatical or spelling mistakes on your slides.

Practice

1. As a rehearsal before the d-day, you can either:

- a) elaborate a PowerPoint presentation that summarises one of the elements covered in the module.
- b) correct a PowerPoint presentation, which will be sent to you by your teacher, that contains stylistic errors that you should first identify and then modify by adding/removing/changing what you like in order to improve its quality.

You should send the work to your teacher who will select some of them to be exposed in the classroom for feedback.

2. With your study group, elaborate the PowerPoint of your extended essay.

Lecture Two: What to Do in an Oral Presentation

Look at the following pictures. What comments can you make on each?



In the first two figures, we can see two different behaviours. While the woman on the left seems stressed, the one on the right demonstrates self-confidence. The figures below portray two divergent audiences. The first audience shows no interest; however, the other one portrays the complete opposite. Although some of the presentation topics can be interesting and original and show great effort on the part of the students, the audience is not engaged or the performance is not up to your expectations. To avoid such situations, Seales (2022) and Bânhegy and Nagy (2020) propose some tips for a successful oral performance:

- Since you have a limited amount of time, which in your case will be about 15mn to 20mn maximum, you cannot present everything on your PowerPoint presentation. For this reason, you have to follow a specific outline that will help mention only the most important elements.
- When you explain your topic, move smoothly from one slide to the next, and use transition vocabulary that would signal to your audience the beginning, the transition between slides, and the end of your speech.
- Make your presentation memorable by being creative, original, and attractive to your audience so that they do not lose interest. It should also be useful and easily understood by them.
- Before the d-day, rehearse your presentation in front of other people who will review it and give you feedback to improve its quality. You can also do a self-assessment by presenting in front of a mirror or recording your performance. Practice as much as you can until you reach the best out of yourself. The more you practice, the more you can decrease some bad habits.
- If you work in a group, try to divide equally the amount of time allotted to each member.
- On the day of the presentation, come early to make sure that the equipment is working properly and to avoid last-minute problems that would delay the presentation or make a bad impression.
- Have a plan B for any technical problems that may arise on the d-day, for example, by sending a copy of the PowerPoint presentation to your teacher in advance, or bringing a second computer in case the first one has problems or runs out of battery and there is no outlet in the classroom.
- Be professional, relaxed, and respectful.
- Make eye contact and address your entire audience by slowly turning your head around in the classroom.
- Use body language to explain your ideas.
- Use an audible voice so that the audience can hear you.

- Even if you are distracted by an unforeseen situation during your performance, try to remain calm and do not let it ruin your performance.
- Thank the audience for taking the time to listen to you.
- Listen carefully to the questions asked by the audience, understand them, and take your time to think before answering.
- You can anticipate some questions that will likely be asked and prepare them in advance.
- Attend some online or onsite conferences performed by experienced teachers/researchers in order to have insights and be inspired by them.

Lecture Three: What Not to Do in an Oral Presentation

For a successful oral presentation, Seales (2022) gives the following pieces of advice:

- Do not deviate from the main theme and do not tackle many topics at the same time; stay focused.
- Do not rush your presentation.
- Do not speak quickly, but rather at an appropriate pace.
- Do not use filler words like “heu” and “hum”.
- Do not turn your back to your audience.
- Do not show that you are nervous or shy.
- Do not exceed the time limit; make your presentation short.
- Do not read from your slides; it will bore your audience. Keep in mind that the slide should only be a support for your speech which will help you to remember the order of your ideas. The explanation is done orally.
- Do not show your audience that you have memorised your speech. Be natural, spontaneous and improvise if you forget a word.
- Do not talk more than the other members of your group; do not be selfish.
- Do not rush to answer the questions asked by the audience, do not provide long or irrelevant answers, and do not be shameful of saying “I do not know”.

Practice:

1. Read the following text and answer the questions below:

Yassmine had to prepare a presentation on collaborative learning as an assignment in the study skills module. She had been working on it for weeks, and was rehearsing every day in front of her mirror and even her family. She elaborated a well-organised PowerPoint presentation that contained heavy slides, good colours, diagrams, and funny pictures. On the day of the presentation, her legs were shaking and her voice was vibrating. She began to read from her slides quickly without making eye contact with her classmates or using body language to explain her ideas. None of her classmates was following her. They were talking so loudly that no one could hear her, and they were even laughing at her. When she finished her presentation, within the time limit, she thanked her audience and then answered the teacher's questions perfectly.

- a) Identify the positive elements of Yassmine's presentation.
- b) Identify the negative elements of Yassmine's presentation.
- c) What do you recommend Yassmine to do to overcome her presentation difficulties?
- d) Did you ever experience a bad oral presentation? If yes, in a few lines, tell us what happened and what would you do differently next time. If not, tell us what your secret is.

2. Following the pieces of advice stated in the handout, rehearse your performance with your study group.

Lecture Four: How to Study in a Group?

Let us suppose that while working with your group, you have encountered a number of problems that have hindered the group dynamic. As a result, you are not making progress and the situation is annoying you. You start recalling the events so that to find answers to your questions or, simply, the person responsible for the conflict. You are now confused, wondering what to do next and considering withdrawing your membership the day before the presentation. Do not worry; such situations are more common than you think.

Despite the numerous advantages of study groups such as increasing students' self-esteem as well as their communication and social skills (Haron & Rahmat, 2020), some conflicts, which are of diverse reasons, may arise between members. Accordingly, Sim et al. (2021) cite poor communication, lack of chemistry, distraction, shyness, disrespect of the schedule, and diverging viewpoints/personality traits. In addition, Velente et al. (2020) suggest other sources related to cultural and value differences, and family problems that can affect one's behaviour.

Understanding the source of the problem is essential to find the appropriate solution. In this regard, Velente et al. (2020) argue that effective communication, through dialogue between the members who have had a clash, is the key to conflict resolution. In their view, conflicts can be managed by a third person who should be neutral, in the sense that s/he does not take sides, and a facilitator or, more precisely, a moderator of the conflict. This person will assess the situation from both sides, give his/her opinion, and be a negotiator who will take steps to find common ground. The authors also recommend that those involved in the conflict should show empathy for the feelings of each member, understanding, respect, and tolerance for the differences between learners, and good listening skills. This would ensure a harmonious learning environment.

Practice:

1. The following pictures portray two divergent situations. In a small paragraph, comment on each of them by mentioning the reasons that led to those situations.



2. Imane, Rania, Yacine, and Aymen are four classmates who have a project work in the module of study skills that will be handed to the teacher in written and oral formats. This study group, which is led by no one, is composed of the following members:

- Imane is a lazy student who never prepares anything. When she comes to the meeting, she shows no interest, and spends all of her time on the phone. However, she has strong writing abilities in English and masters methodology.
- Aymen is never committed to the appointments that were scheduled by his classmates. He rarely comes, and when he does, he comes late, stays for a few minutes and keeps laughing or behaving disrespectfully. However, he is talented in Information and Communication Technologies.
- Yacine is a serious, calm, organised, punctual, and hardworking person.
- Rania is always very creative and has original ideas, but she imposes them on her classmates without taking their opinions into consideration and likes to do everything by herself.

- a) The group is not progressing with their project work. Identify the main reasons behind that.
- b) Based on the abilities of each member of the group, what role would you assign to each of them? Explain why.
- c) On the basis of the issues raised, propose solutions to the group to prevent any future conflicts between them.

3. Have you ever had a conflict inside a study group? In a paragraph, narrate what happened, how the conflict affected you, how you were able to solve it, and what you would do differently next time.

4. Tell us about your experience when studying in the group for your extended essay and how you divided the task between members.

Lecture Five: How to Learn from your Mistakes?

Imagine that you took into consideration all the recommendations mentioned in this handout, but your presentation did not go as well as you expected and you got a bad mark. What would you do in this case? Would you drop out of university? Would you never give another presentation? Would you sink into depression? Come on; pull yourself together! Do not feel sorry for yourself and do not let a bad experience ruin your life. You simply have to learn from your mistakes to improve your performance in the future, and to do so, I have the solution for you: “the Personal Development Plan” (Henceforth, PDP).

The PDP is, as Gough et al. (2006) state, a reflection on one’s learning (either before or after). It is used to help an individual to reflect on a past experience by critically analysing it and drawing conclusions, and then to take actions to improve the given situation in the future. To achieve these goals, one must first identify one's current difficulties, assess one's capabilities, define the future direction to overcome these problems, and plan remedial work accordingly (Simon et al., 2013).

Practice

Look at the following pictures



Based on your reflection,

- 1- Give a title to each picture.
- 2- What do these pictures have in common?
- 3- Choose one of them and comment on it by guessing the source of the problem.
- 4- Did a similar situation happen to you? In a few lines, tell us about that experience, explain how it affected you, and how you solved it. Then, using the PDP, identify your strengths and weaknesses, and write an action plan that you will put into practice in the future to prevent the situation from happening again and to, hopefully, improve your skills.

To assess your oral performance and extended essay, the following scoring rubrics will be used:

Category	Scoring Criteria	Scoring	Total Point
Content 6 pts	The presentation contains effective visual aids (pictures &/diagrams)	1	
	The presentation contains readable and clear slides	1	
	The presentation includes only the key points without heavy slides	1	
	The PowerPoint contains appropriate colours	1	
	The discussed topic is interesting and useful	1	
	The presentation is original	1	
Performance 13 pts	The speaker uses good language skills (grammar and vocabulary)	1	
	The speaker uses a good understandable pronunciation (rhythm, intonation, and accent)	1	
	The speaker uses an audible voice	1	
	The speaker does not speak quickly	0.5	
	The speaker uses a natural and continuous speech (few filler words such “heu”, “umm,” “like,” and pauses)	0.5	
	The speaker maintains regular good eye contact with the audience	1	
	The speaker uses body language appropriately	1	
	The speaker does not read from the slides	1	

	The speaker explains effectively his/her topic and moves logically from one point to the other	1	
	The speaker is well-rehearsed and not stressed	1	
	The speaker masters his/her topic	1	
	The speaker attracts the audience's attention	1	
	The speaker respects the allotted time limit of the presentation	1	
	The speaker responds effectively to the questions/remarks of the audience	1	
Group Work 1pt	The speaking time between the group members has been equally divided	1	
Total		/20	

Adapted from <https://assessment.illinoisstate.edu/>

Category	Scoring Criteria	Scoring	Total Point
Content 4 pts	The introduction introduces the discussed topic and attracts the reader's attention	1	
	The titles included in the extended essay are relevant to the main topic	1	
	The extended essay is organised and unified	1	
	The conclusion restates the main ideas discussed in the extended essay	1	
Language 5 pts	The extended essay is almost entirely free from grammatical mistakes	1	
	The extended essay is almost entirely free from spelling and mechanical mistakes	1	
	The writer moves coherently and clearly from one point to the other with a correct use of transition words/phrases	1	
	The writer has used a formal writing style free from contractions and slang words/expressions	1	
	The writer has used an impersonal tone	1	
Citations 8 pts	The citations include the author(s)' name(s)	0.5	
	The citations include the year of publication of the books/articles	0.5	
	The year of publication of the books/articles is written between parentheses	0.5	
	The quotations include the page numbers of the passages cited in the books/articles	0.5	
	The sort quotations are enclosed within the text	0.5	

	The short quotations are marked with double quotation marks	0.5	
	The long quotations are written as a block	0.5	
	The long quotations are written without double quotation marks	0.5	
	The long quotations are indented with 1.27 centimetres from the left side	0.5	
	The extended essay is free from plagiarism as the writer has adequately paraphrased/summarised the word(s) of the original author(s) and kept the initial idea (s)	2	
	The writer has used recent sources	0.5	
	The citations are written consistently in the extended essay	0.5	
	The writer has used the APA style for citations	0.5	
List of Reference 3 pts	The writer has used reliable sources	1	
	The list of reference is written in an alphabetical order	0.5	
	The in-text citations match the list of reference	0.5	
	Web references include the title/name of the author (s)/year of publication, the link, and the date of access to that link	0.5	
	The writer has used the APA style for the bibliography	0.5	
Total			/20

Adapted from [Some examples of assessment tools: \(cornellcollege.edu\)](http://cornellcollege.edu)

[GRADING RUBRIC FOR A RESEARCH PAPER—ANY DISCIPLINE \(wednet.edu\)](http://wednet.edu)

Glossary of the Key Terms Used in the Handout

Academic writing: a type of writing used in essays, books, and research papers characterised for being formal, accurate, and supported by evidence

American Psychological Association (APA): a standard referencing style

As cited in: is used when a second author mentions an author whose source is not available

Canva: a platform used to design presentations, posters, and other graphic representations

Citation: a reference to the initial author (s) of a given argument/work

Coherence: the logical sequence of ideas.

Concluding sentence: the last sentence of a paragraph that restates the main idea

Consistency: use the same style of writing, citing, or spelling (British or American) throughout a piece of writing

Contraction: an informal way of writing whereby certain letters from words are removed and replaced by an apostrophe (she's, doesn't, can't).

Database: a large source of information found on the internet that stores bibliographical resources

Digital Object Identifier (DOI): a digital identification number for any article published online

Dissertation: a long piece of writing written by a Master's student on a given topic so as to obtain a Master's degree at a university

Drafting: a first attempt at writing on a given topic that does not take into account grammatical errors

Editing: the process of correcting the drafted version of a piece of writing

Ellipsis: three dots (...) used in a quotation to indicate that some sentences have been removed

Et al.: used in the in-text citation when you have more than two authors to mean and the others

Extended essay: a piece of writing in which students make research on a given topic and report their analysis in the form of a long essay

Feedback: remarks given by the teacher or a classmate that seek to improve a given performance

Formal witting: a type of writing that is academic, respectful, and free from formal expressions

Fragment: an incomplete sentence as it lacks a subject, verb, or meaning

Informal writing: a type of writing used to write to a friend

Information and Communication Technologies (ICTs): refer to any technological tool that enables online interaction.

List of reference: contains the sources listed in a written document with detailed additions like initials, titles of books/articles, name of the journal, the issue number, edition number, house, and place of edition, or the DOI.

Long quotation: a quotation of more than 40 words written in a block without inverted commas and indented 1.27 centimetres on the left side

Mechanical mistakes: mistakes related to spelling, punctuation, and capitalisation.

N.d.: is used when a source does not include a date (no date)

Narrative citation: a citation where you cite the author (s) at the beginning of a sentence

Paraphrasing: rewording what one or more authors originally said using your own words and without changing the initial idea

Parenthetical citation: a citation written between parentheses at the end of a sentence/quotation.

Personal Development Plan (PDP): an action plan that helps you reflect on your learning and improve your difficulties

Primary source: the first author(s) who advocated an argument or made a study on a given topic

Peer review: a process in which a peer (classmate/colleague) evaluates a given work/performance and gives remarks

Plagiarism: an unethical practice whereby a person takes the words or ideas of another author without accrediting the source

PowerPoint: a programme used to present an oral presentation

Outlining: structuring ideas by writing an outline that would contain the main titles included in an essay/presentation

Quoting: reporting the exact same words reported by the original author (s) along with the page number where the passage is cited

Research paper: a long essay that reports the findings, interpretation, and analysis of a study undertaken by a researcher

Secondary source: an interpretation of a secondary source

Short quotation: a quotation of less than 40 words which is inserted in a text with quotation marks

Sources: the origin of the argument reported in a book/article

Study group: a group of people gathered to work on an assignment or a project

Subject/verb agreement: when the verb aligns grammatically with the subject as far as number, person, and gender are concerned

Summarising: a shortened version of a lengthy source that contains only the key points originally mentioned by an author/authors

Supporting sentences: imply definitions/arguments/examples/details related to the main topic of a paragraph

Thesis: a long and detailed piece of writing written by a doctoral candidate on a given topic so as to obtain a Doctorate degree at a university

Topic sentence: the first sentence of a paragraph that introduces the main idea

Unity: using only one main idea throughout the whole paragraph

Viva: an oral examination whereby a candidate presents the findings of his/her Master's or Doctorate research findings

Wordiness: using unnecessary words to mean the same thing, leading to repetition

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