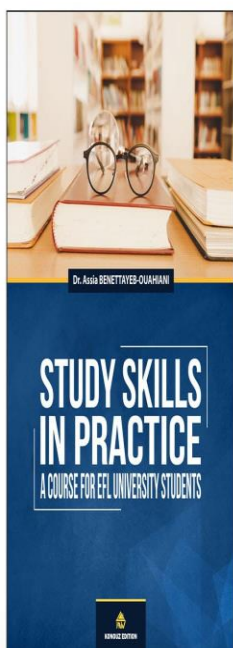


STUDY SKILLS IN PRACTICE

A COURSE FOR EFL UNIVERSITY STUDENTS



This book represents a support on how to experience 'University Study Skills'. It is a synthesis of many years of study skills teaching. It includes simplified definitions and illustrations of major study skills needed for success at university and a set of clear tasks and assignments that can be exercised by EFL students of various levels. The book can also be used fully or selectively by English teachers as a reference in teaching study skills.

Assia BENETTAYEB-OUAHIANI is a senior lecturer at the University of Tlemcen, Department of English language. She has taught Study Skills for many years and she is actually interested in developing a course for students on how to practise and improve university study skills.



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Dr. Assia BENETTAYEB-OUAHIANI



KONOUZ EDITIONS

To the Teacher

The main objective motivating this book is to provide you with ample opportunities that might help you reinforce your study skills courses. The assignments and information presented in this work are intended for English Foreign Language (EFL) University learners who are supposed to have at least an existing background about university study skills and are actually able to engage actively in their studies. Instruction is provided through intensive practice of intermediate to pre-advanced level tasks that introduce students to proper attitudes towards their studies, mainly their study habits and setting as well as their daily study skills. Skills emphasized are the ones needed most by all students despite their individual differences. Vocabulary development, grammar correctness and reading and writing skills are prioritized being the core of many of our EFL students' constraints for success in language learning. As a teacher you may develop, omit or modify any section in respect to your general

teaching expectations and of course of your students particular needs and weaknesses. It is also preferable that teachers reinforce the intensive practice provided in this book by extra-extensive practice students may do on their own or collaboratively.

To the Student

The purpose of this book is to develop in every one of you good attitudes and positive habits towards studying and to help you practise and experience various types of assignments that are intended to improve your skills for English Foreign Language Learning in all the subjects you are studying. It is, in fact not surprising that many of you have asked themselves and in separate occasion questions such as: What make a good student? Why I can't be successful all the time while others are? Why do I hesitate about studying? Why do I put much time in studying than my classmates? A clear answer to these and other related questions is that success is a matter of knowing '*how to study*'. Intensive guidance in how to build good study habits is provided in this work, as well as practical tips for time management and location of study. Because you care about your English vocabulary and grammar, practice offered in this work will help you reinforce your English grammar and learn more vo-

cabulary. Reading and writing assignments are also present with respect to outlining and dictionary skills. The final section of the book is dedicated to students who do not stop thinking of examinations by presenting tips on how to prepare and sit for university examinations. Important is to bear in mind that skills cannot be learnt but exercised and when enhanced they will enable you study smarter not harder.

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I. University and Study Skills

A successful college student must possess a number of skills. You must be able to read and write well, to listen and take notes well, to concentrate and take tests well, to participate in class and manage time well. The better developed these skills are, the better able you will be to achieve the goals you have set for yourself. Carroll (1990: 13).

Studying at university involves new skills that help every individual student actively engage in his learning by approaching positively different subjects. As a university learner you are therefore expected to know these skills, practise and develop them progressively. In what follows a list of the most important skills needed at the university level is presented:

Motivation and Concentration (willingness and

disposition to learn), *Planning* (time management, preparing lectures), *Participation* (When and why to take a role in the classroom), *Academic Reading Skills* (purposes and types of reading, reading activities, critical reading, effective reading strategies), *Writing Skills* (notes-taking and notes-making techniques, self-evaluation, outlining, reviewing, writing essays and preparing research papers, plagiarism and paraphrasing, referencing and bibliography), *Working Cooperatively* (pair and group work, productivity in groups, organization, advantages and problems), *Preparing and sitting for tests and examinations*, *Information Skills* (visiting and using the library, surfing in the internet), *Presentation Skills*, *Reflection*, *Technological Skills*.

Task 1: Work individually or in pairs and define each skill in the above mentioned list. Reinforce your definitions using examples.

Task 2: Read carefully the already presented list of

skills and classify them into: skills you know, skills you do not know and skills you need to develop. Discuss your answers with your teacher and classmates for help and supervision. You may add other skills.

Task 3: Using the same list of skills draw a simple diagram in which you relate the different skills to one another giving priority to the skills you need most in your university studies. Compare your diagram with the one of your classmates then discuss differences.

II. Studying Habits and Setting

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

1. Building Good Studying Habits

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

- **Time Management:** Plan your time schedule for study including breaks for relaxation and rest espe-

cially during examinations.

- **Appropriate Location:** find a quiet place to study where you feel comfortable enough without being bothered or destructed.
- **Self-discipline:** Try to be disciplined in your studies by given priority to subjects that need more time and energy without neglecting less effort demanding subjects in your English studies.
- **Concentration:** Your interest in what you are studying shapes greatly the degree of your focus and attention. A key for concentration is your interest in studying.
- **Memorization:** This is very helpful in matters that need rote learning and not understanding such as fixed dates, grammar and phonetic rules...But practice instead of rote learning remains more efficient for good scores.
- **Organization:** This should be applied in all the steps you step in your studies without any hesitation and organization in your studies will train you

for a better professional career.

- **Motivation:** Put your desire for success as a priority and you will be highly motivated to study by achieving an advanced level.
- **Readiness:** If you are not ready enough to venture in studying by being physically and psychologically ready to challenge constraints and remedy your weaknesses you will never build good study habits.

Task 1: With reference to your daily studying habits, answer the following questions. Discuss the answers with your classmates (it is preferable to use the U shape).

1. Am I really motivated to study this year? Why?
2. What are my outside university study routines? Are they really effective?
3. Why do I feel dis-comfortable/ comfortable being in one class or another? Is it to do with my teachers, the subject taught or myself?
4. To what degree am 'I self disciplined in my English studies?

II. Studying Habits and Setting

5. Is my reluctance due to studying habits or location problems, living in the campus? Where do I feel better preparing my lectures home or in the campus, alone or in pairs?
6. Am 'I giving myself enough/real time to study? Why?
7. To what extent am 'I concentrated in my studies? What makes me more concentrated in class? Why?

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

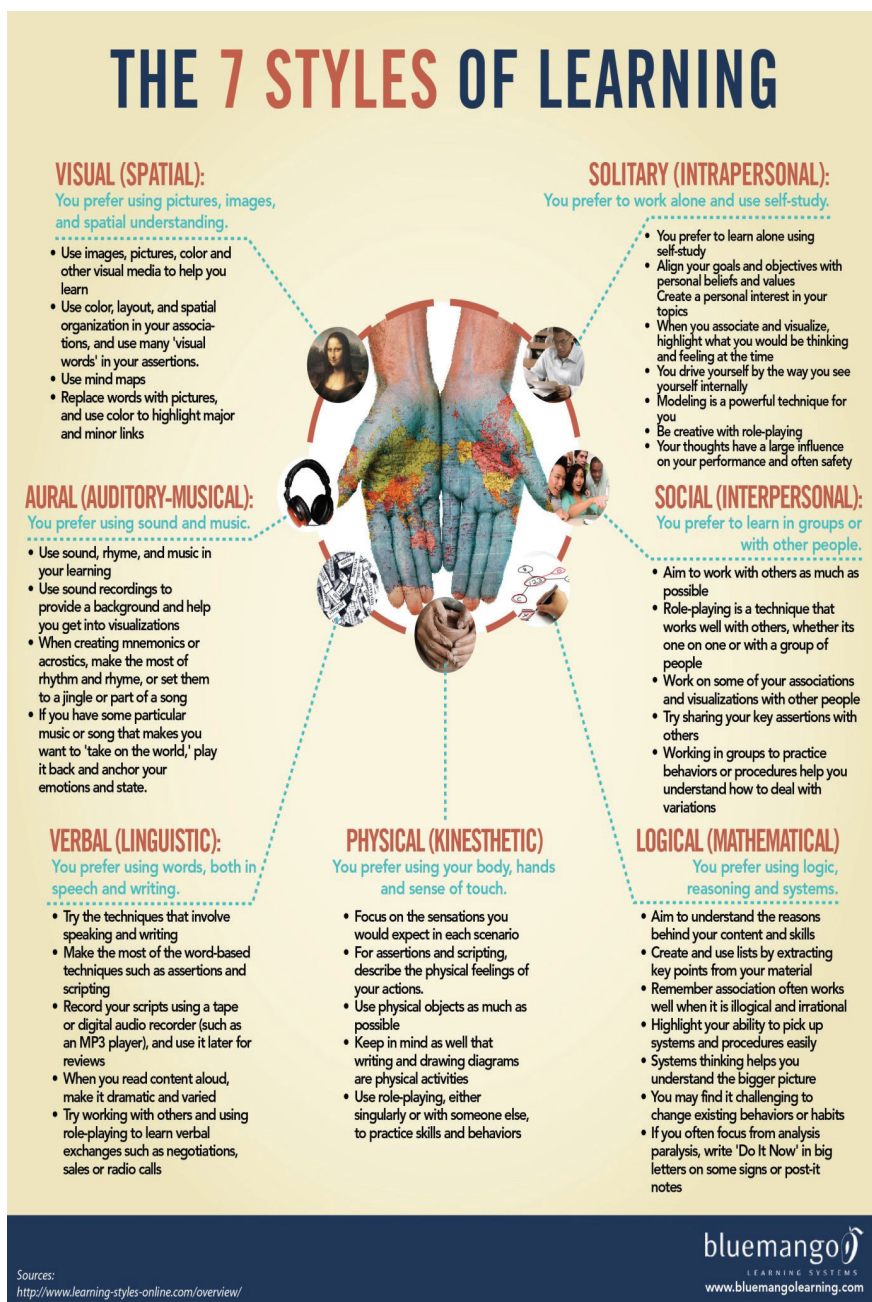
1. I guess I'm a good student, but I usually forget to do class assignment given by many teachers?
2. How can I stop feeling bored during some lectures?
3. How can I be less anxious when I do not understand a lecture or part of it?
4. How can I focus when answering a question with many ideas struggling in my mind all simultane-

ously?

5. How can I get more interested in my studies?
6. How can I find more time to study with concentration?
7. I studied for long time but I actually forget everything, is there anything I can do to avoid this?
8. Does the place of study really matter in my success or failure?

Task 3: Essential is to know that you are different from your classmates. You may share the same age, expectations and interests but you are different in the way you think and study. The image below illustrates types of students with respect to their learning styles and preferences. Figure out which style of learning works best for you. This will help you better determine how, where and when to study. List some good studying habits that might help students share the same learning style.

II. Studying Habits and Setting



(Available at <https://www.developgoodhabits.com/good-study-routine>).

2. Place of Study

In order to study efficiently, you need to have a place that is always, and only, used for studying. Yorkey (1970:03)

Whoever you are; a good or a weak student you need to have your personal corner where to study. Before deciding about your place of studying think twice bearing in mind that it should offer you 'PLACE: Peace, Learning, Attention, Comfort, Efficiency'.

- **Tips for an Ideal and Comfortable Study Location**

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

- Find a place to study that fits your specific personality preferences and learning style (you may be the kind of students who like quiet places, free from interruptions or the ones who study better listening to music and noise in the background)
- Make sure you are not suffering from any kind

II. Studying Habits and Setting

of physical discomfort in the chosen place of your study to avoid serious physical problems that may appear after and also in order not to lose time thinking of or changing your place.

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

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

My personal desk is comfortable, ordered and clean.

I have a practical bright lamp placed on my desk.

All my study materials are ordered on my desk.

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

My desk is equipped with a computer and internet.

The room atmosphere is very comfortable and far from any destruction.

All what I need to study is available in my room.

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

3. Time of Study

One of the wisest but most difficult rules of studying is to set a definite schedule and then follow it...If you are really interested in studying well, try to follow the rule: Plan your work and work your plan. Yorkey (1970:03)

Time is the only approach which if intelligently considered and seriously managed (respected) will pave your way to success. Think of time as an impulse for university learning: ‘TIME: Time Is My Energy’.

- **Tips to Better Manage your Time of Study**

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

- Always remember that time management is your first challenge and a priority at the university.
- Use time wisely by identifying your goals and priorities in studying in relation to your time, this includes time for reading, writing papers, doing projects, and for test preparation...

- Plan for breaks in your time schedule (leisure time).
- Benefit from studying night and day without putting too much pressure on yourself.

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

- **Key Factors in Managing your Time**

Good time management is about being able to identify what you need to do and then to set priorities. When you are thinking about time management you need to consider activities such as:

- * Attendance at lectures and seminars
- * Independent study
- * Time for accessing resources and materials, for example, information searching, visiting the library
- * Paid employment or voluntary work
- * Sports and social activities
- * Personal and family time.

- **Identifying Goals**

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

- **Getting Organized**

- * Buy and use a diary or wall planner – whichever you prefer
- * Keep a to-do list – daily, weekly, for the semester
- * Organize your study space
- * Make sure you have the right equipment and stationery
- * Set up and organize simple filing systems
- * Invest time in learning how to use a computer
- * Invest time in learning how to access and use information sources
- * Identify useful support and help services within the University.

- **Sort out Key Documents and Information**
 - * Make sure you have your module handbooks
 - * Identify key dates, including examination dates or submission dates for assignments; make a note in your diary of all such dates, or put them all onto your wall planner
- **Produce a Work Schedule**
 - * Many people find it helpful to work backwards from key dates and to work out a schedule of study times.
- **Keep up-to-date**
 - * Check your University email address, notice board on a regular basis for any changes to teaching timetable, assessment submission dates.. etc.

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

II. Studying Habits and Setting

Task 2: Use the blank schedule. Fill in your exact study time for assigned university activities, extensive research and project works as well as your leisure everyday activities such as sports, housework or meetings with friends, actualities...etc. Compare your real study time with your non-study time for better improvements in your time schedule in future days.

		Study Time				Leisure Time		
Activities Days	Assigned class works	General revisions	Extensive reading	Research and project works	Spots	Meeting friends	House works	Actualities (diverse)
Saturday								
Sunday								
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Study Time Schedule

II. Studying Habits and Setting

Task 3: According to your study preferences (day or night study preferences), use information illustrated in the image below and convince your friends of your preference.

Studying at Night Daytime Studying

1. Silence and
Tranquility

2. Empty Libraries

3. No Distractions

4. Creativity



1. More Energy

2. Natural Cycle
of Nature

3. Engage in
your Community

4. Study with
Friends

examtime.com

Transform your Potential

(Available at <https://www.goconqr.com/en/examtime/blog/best-time-to-study>).

Task 4: Prepare a special time schedule for exam revisions and compare it with the one of your classmates. Consider seriously points of similarity and work on points of difference for a more practical schedule.

III. Learning More Vocabulary

Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words. Pikulski and Templeton (2004:01)

Vocabulary learning and language development are two interrelated entities; a student with poor vocabulary is certainly a poor language user. Well grounded in theory is that vocabulary is not learnt by single exposure, students need multiple exposure with words in various contexts to build strong vocabulary. Here are some means by which university students can acquire and learn the majority of the foreign language vocabulary and therefore improve their language learning.

III. Learning More Vocabulary

1. Word Stems

A student’s vocabulary will reflect his experience of the language...Obviously, the more a student hears, speaks, reads and writes English, the more opportunity he has to increase his vocabulary. Yorkey (1970: 45-46)

Learning words starts from knowing about words’ formation, i.e. Grammar of the words. Things such as ‘*stem*’, ‘*suffix*’ and ‘*prefix*’ are fundamental elements in words’ learning.

Task 1: Fill in the table by using all what you know about words’ formation ‘Stem’, ‘Prefix’, ‘Suffix’.

<i>Words’ stems</i>	<i>Meanings</i>	<i>Examples</i>
Graph		
	Emotions	
Bio		
	Books	
Soph		
	Diverse	
Anthro		
	Different	

Homo		
	Words	
Manu		
	Earth	
Dict		
	Time	
Socio		

Task 2: Guess the meaning of each of the following words. Write a short sentence in which you use the word correctly.

1. *A bibliophile*
2. *A philologist*
3. *A lexicographer*
4. *Cosmology*
5. *Garbology*
6. *Morphology*
7. *Ethnography*
8. *Pedagogy*
9. *Archaeology*
10. *Graphology*

2. Guessing Meaning from Context

The overall influence of context on vocabulary learning is large because the volume of reading students typically do allows for a great accumulation of encounters with unknown words and, ultimately, learning of substantial numbers of words. Nagy *et al* (1985) cited in Beck &McKeown(1991: 801)

Encounter with a word in many contexts helps the students better memorize the word and its meaning and develops their abilities for guessing unknown words. Correct guessing of words' meanings from contexts builds students' self-confidence, sight and working vocabulary.

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

Text 1:

It was three o'clock in the morning .She walked across the garden towards the house. The grass was wet with early morning dew. She looked into the darkness in front of her. Although she couldn't see or hear anything, she sensed that there was something, or somebody, there. Terrified, she crouched down behind a group of shrubs (her father's favourite rhododendrons), making herself as small as possible, her knees under her chin. She waited. The suspense was intolerable. Sweat ran down her face and she wiped her forehead with the sleeve of her coat. Now she could hear a noise, coming nearer and nearer. She felt something cold and humid against her hand-the cold, damp nose of a dog. She leapt into her air in surprise. The dog jumped too and then fled in terror across the garden and out into the road. It creaked as she opened it and she stopped, hoping that no one had heard the noise. Then, putting one foot carefully in front of the other and waiting after each step to listen,

III. Learning More Vocabulary

she went along the hall towards the stairs. Suddenly a light went on and her mother stood there, glowering at her- her eyes fierce and menacing, “Well, young lady”, she said, “and where have you been till three o’clock in the morning?”

(In Gibbs et al, (1978).Imagine your English .p. 17).

Text 2:

As I walked down the empty street, I felt sure someone was trailing me, but when I looked behind me, I couldn’t see anyone following me. The silence was complete-not the smallest movement, not the slightest noise. I walked on. Then somebody touched my shoulder. I spun round, turning so fast that my glasses fell off. “Grab his arms!” a voice shouted, and my arms were suddenly seized by violent hands. “Let’s strangle him”, said the same voice. “Death by constriction!” Someone else giggled, laughing like a silly child at a secret joke. They put something round my neck-a scarf, I think, made of nylon or some similar material, and pulled it tight. I struggled, fighting

as hard as I could to free myself. I used my feet and kicked one of my attackers hard on the ankle. “Ouch! He kicked me!” exclaimed the man, his voice full of surprise and indignation. Then we heard a car and my attackers, sensing danger, disappeared as quickly as they had come. I found my glasses and walked slowly home. Above my shirt collar, the scarf had left a ring of black and blue flesh, and for days this dark circle round my neck was a painful souvenir of those horri-fying moments.

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

Text3:

I love the summer! There is nothing better than having an extended break from studying and a multitude of possibilities awaiting! During the summer I might work a bit, I will read a lot, and I will definitely try to travel. Travelling is undeniably an enriching past time, what with so many places in the world to explore, so many beaches to relax on and sights to see. However, vacations canbe tough. There is so much

III. Learning More Vocabulary

to consider, such as time, cost, transport, destination etc. Unfortunately it is not possible for us to just pop to every appealing country and surround ourselves in the beauty and culture it has to offer, although I wish it were! That is why this year I will be treating myself to a staycation. But what exactly is a staycation?

As you can probably guess, the word ‘staycation’ mixes the verb ‘stay’ and the noun ‘vacation’. This contemporary noun refers to a holiday spent in your hometown or your home country. A staycation might involve spending a few days in a different part of the country or even going on a few day-trips to places close to where you live. For example, whilst on my staycation here in the UK I will be exploring the south west region. Even though I live here, there are still so many fascinating places I am yet to discover. There is so much of the region’s history on offer, so many museums and monuments, great places to find food and go shopping, beautiful, scenic sights, a whole host of summer activities and landmarks ...basically every-

thing I look for when discovering a new place! These are the places tourists journey to see. Plus, I am only a short train or bus ride away from it all.

The staycation is popular because of the many benefits it offers. Normally, it is cheaper than a vacation as you don't need to stay in hotels, fly or even travel very far. This is great as most of the time people go on holiday with their parents, siblings, other family members or friends. This can be very expensive for the people paying for the holiday. Secondly, they are a great way of discovering new places which were right under your nose! Also, the more people who staycation in their home country, the more tourism, therefore more money and job opportunities available to local businesses.

So next time you think of amazing places you want to visit, start by thinking of what is on your own door-step. You will probably be pleasantly surprised!

(By Regans (2014). Available at Learn English Teens

III. Learning More Vocabulary

<http://learnenglishteenbritishcouncil.org/magazine/lifearound-world/staycations>).

Task 2: Guess the meaning(s) of each idiom in the list below. Suggest everyday situations in which you may use some of these idioms.

- a. *She was like a cat on hot bricks*
- b. *She's at the end of her tether*
- c. *She's holding the fort*
- d. *She can't make ends meet*
- e. *She's black and blue all over*
- f. *She's on the dole*
- g. *She's got green fingers*
- h. *She's been taken for a ride*
- i. *She let the car out of the bag*
- j. *She's a chip off the old block.*

- k.** *The gift of the gab*
- l.** *A jack of all trades*
- m.** *A storm in a teacup*
- n.** *A drop in the ocean*
- o.** *A shot in the dark*
- p.** *Teething troubles*
- q.** *The rat race*
- r.** *A flash in the pan*
- s.** *A fly on the ointment*
- t.** *The life and soul of the party*
- u.** *A stone's throw.*

3. Fixing the Meanings of Words

Incidental words acquisition research has verified the assumption that exposure to reading texts can contribute to L2 and also to first language vocabulary growth as all studies have found evidence of incidental vocabulary learning. Pigada & Schmitt (2006:03)

A word may have more than one meaning. Knowing many words is not really interesting in learning a foreign language, what is really interesting is the ability to fix a word's exact meaning in a particular context.

Task 1: Fix the exact meaning of the following words used to describe persons' characters and personalities. Select the ones that make your personality.

Selfish *open-minded* *opportunist* *correct*

Callous *secret* *authoritative* *talkative*

Dynamic *willful* *naïve* *reliable*

Positive *ill-mannered* *superstitious* *introverted*

<i>Charismatic</i>	<i>aggressive</i>	<i>versatile</i>	<i>witty</i>
<i>Practical</i>	<i>loyal</i>	<i>cocky</i>	<i>fussy</i>
<i>Considerate</i>	<i>obstinate</i>	<i>rash</i>	<i>pushy</i>
<i>Blunt</i>	<i>thrifty</i>	<i>extravagant</i>	<i>secretive</i>

Task 2: Test your spoken English vocabulary (reductions in English) by knowing what the following words refer to in writing (fix the exact meaning by giving the long form).

Wanna- gonna- outta -cause -alotta -seeya -got-
ta -lemmi -gimmi –wattav.

Task 3: Electronic emails and messages can be sent using short forms such as the one in the example below. Work in pairs and fix the right form for the different words. Suggest other words you know

Example: *G.N.8 = Good Night.*

III. Learning More Vocabulary

I.1.2.C.U

R.U.O.K?

C.U.@.9

I.8

I.C.U

2E.Z.4U

E.Z.

B.Z. 2E.Z.4U

W.R.U?

I.M.T

I.8

U.2

S.U.S

W.W?

W.N!

4. Extensive Reading

The best way to improve your knowledge of a foreign language is to go and leave among its speakers. The next best way is to read extensively in it. Nuttall (1982:168)

Reading extensively a lot of self-selected materials remains an extravagant activity which if reinforced in every student will make him taste its benefits on language learning in general and vocabulary improvement in particular. As a foreign language learner you are therefore urged to make of reading and reading a lot an everyday sacred activity that nourishes your mind and spirit.

Task 1: Read any electronic e-material of your choice (medium size). Fill-in the reading report-sheet below after you finish reading the material. Compare your report sheet with another student who read the same material or just get the opinions of your classmates about your report sheet.

Reading Report Sheet

Name & group:

E-material (specify the type):

Author:

Publication:

Pages:

Impression about the material:

Summary:

Personal Reflection:

Task 2: Read a material of your choice (a novel, a novella, a short story an e-book...) of about 100 pages or more. Prepare a reading reportsheet including the following elements:

Topic of the story

Main ideas

Main Characters

Language and style used

Structure of the story

Knowledge/information acquired

Vocabulary Learnt

Vocabulary Reinforced

Vocabulary ambiguities

Personal opinion about the end of the story

General opinion about the material

III. Learning More Vocabulary

Reflection on the plot

If you will select the same material for a second reading.

Task 3: Select four short stories, two of the same author and two others of different authors. Write a short summary for each story using the learnt vocabulary. Give your opinion about vocabulary used by the two authors with reference to the main ideas of the read stories.

IV. Correcting Your English Grammar

Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language—that is, the rules of making meaning. Students who are native speakers of English already know English grammar. They recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences. Chin (2000)

Learning a foreign language requires not only learning vocabulary but it requires also learning the rules that govern the appropriate and correct use of the language, i.e. ‘Grammar’.

1. Grammatical Construction of the Sentence

Grammar, which is an indispensable part of language, is so important that the teachers and students have always attached great importance to grammar teaching and learning. Chang (2011:13)

Grammar is indeed a crucial part of language learning. When students master grammar rules of a language they will undoubtedly improve in language learning in general and study skills in particular.

Representing a set of rules, grammar explains how words combine to form units of meaning within a particular language. In grammar, a sentence is defined a sentence is a group of words joined together to convey meaning. A sentence starts with a capital letter and ends with a full stop. The constituents of a sentence known by 'sentence elements' include: verb, subject, object, complement, adjective, adverb. A phrase and a clause can also be parts of a sentence. Sentences can be of different types: simple, complex, compound,

complex-compound (or compound-complex). A sentence may serve different purposes: declarative sentence, exclamatory sentence, interrogative sentence, imperative sentence. Correct sentence construction obeys to basic grammatical rules of language.

Task 1: Test your knowledge about grammar by providing simple examples to each of the following elements of a sentence (do not use any aid).

verb, subject, complement, adverb, complement, noun, object, preposition, conjunction, definite article, phrase, subordinate clause, relative clause, reflexive pronouns.

Task 2: Read carefully the sentences below and suggest all possible sentences having similar meaning to the first one (two to three suggested sentences for each provided sentence will be sufficient):

Sentence 1: Linguistics is the scientific study of language.

Sentence 2: Didactics is the science of teaching.

Sentence 3: A researcher solves ambiguities by providing answers to questions.

Sentence 4: Study Skills module acquaints students with diverse skills needed for success in university studies.

Task 3: Read the list of sentences below. Re-write them by matching the ones having the same information and meaning (use conjunctions to match the meaning). Join the new sentences you get into one composition.

- *In a class teaching situation, the teacher should be the source of information, the holder of knowledge, the councilor but never an authority.*
- *Teaching and learning are complementary.*
- *As a role-model any teacher is supposed to represent a good example to be imitated.*

- *Learners are important participants in the teaching/learning operation.*
- *In a successful language classroom, the method used and the techniques implemented depend on a number of factors related to the teacher's involvement in teaching as well as learners' readiness and motivation to study.*
- *The learner should be responsible of his learning by playing the role of an active participant who involves himself positively in all classroom activities and practice.*

2. Punctuation

All the writing requires complete mastery of punctuation because it is punctuation which removes ambiguities and makes prose clear and easily comprehensible [...] Punctuation is a device used by a writer to help his readers understand the meaning of his works. Rehman (2005)

Punctuation plays a crucial role in grammar. If used correctly, it enriches students' writings by making them more meaningful and comprehensible to the readers.

Task 1: List the punctuation you know using symbols and letters.

Example: Comma (,)

Task 2: All the punctuation has been removed from the text below. Separate the different sentences using slashes then punctuate each sentence. Give your opinion about the text with and without punctuation.

Text:

a hell's angels

The details were already on the radio and in the newspapers mile's mother was arranging for the funeral in sacramento the outlaw caravan would form at barger's house at eleven on thursdaymorning the angels have gone to plenty of funerals for their own people but until this one they had never tried to run the procession for ninety miles along a major highway there was also a chance that the sacramento police would try to keep them out of town the word went out on monday and tuesday by telephone the angels wanted a full dress rally miles's status was not the point the death of any angle requires a show of strength by the others it is a form of affirmation not for the dead but the living there are no set penalties for not showing up because none are necessary in the cheap loneliness of every outlaw's life a funeral is a bleak reminder that the tribe is smaller by one a funeral is a time for counting the loyal for seeing how many are

IV. Correcting Your English Grammar

left there is no question about skipping work going without sleep or ridding for hours in a cold wind to be there on time

(In Gibbs et al, (1978).Imagine your English .p. 130).

Task 3: Use appropriate punctuation marks in the sentences below. Guess what is the job described in each sentence.

1. people usually come to me for legal advice i also have to appear in court sometimes on behalf of my clients
2. i risk my life every day protecting rich or important people i get well paid but most of the people i protect can afford it
3. iwork for a wonderful family in kensington baby emma and i get on really well which is fortunate as we spend most of the day together i think the people i live with and work for are very pleased with the way i'm looking after their daughter
4. i suppose i have quite a pleasant job really i spend most of my time at the theatre or cinema where af-

ter seeing a new film or play i write a review about it for the newspaperi work for

5. women like being married to me because the older they get the more interested i become in them they say seriously though my job is all about looking at very old things buildings pots tools weapons and so on in fact i'm off to egypt next month to examine a new tomb they've found there i'm hoping it could be another tutankhamen
6. i work at the local swimming pool and in the summer at the local beach its my job to rescue anyone in danger of drowning so far i've saved about twenty people's lives
7. many of my clients are people buying a house they want me to examine it to make sure the structure's all right etci examine everything then give them a written report there's usually something wrong with most houses but so far i've only found three houses that i would definitely not recommend

(Adapted from Watcyn-Jones, 2000, pp.23-24).

3. Paragraphing

A piece of writing has to be interesting to attract the reader to new pieces of information. A good paragraph is achieved when a topic sentence is intelligently chosen; the knowledge of choosing a good topic sentence for each paragraph helps students arrange the sequence of their information in a logical order. Muslim (2014: 107)

A Paragraph is a component of writing. It is a group of sentences emphasizing particular idea and expressing a writer's thought. Therefore, different paragraphs introduce different thoughts. Good transitions, coherence and logic connections in and between paragraphs (starting from the topic sentence moving to supporting sentences and ending with concluding sentence) build a good-paragraphed unity that make writing clear and reading enjoyable.

Task 1: The text is written in one unit. Read it and divide it into paragraphs. Think of what heading you would give each one.

Text:

An Unknown Goddess

Some time ago, an interesting discovery was made by archaeologists on the Aegean island of Kea. An American team explored a temple which stands in an ancient city on the promontory of AyiaIrini. The city at one time must have been prosperous, for it enjoyed a high level of civilization. Houses –often three storeys high–were built on stone. They had large rooms with beautifully decorated walls. The city was even equipped with a drainage system, for a great many clay pipes were found beneath the narrow streets. The temple which the archaeologists explored was used as a place of worship from the fifteenth century B.C. until Roman times. In the most sacred room of the temple, clay fragments of fifteen statues were found. Each of these represented a goddess and had, at one time, been painted. The body of one statue was found among remains dating from the fifteenth century B.C. Its missing head happened to be among remains of the

fifth century B.C. This head must have been found in Classical times and carefully preserved. It was very old and precious even then. When the archaeologists reconstructed the fragments, they were amazed to find that the goddess turned out to be a very modern-looking woman. She stood three feet high and her hands rested on her hips. She was wearing a full-length skirt which swept the ground. Despite her great age, she was very graceful indeed, but, so far, the archaeologists have been unable to discover her identity.

(Alexander, L.G., Developing Skills, 1967, p.16).

V.Improving Reading and Writing

The ability to write clear and logical assignments or reports is an essential academic skill and it is also an essential professional skill (...) Academic reading involves identifying new ideas, understanding different perspectives and developing your understanding about a particular topic. Allan (2010:37-41)

Reading and writing are two complementary language skills, though different they strongly interact with each other. It is widely argued that good readers make good writers and vice versa. However, the ability to write and read a language does not guarantee success in language learning, success can only be achieved through effective practice of both skills.

Task1: Read two different texts of about the same size (two pages length) of your choice. Write a short

V. Improving Reading and Writing

summary of the two texts then write a composition in which you state your opinion about the read texts.

Task 2: Writing about a positive experience you get after reading a particular material (book, novel, e-book...) that served you in your life.

1. Outlining

Outlining is a useful skill to learn because it can be used in both your reading and writing ... An outline is an organized list of related items or ideas. It is a method of grouping together things that are similar in some selected way, then presenting them in a simplified manner that clearly illustrates the relationship within each group and among all of the groups... An outline has two purposes: in writing, to organize and present your ideas effectively, and in reading, to analyze the organization and relationship of ideas. Yorkey (1970:77-78)

Writing an outline may represent a serious problem for many language university students, especially those who have bad experiences with outlining. Being good or bad in writing, a student should keep in mind that there are many reasons for not skipping outlining in writing. Here are some:

- * Emphasizing the topic of writing by including related vocabulary items and excluding others.

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- * Selecting supporting from concluding points in writing
- * Keeping and skipping unnecessary details
- * Avoiding organizational problems in final writing
- * Thinking deeply about the main and supporting ideas and thus refining all possible ideas.

Task 1: Use the following lists to write an outline.

List 1

The Famous Plays of
Shakespeare

Macbeth

The Comedy of Errors

Othello

Henry V

The Merchant of Venice

Romeo and Juliet

Love's and Labor's Lost

List 2

Basics I should know
about University

Study Skills

Motivation

Concentration

Collaborative work

Preparing for exams

Extensive Reading

Note-taking

Technological Skills

Richard II	Paraphrasing
Henry IV, Part I	Presentation skills
Hamlet	Reflective learning

Task 2: Work in pairs or in groups and write an outline about your purpose of studying English Foreign Language. Now, work individually and write an outline about the kind of English materials you enjoy reading (fiction, non-fiction, love stories, science and space exploration, biographies, customs...).

Task 3: Imagine you will prepare a project in Study Skills, Research Methodology or American Civilization or whatever other module. Write your outline for this project specifying the module and the topic you want to deal with.

Task 4: Write an outline including main and supporting ideas about anxiety and stress before exams. Develop a short composition about one of the titles included in your outline.

2. Using English Dictionaries

Skills and strategies for using dictionaries should be taught in every second and foreign language classroom, for students are not only learning about dictionaries but also about language. Such instruction should continue throughout students' academic careers rather than being relegated to a class period or two at the beginning of the term. Battenburg (1991: 115).

A dictionary is a necessary reference for foreign language students. A student who makes correct and efficient use of a dictionary will better benefit from this valuable tool of learning in improving his study and language skills.

Task 1: Test your knowledge about dictionaries by providing answers to the following questions:

- 1- What is a dictionary?
- 2- What are the types of dictionaries you know?
- 3- Which of the already stated types you prefer to use

and why?

- 4- Name some English dictionaries you use in your studies?
- 5- What are dictionary skills?
- 6- Is the dictionary important for you? Why?
- 7- Do you prefer a paper dictionary or an online dictionary?

Task 2: Guess the meaning of the following words you may come across during your university lectures. Use your online dictionary to find the exact meaning. Decide in which module you may use all these words together.

Objectivity- research- technique -methodology- hypotheses- contents- empiricism- evidence- data- description- exploration-problematic- procedures- Instrumentation- recommendations.

Task 3: Work extensively using the following links and do more activities.

- www.enchantedlearning.com/dictionary/wordentry/(for young learners)
- www.pearsonlongman.com/dictionaries/students/(for Pre-Intermediate/Intermediate/Advanced level)
- www.macmillandictionaries.com/resources/resources.htm (for Pre-Intermediate/Intermediate/Advanced level)
- www.teachingenglish.org.uk/search/node/dictionary (some ideas for the classroom)

VI. Preparing and Sitting for Examinations

Examinations are widely used within the University as a means of assessing students' knowledge and skills. It is worthwhile spending some time thinking about and improving your revision skills and examination technique. This will help you to improve your examination performance...Examinations are an essential part of the assessment process. Allan (2010: 87)

An examination is one way of checking your progress in learning a particular subject you studied and a formal way of assessing how well you have understood content of a particular course.

1. Information about Examinations

As a student you have to know that:

- * Examinations and tests are unavoidable at the university or any other educational system.
- * Examinations are serious occasions to test your study skills improvement.
- * Examinations might be a point of departure for future to remedy your previous failure.
- * Important is to know that: “The best way to prepare for a test is to habitually study well and that the worst way is to try to cram as much as possible into short term memory the night before the exam” (Carroll, 1990: 49).
- * Examinations are of different types but success in any type is strongly related to your preparations (physical, emotional and review preparation).

According to Yorkey (1970: 209), the results of an examination are used for several purposes:

- * As an incentive to study regularly and as a reason to review.
- * Results of an exam as a measure of how much you understand and where you need extra efforts.
- * Your teacher uses the results of an exam to help him determine your final grade.

2. Practical Tips and Advice

Here some steps for effective exam preparation are presented:

- * Check all your lectures and make sure you begin lectures reading as early as possible so that you can compile notes needed for your exams.
- * Review past exams in all modules and try to do related assignments. This will help you test your readiness to pass the exam in terms of knowledge about particular courses as it will give you a bird's eye view about exam format and types.
- * Start planning your revisions for exams by preparing a time schedule ensuring that you will follow it.
- * Avoid absences and skipping classes before exams. Try instead to balance your revisions with your regular study time, you can during this period ask teachers for clarifications related to particular points in some lectures.

While taking an exam, keep these important points

in mind:

- * Be sure that you follow directions exactly.
- * Be sure that you answer the question. Stick closely to the information that is relevant to the question, and present it concisely and precisely.
- * Work steadily but not with nervous haste or pressure. Notice the time periodically, and do not spend more than the suggested time on any one question
- * Write legibly, draw diagrams clearly, and write letters and numbers accurately so there can be no doubt as to what you mean.
- * When you finish, do not sit back, look about the room to see if others have noticed how fast you have completed the exam, then turn in your paper-only to discover a careless mistake just after you have left the room.
- * After reviewing your paper to your own satisfaction, be sure you have written your name on the exam.

(Yorkey, 1970, 212).

Task 1: Academic support in your studies especially in the period of exams is important for you and for any university student. Read the list of tips below presented by St. Lawrence University (2018) about academic support for tests and final exams preparation. Order the tips according to your priorities for exam preparation. Illustrate with reference to your personal experience with examinations.

Task 2: Use the same list about academic support for tests and exams preparation, consider the part related to performance in the exam and give your opinion about it (agree/disagree). Justify your opinion.

Academic Support

How Should I Prepare for Tests and Final Exams?

1. **Keep up with your work.** If you attend class regularly, keep up with readings, and take notes conscientiously, studying can be a relatively pain-free process. Make sure to review and expand upon class notes regularly throughout the semester. Consider developing a glossary or collection of note cards for vocabulary review in each class. Many students find that **preparing for an individual class for 60-90 minutes per day, five or six days per week, will leave them well-prepared at exam time.** To assist students with organization at finals time, we have compiled a couple of **time management tools** that are included with this page.
2. **Don't cram at the last second.** Building off our previous entry, try studying for 60-90 minutes per day for a week leading up to an exam. All-nighters simply don't work for most people,

and students experience declining returns on their efforts when they attempt to study for four and five hours straight.

3. **Complete a mock test.** So many social science, natural science, and foreign language text books contain hundreds of questions at the end of chapters that never get answered. Why not set aside an hour, and try to answer these questions on paper without using your notes? If you complete a mock test 3-4 days before an exam, you'll then know where to focus your studying. You may also combat pre-test jitters by demonstrating to yourself what you know. For the humanities, try answering a couple of potential essay questions on a timed, closed book basis and see how you do. Another simple way to conduct a mock test is to ask a friend or classmate to give you an oral quiz based on concepts in the textbook or in either of your notes.

4. **Do not multi-task while studying.** Set aside time to study in advance and then follow through. For most people, that means leaving your dorm room and turning off visual/auditory distractions, including iPods, Facebook, and music with lyrics.
5. If you have outstanding questions, go see your professor or tutor at least three days before the exam. If you've given yourself a mock test in advance, you'll be able to **go to office hours with an agenda.**
6. Think about what written questions might be on the exam; **Outline each potential essay** as a form of pretesting and practice.
7. **Find a group of dedicated students with whom to study.** A group study session is an ideal time to review and compare notes, ask each other questions, explain ideas to one another, discuss the upcoming exam and difficult concepts, and,

VI. Preparing and Sitting for Examinations

- when appropriate, delegate study tasks. Do set an agenda and a specific time frame for your group study session, so that your work together doesn't veer off-topic.
8. **Keep your ears open in class.** Your professor will sometimes come right out and tell you about the exam or present study strategies. You need to be in class every day to receive such help. This is particularly true as tests and final exams approach. **Use review sheets thoroughly.**
 9. **Review your class notes every day.** Add key-words, summaries, idea maps, graphs, charts, discussion points, and questions where applicable. Take the time to organize lecture notes after class, adding key examples from labs and course readings.
 10. **Take notes on the course readings.** You should also review these notes on a regular basis. Again, create visual enhancements when possible (e.g.,

compare/contrast charts, timelines, etc.). Use both your course notebook and the text's margins to record valuable information. Please see our entries on reading for further information on this topic.

11. Make sure to get plenty of sleep. Sleeping hours are often the time when we completely synthesize information, especially topics we've covered in the couple of hours before bedtime. You want to be as fresh as possible and able to fully engage your working memory when you take the exam. Also, don't stop exercising or taking time for yourself, even at final exam time.

12. Find ways to apply materials from class. Think about how course topics relate to your personal interests, societal problems and controversies, issues raised in other classes, or different

Game-Day: Performing Well on the Exam

1. **Develop a good ‘morning-of’ routine.** Eat a healthy breakfast. If music gets you going, go ahead and play something upbeat. Get a bit of physical exercise, even if it’s a brief stretch or brisk walk. If you’re feeling nervous, record your fears on paper or use mental imagery to envision doing something that you enjoy and then apply those feelings towards the exam. Think of preparing like an athlete before a contest or a musician before a performance.
2. When you first receive the exam, glance over the entire test before you start. **Create a plan of attack.** Write down any key terms or formulas that you’ll need before starting. Think about how you’ll use the time allotted.
3. Read the directions carefully. If something doesn’t make sense to you, ask the professor. Remember that **many questions at the college**

level have multiple queries or prompts.

4. **Write out a brief outline** before beginning essay questions.
5. Use the process of elimination on multiple-choice and matching questions. Also, for multiple choice questions, you may wish to cover the options first and try to answer the question on your own. That way, you'll find the answer options less confusing. **As you prepare for multiple choice exams, make sure to be aware of context, relationships and positionality among concepts, and multiple definitions of terms. A deep understanding of vocabulary is a key to success on multiple-choice exams.**
6. **Leave the most time-consuming problems for the end**, especially those with low point values.
7. **Focus on the question at hand.** If you complete the test one step at a time, you are much less likely to find it to be overwhelming.

8. **If you are stuck on a question, bypass it.** Mark the question off, so you can return to it at the end of the exam.
9. **Show as much work as possible.** This is particularly important for math exams. Make sure that you're **answering each part of the question.**
10. If you have time at the end of the exam, **go back and proofread your work** and look over multiple-choice questions again. Check to see that you have answered every question before you turn in the exam. But remember, your first answer is usually your best answer. Be extremely cautious about changing answers later on.
11. Some people benefit from conducting a **memory dump** when they first receive a test. That is, they jot down a comprehensive list of concepts, formulas, vocabulary, and details at the beginning and revisit these ideas as they're progressing through the test.

12. See if there is a way to **draw a picture or otherwise create a visual description of the question** you are trying to answer.
13. Strive to include **course terms and concepts** in written responses (correctly, of course).

Post-Game: Reviewing Your Performance

1. If there was a part of the exam on which you struggled, go see your professor. **This is likely not the last time you'll see the concept covered.**
2. **Hold onto your notebooks.** You never know when the information you've learned will be useful in another situation. The same rule goes for many of your books.
3. Take a moment to **review your test preparation strategies.** Take account of what worked and what needs improvement. In particular, take a moment to gauge whether your study group was helpful. If you feel like your test-preparation strategies need work, go see your professor or the Academic Advising Office.
4. **Reward yourself.** If you've studied conscientiously for a week or more, you should take a bit of time to relax before getting started with your

studies again.

(Written by Matt McCluskey (2018), Coordinator of Academic Support. St. Lawrence University . Available at <http://www.stlawu.edu/academic-support/how-should-i-prepare-tests-and-final-exam>).

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