

**MINISTRY OF HIGHER AND SECONDARY
SPECIALIZED EDUCATION OF THE REPUBLIC
OF UZBEKISTAN**

**NATIONAL UNIVERSITY OF UZBEKISTAN
NAMED AFTER MIRZO ULUGBEK**

V.I.Tashpulatova

INDEPENDENT STUDY SKILLS

Manual

Tashkent – 2015

Independent Study Skills Manual. p-88.

The Independent Study Skills Manual introduces the study and transferable skills required in higher educational environment. It covers many areas of university study such as reflection, ability to make independent decisions, self awareness, becoming autonomous, managing university life and studies and many others. The manual provides opportunities for students to be involved with a wide range of people, to learn skills, to be part of new activities, they also learn to think and work outside the box that is they broaden their outlook. The manual is intended for Colleges, Lyceums, and University students.

Мустақил таълим кўникмалари ўқув-услугий қўлланмаси талабаларнинг ўқув жараёнида таълим олиш кўникмалари ва шахсий малакаларини ривожлантиришга қаратилган. Қўлланма таълим олиш жараёнида талабага мустақил қарор қабул қила олиш, ўзини англаш, берилган вазифаларга ижодий ёндашиш, хатолар устида ишлаш ва улардан тўғри хулосалар чиқариш, гуруҳ бўлиб ишлаш, ёзма иш ёзиш, тақдимотлар тайёрлаш ва тадқиқотлар олиб бориш каби зарур кўникмаларни шакллантиришга қаратилган. Ўқу-услугий қўлланма коллеж, лицей ва университет талабалари учун мўлжалланган.

Учебно-методическое пособие по навыкам самостоятельного обучения предназначена для студентов в целях приобретения навыков и повышения своей квалификации в процессе обучения. Данное пособие направлено на приобретение навыков в принятии самостоятельных выводов и решений, самообразованию, творчески подходить к заданиям, работать над ошибками и делать соответствующие выводы, а также работать в группе, писать письменные работы, делать презентации и проводить научные исследования. Учебно-методическое пособие предназначено для студентов колледжей, лицеев, и университетов.

Автор: Ташпулатова В.И.

Рецензенты:

д.ф.н., и.о.профессора Сиддикова И.А.

к.ф.н., Нормурвдова Н.З.

Редактор ф.ф.н Жўраева И.А.

Мирзо Улуғбек номидаги Ўзбекистон Миллий университети Услугий кенгашининг 2015 йил 5 майдаги 5-сонли мажлиси баённомаси қарорига мувофиқ нашрга тавсия этилган.

Contents

| | |
|--|----|
| Introduction..... | 4 |
| Unit1. PDP – in University..... | 5 |
| Unit2. Learner autonomy..... | 11 |
| Unit3. Learning styles..... | 14 |
| 3.1. Sensory learning styles..... | 14 |
| 3.2. Honey and Mumford Learning Styles..... | 19 |
| 3.3. Introverts and Extraverts..... | 24 |
| Unit4. Setting Goals..... | 30 |
| 4.1. SMART goals..... | 31 |
| 4.2. Setting goals in Learning English language..... | 34 |
| Unit5. Language Learning Strategies..... | 37 |
| Unit6. Becoming more reflective..... | 43 |
| Unit7. Time Management..... | 46 |
| 7.1. Managing time..... | 46 |
| 7.2. Procrastination..... | 50 |
| Unit8. Stress Management..... | 55 |
| Unit9. Makin Most of the Internet..... | 58 |
| 9.1. e-mail..... | 59 |
| Unit 10. Making most of the Library..... | 65 |
| 10.1. Plagiarism..... | 67 |
| 10. 2. Note taking..... | 73 |
| Unit 11. Improving Memory..... | 76 |
| Unit 12. Preparing for exams and tests..... | 79 |
| Unit 13. What is Portfolio..... | 82 |
| Glossary..... | 84 |
| References..... | 87 |

Introduction

The Independent Study Skill Manual will help students to create structure opportunities, to develop a wider range of skills and personal qualities that will benefit them in life, work and study. Strategies-based instructions is a relatively new facet of language teaching, students may at first find the notion of autonomous strategic planning to be mysterious and difficult. Teacher guidance, especially at the beginning is therefore an important ingredient in starting students along their journey to self- awareness and strategic fulfillment of their goal.

The manual provides opportunities for students to be involved with a wide range of people, to learn skills, to be part of new activities, they also learn to think and work outside the box that is they broaden their outlook. Most students step into university life without a clear vision of what is to be expected. Throughout the process students will develop their own personal approach to study and learning in a way that meets their own individual needs.

The aim of Independent Study Skills Manual is to help to manage students success in their academic studies. The manual observes guidance on how to develop effective study habits and a positive approach to study. It offers insight on how to take study activities that many students find difficult.

Study skills they are generic and can be used when studying any area. During the course student will need to understand the concepts, theories and ideas surrounding the specific subject area. To get the most out of the academic studies, however, they will need to develop study skills. This will increase their awareness of how they study and they will become more confident. Once mastered, study skills will be beneficial throughout your life.

The Independent Study Skills Manual leads students to awareness of their own unique styles and proclivities and strategies for many learning context and skills areas. Study skills are transferable – students can take them beyond their education into new context. For example, organisational skills, time management, prioritising, learning how to analyse, problem solving, and the self-discipline that

is required to remain motivated. Study skills relate closely to the type of skills that employers look for.

The manual encourage students by telling them how important it is to understand their own preferences and to develop strategies that are harmony with their preferences.

Unit1. PDP- in University



1

What is PDP?

Personal Development Planning

It brings together the three concepts of personal development:

- improving learning and performance
- forward planning to achieve goals, whether academic, personal or professional
- enabling students to keep records of their personal progress to aid reflection and planning
- providing formal records of achievement that students can use to assist their planning.

Differences between school and university

The main difference about university is that students need to be self-motivated. There's no-one here to prompt students, tell them what to do anymore, they really got to do it on their own back. The main difference found between

¹ www.studyskills.soton.ac.uk/studyguides/Learning%20Styles.doc

school and university is the independent learning, which is a big shock to the system after students come from college and secondary school.

The main difference is, well between school and university, just the first time going to a lecture and students are suddenly surrounded by 60-70 other people and they are no longer in a class of 30 where they all know the teacher and have got that relationship and know what's going on. At the beginning the student feels insecure in an auditorium with a lecturer at the front with a PowerPoint presentation. It can be really quite daunting to start off with but soon they get into the swing of it and kind of work out what notes they need to be taking and what they're doing and start to get to know people a bit more. It's very different studying at university than it was at school when students re there from 8.00 until 2.00 every day and pretty much they are told what to learn and they are given all the answers to the exams basically.

There's been a big difference between school and university. Students have to found how to do a lot of independent work, how to go and use the library, using internet resources and stuff. The University is very much about independent learning, where you've got to be very self-motivated and develop skills like critical thinking. You've got to be able to go to the library and work on your own.

Independent learning is all about learning on your own, motivating yourself to do your own work, studying in your own time, the thing that you don't do in lectures like reading books, going over old exam questions and things like that. You have to have the dedication to go to the library and do it yourself. You just get used to it. You just get used to going into the library, reading about the lecture you're just come out of and then going to a seminar and having to talk about the subject with passion. You don't have teachers running after you 24/7 to hunt down work. Lecturers give you knowledge that you somehow have to learn. You're not taught, it is considered that you're given knowledge from academics that you have to learn.

There's a lot more for to students to sort of go out there and do their own research and formulate their own opinions on things, not to sort of be spoon fed.

The lecturers kind of set students in the right direction and show them where to go but it's up to student him or her self to go and do the research. Basically they are just given a very broad outline of what's required and it's up to students to bring it their own personal perspective and to kind of make the question their own and the research on their own. Help's always there but you have to go and get it. It's very much proactive independent learning and if you don't understand something you can look it up and then if you still don't get it you can go and find someone. They're not always chasing you up and that's possibly the main difference really. It is out to be very interesting because you learn things that you might not get told in lectures and I've found that to be some of the most interesting learning that I've done so far at university, actually going out and finding the necessary information that I need to do the assignments I've been given.

It's actually quite satisfying spending a lot of time in the library drawing together a lot of information and finally at the end you can present something, you know, into the office that you're really, really proud of researching and almost being an expert on.

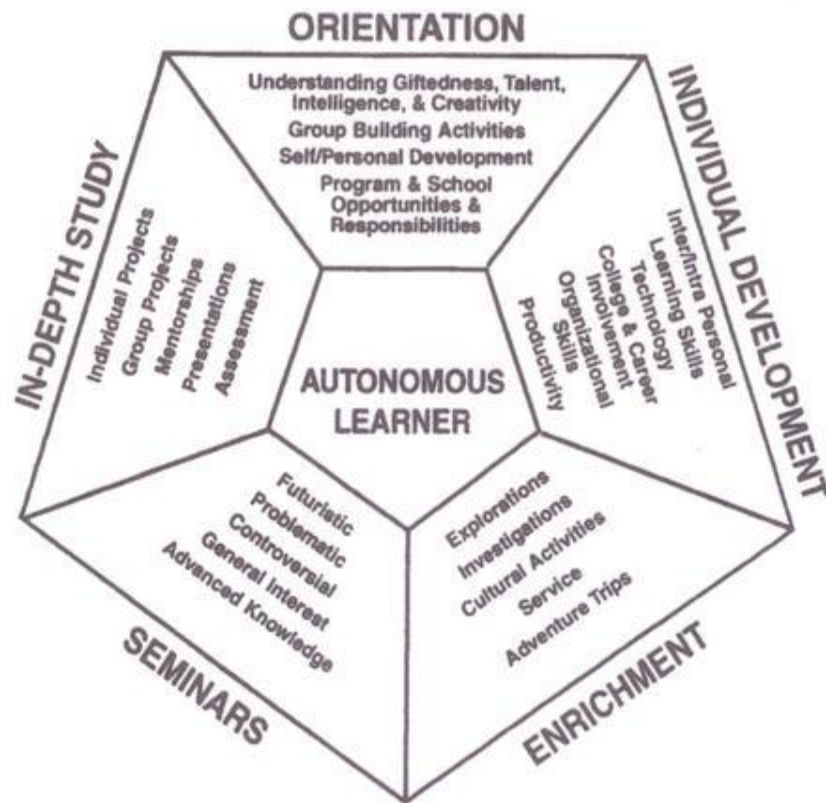
The differences between high school and university

| | High School | University |
|--------------------------------------|---|---|
| When and where students learn | Mostly formal study in class. | Lots of <u>independent study</u> outside the classroom. |
| Attendance | Attendance is compulsory and is recorded in most classes. Absences require notes from parents. Generally, students must remain on school premises between set school hours. | Absences are not followed up and parents cannot provide notes. Students are free to come and go from campus at any time. |
| Time management | You learn by absorbing and understanding the information | You are required to think critically, generate new ideas and learn independently. You |

| | | |
|--|---|---|
| | <p>given to you by your teachers.</p> <p>Most of your study occurs inside the classroom.</p> | <p>are also required to find a large amount of materials on your own for assessments.</p> <p>A significant amount occurs in classrooms, lecture halls and also study takes place outside your classes. You need to study at least 2 to 3 hours outside of class for each hour spent in class.</p> |
| Learning styles | Time is arranged and managed for you. | Time is arranged by university and also you can self-manage your time for seminars. <u>Time management</u> becomes a vital skill. |
| Assignments | You are expected to read and prepare short assignments that are often discussed and re-taught in class. | You are assigned substantial amounts of reading and writing which may not be directly addressed in class. |
| Class hours | Specific time is set for class attendance. Fixed timetable. | Specific time is set for class attendance. You can arrange your own time with teacher-professor for consultations. |
| Scheduling | <p>Work is managed and prioritized by teachers.</p> <p>Teachers remind students when work is due and will 'chase up' late work.</p> | <p>Scheduling study and preparing for class is the responsibility of the student.</p> <p>Lecturers and tutors will not chase students for work. It is your responsibility to manage and prioritize your work and get things done on time.</p> |
| The amount of feedback students receive | Constant feedback on your progress. | Less frequent feedback. |
| Contact with parents | Teachers will discuss your progress with you and your parents. | Teachers are not required to discuss your progress with you and your parents. |
| Different kinds of information | <p>Learning what is already known.</p> <p>Having the ability to reproduce what has been taught in the form</p> | <p>Critical and analytical thinking: extending and speculating on what is known.</p> <p>The ability to apply what you've</p> |

| | | |
|--|--|---|
| | in which it was presented. Solving the kinds of problems you were shown how to solve. | learned to new situations The ability to solve new kinds of problems. |
| Types of assignments | Limited forms of assessment. | Varied forms of assessment. |
| Amount of contact with teaching staff | Frequent access to teaching staff. | Less frequent access to <u>academic staff</u> . |
| Kinds of lessons | Face-to-face teaching. Mostly takes place in the classroom. | A range of different classes taught in different ways. Lectures, tutorials, computer-based or online learning, laboratory or field work, sit-down or take-home exams. |
| Class size | Limited class sizes - generally no more than 35 students. | Classes might be very large such as in lectures around 60-70. |
| Physical enviroment | High school grounds are limited in size to a few hectares. | Universities are usually much larger than even the biggest high schools. They often have more than one campus. along with numerous research centres and facilities, plus colleges and residences. |
| Flexibility | Set and co-ordinated program. What is learned in one subject tends to support things learned in another. | Flexible and variable program. What is learned in different subjects can offer different, even conflicting views. |
| Opportunity for assessment | Years 11 and 12 build towards a single set of exams. | Continued assessment over three to five years. Building on knowledge. |
| What is expected from student work | Limited range of acceptable responses to assignments - often indicated by teachers. | Broader range of acceptable responses to assignments. Students have more opportunity to offer their own analysis. |
| Diversity | Students are all the same age. May live in the same locality. | Students are from different socioeconomic, age and cultural groups. Lots of international students. |

Unit2. Learner autonomy



2

What does learner autonomy mean, how can we become autonomous? We can use the word “autonomous” in two basic meanings: in a narrow and a wide sense. In common everyday language we can use the notion of autonomous as equal with independent. It can be used to describe a person who can arrange and organize his/her learning environment without help, directions and guidance. It underlines the ability to create a supportive environment for learning based on the personal needs of a student: the choice of the methods and techniques of learning, the schedule, but also the ability to set goals and accomplish tasks and projects as parts of the courses.

Learning a second language is a difficult task, especially when one chooses to learn on their own. To accomplish this type of learning process students must keep in mind the difficulties he/she will face, and the self discipline and self management he/she must have. There are many obstacles one needs to overcome

² www.palgrave.com/skills4study/html/studyskills/critical.htm

when choosing this kind of method, but there are many benefits and the end result can be rewarding,

When learning a second language, a person has a relatively limited knowledge of it, meaning they know very little or nothing of the language they are trying to learn. As a result, learners must put in time, dedication, and effort. This is especially true if one decides to be an autonomous learner. Some believe independent learning to be more practical and that it allows more freedom. Moreover, with today's technology and resources it has become quite easy to learn a second language without the help of basically anyone. However, to accomplish the goal of autonomous learning, the person should know the benefits and inconveniences of this kind of method and some guidelines he/she should follow.

One of the benefits of being an autonomous learner is the independence one has over choosing when and how to learn a certain language. The student chooses his/her own pace, and decides when to start learning. The autonomous learner is not obligated to follow any timeline or material. However, the learner must have discipline. One must explicitly accept the responsibility for his/her learning, and take initiative in planning and executing learning activities. Since there is no one to assist in the learning process, one must be aware that time must be invested and also understand the purpose of the learning process.

Autonomous learners -strategies:

1. take an active approach to the learning task at hand;
2. willingness to take risks - to communicate in the target language at all costs;
3. becoming a good guessers;
4. placing importance on accuracy as well as appropriacy;
5. develop the target language into a separate reference system, willing to revise and reject hypotheses and rules that do not apply;
6. to be tolerant and outgoing approach to the target language

A quality of being an independent student is the feeling of self reliability and self accomplishment. As the learners begin to understand the language, they begin

to feel a sense of satisfaction and fulfillment, and therefore become more and more motivated to continue studying. The downfall is that not many learners have the patience to see these results and give up before ever really trying. Some do not know how to monitor and evaluate themselves, so it may seem as if they haven't accomplished much. Autonomous learners have to basically "fend for themselves", and if they do not have the proper commitment the process can be very tiring and frustrating.

Autonomous learners have a lot to deal with in the process of learning a new language, but it is not an impossible task. All one needs is strategy, insight, a positive attitude and capacity for reflection. A learner has to be disciplined and proactive, and really make an effort to adapt to this new way of learning. However, learner autonomy does not mean that the teacher becomes redundant, abdicating his/her control over what is transpiring in the language learning process.

Questions for Discussion:

1. According to your opinion, how autonomous are you as a learner?
2. What are the main advantages of being autonomous in your field of study?
3. What could be the practical implications of being an autonomous learner?

Make a list to the following questions:

What do you think are the main disadvantages or risks in being an autonomous learner?

What kind of practical obstacles have you encountered in an autonomous learning process?

Advantages

Disadvantages

Obstacles

Unit3. Learning Styles



Each person is unique, special in his/her own way, has preferences in study and in learning. There are many different kinds of learners. Some are fast and some are slow. Some learners like numbers and others like words.

Some students have screenshot memory and some are good at remembering general ideas. When studying some students find it easy to talk and other students prefer to listen. In occasions some people are embarrassed easily, while others don't really care. This shows the difference of people, and it is considered not BAD or GOOD, they are just differences. However, it is important for students to understand themselves, and their preferences in order to be successful.

What kind of learner are you?

What are your learning style preferences?

It is very beneficial to know the learning styles that best suit your personality when selecting a major, signing up for classes, and preparing for a test. It can also help you when selecting a future career.

3.1.Sensory Learning Styles

Each person has different learning preferences and styles that benefit them, including auditory, visual, logical, social, solitary or tactile. It is not uncommon for people to discover certain learning styles that work best for them or styles that are preferable in certain situations. It is also possible for individuals to develop learning styles never utilized in the past or further hone preferred styles.

Visual Learning Style

Visual learners better retain information presented in pictures, videos, graphs, and books. These people benefit when information is presented on an overhead projector or white board, on a piece of paper, or in a book. Visual learners often make sure their notes are very detailed and spend extra time

reviewing information from textbooks. Visual learners also frequently draw pictures or develop diagrams when trying to comprehend a subject.

Here are some things that visual learners like you can do to learn better:

- Sit near the front of the classroom. (It won't mean you're the teacher's pet!)
- Have your eyesight checked on a regular basis.
- Use flashcards to learn new words.
- Try to visualize things that you hear or things that are read to you.
- Write down key words, ideas, or instructions.
- Draw pictures to help explain new concepts and then explain the pictures.
- Color code things.
- Avoid distractions during study times.

As a visual learner you learn by reading or seeing pictures. You understand and remember things by sight. You can picture what you are learning in your head, and you learn best by using methods that are primarily visual. You like to see what you are learning.

As a visual learner, you are usually neat and clean. You often close your eyes to visualize or remember something, and you will find something to watch if you become bored. You may have difficulty with spoken directions and may be easily distracted by sounds. You are attracted to color and to spoken language like stories that is rich in imagery.

Auditory Learning Style

Auditory learners better retain information presented in lectures and public speeches, audio recordings, and other forms of verbal communication. While a visual learner would prefer to read a book or watch a video, auditory learners would prefer to attend a lecture.

If you are an auditory learner, you learn by hearing and listening. You understand and remember things you have heard. You store information by the way it sounds, and you have an easier time understanding spoken instructions than written ones. You often learn by reading out loud because you have to hear it or speak it in order to know it.

As an auditory learner, you probably hum or talk to yourself or others if you become bored. People may think you are not paying attention, even though you may be hearing and understanding everything being said. Here are some things that auditory learners like you can do to learn better.

- Sit where you can hear.
- Have your hearing checked on a regular basis.
- Use flashcards to learn new words; read them out loud.
- Read stories, assignments, or directions out loud.
- Record yourself spelling words and then listen to the recording.
- Have test questions read to you out loud.
- Study new material by reading it out loud.

Tactile Learning Style

Tactile Learners retain information best through hands-on participation. These types of people are also known as kinesthetic learners. For example, a tactile learner in an automotive repair class would learn better by working on cars rather than sitting through a lecture or reading a book. They also excel in classes where students are assigned to study in labs.

If you are a tactile learner, you learn by touching and doing. You understand and remember things through physical movement. You are a "hands-on" learner who prefers to touch, move, build, or draw what you learn, and you tend to learn better when some type of physical activity is involved. You need to be active and take frequent breaks, you often speak with your hands and with gestures, and you may have difficulty sitting still.

As a tactile learner, you like to take things apart and put things together, and you tend to find reasons to tinker or move around when you become bored. You may be very well coordinated and have good athletic ability. You can easily remember things that were done but may have difficulty remembering what you saw or heard in the process. You often communicate by touching, and you appreciate physically expressed forms of encouragement, such as a pat on the back.

Here are some things that tactile learners like you can do to learn better:

- Participate in activities that involve touching, building, moving, or drawing.
- Do lots of hands-on activities like completing art projects, taking walks, or acting out stories.
- It's OK to chew gum, walk around, or rock in a chair while reading or studying.
- Use flashcards and arrange them in groups to show relationships between ideas.
- Trace words with your finger to learn spelling (finger spelling).
- Take frequent breaks during reading or studying periods (frequent, but not long).
- It's OK to tap a pencil, shake your foot, or hold on to something while learning.
- Use a computer to reinforce learning through the sense of touch.

Remember that you learn best by doing, not just by reading, seeing, or hearing.

Logical Style

Individuals who excel at math and possess strong logical reasoning skills are usually logical learners. They notice patterns quickly and have a keen ability to link information that would seem nonrelated by others. Logical learners retain details better by drawing connections after organizing an assortment of information.

Social Style

Social learners usually have excellent written and verbal communication skills. These individuals are at ease speaking with other people and often comprehend their perspectives. For this reason, others frequently seek counsel from social learners. Social learners also learn best working with groups and take opportunities to meet individually with teachers.

Solitary Style

Solitary learners usually prefer to work by themselves in private settings. They usually do not rely on others for help when solving a problem or studying. Solitary learners frequently analyze their learning preferences and methods. Since solitary learners prefer to work alone, it is possible for them to waste time on a difficult problem before seeking assistance.

To get the most out of your time studying, it is very helpful to identify your personal learning preferences and styles.

Activities

1. Write these characteristics in the appropriate box:

learn by seeing / learn by listening / enjoy hands-on approaches/ natural listeners/ prefer solving real-life problems / write out lessons in own words /enjoy visually pleasing materials/ prefer explanations on paper / learn through trial-and error/ use all senses to engage learning/ like lists, organizing thoughts/ prefer things explained aloud.

| | Auditory: | Visual: | Kinesthetic: |
|------------------------|------------------|------------------------|---------------------|
| Characteristics | | <i>learn by seeing</i> | |
| | | | |
| | | | |
| | | | |

2. Read the text and fill in the gaps.

There are three main types of learning styles: auditory, visual, kinesthetic. Most people learn best through a combination of three types of learning style, but everybody is different.

1. _____ would rather listen to explanations than to read them. Reciting information out loud and having music in the background may be a common study method.

2._____ learn best by looking at graphics, watching a demonstration or reading. For this kind of person it's easy to look at charts, and graphs, but they may have difficulty focusing while listening to an explanation.

3._____ process information best through a "hands-on" experience. Actually doing an activity can be easiest way for them to learn. Sitting still while studying may be difficult, but writing things down makes it easier to understand. But most people use a combination of three learning style, they usually have clear preference for one. Knowing and understanding the types of learning style is important for students of any age. It is useful for students to understand their type of learning style early on so that homework and learning may become easier and less stressful in future.

3. Write about your learning style using the questions below.

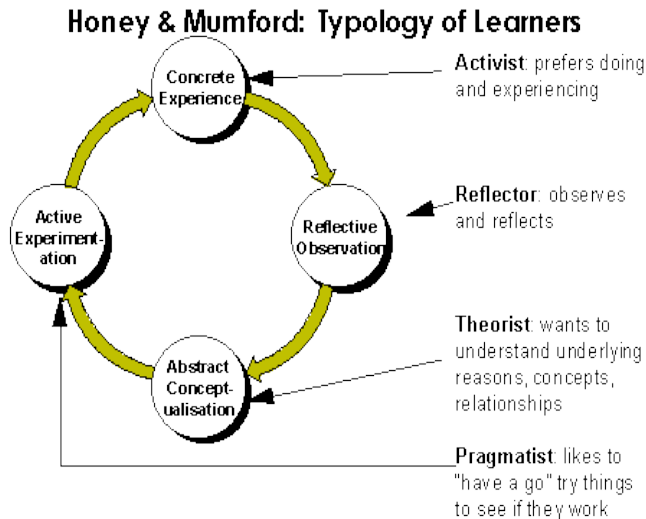
What learning style do you have? How do you know? Why do you think so? Give an example of a time when you realized you learned best this way. Can you give an example when you didn't learn because it was not your learning style? (Write about 70 words.)

4. Read the statement and answer the questions.

I think knowledge is the best thing in our life that no one can take it away.

1. What does this statement mean?
2. How many types of learning do you know?
3. Do you know your learning style?
4. Do you know other sayings or statements about learning?

3.2.Honey and Mumford Learning Styles



Learning Styles were developed by Peter Honey and Alan Mumford, based upon the work of Kolb, and they identified four distinct learning styles or preferences: **Activist, Theorist; Pragmatist and Reflector.** These are the learning approaches that individuals naturally prefer and

3

they recommend that in order to maximize one's own personal learning each learner has to: understand their learning style and also seek out opportunities to learn using that style.⁴

Activists

They involve themselves fully and without bias in new experiences. They enjoy the here and now, and are happy to be dominated by immediate experiences. They are open-minded, not skeptical, and this tends to make them enthusiastic about anything new. Their philosophy is: "I'll try anything once". They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves.

Theorists

People who are theorist adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be

³ <http://www.unn.ac.uk/central/isd/cite/index.htm>

⁴ Kranyik R. and Shankman V. . *How to Teach Study Skills*, Teacher's Practical Press. 1963. P-56.

perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyze and synthesize. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic. "If its logical its good." Questions they frequently ask are: "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximize certainty and feel uncomfortable with subjective judgments, lateral thinking and anything flippant.

Pragmatists

They are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is "There is always a better way" and "If it works it's good".

Reflectors





They like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to a conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own

points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.


Questionnaire

1. Do you think you might benefit from choosing certain types of study module or program in order to ensure the teaching and assessment match you preferred learning type?
2. Could you organize your study or your work to suit your learning type?
3. Do you think it is helpful to see yourself as a 'type' of learner? How does this impact upon your performance in different circumstances?
4. What might be the disadvantages of identifying too close with one method or style of learning?

The characteristics of the four Learning Styles are summarized in the following table:

| Learning style | Attributes | Activities | VLE Opportunities |
|--|--|---|--|
| Activist  | Activists are those people who learn by doing. Activists need to get their hands dirty, to dive in with both feet first. Have an open-minded approach to learning, involving themselves fully and without bias in new experiences | <ul style="list-style-type: none"> • brain storming • problem solving • group discussion • puzzles • competitions • role-play | <ul style="list-style-type: none"> • Interactive learning • Group work opportunities • Communication and virtual classrooms (Chat) |
| Theorist  | These learners like to understand the theory behind the actions. They need models, concepts and facts in order to engage in the learning process. Prefer to analyse and synthesise, drawing new information into a systematic and logical 'theory' | <ul style="list-style-type: none"> • models • statistics • stories • quotes • background information • applying theories | <ul style="list-style-type: none"> • Concentrate on concepts and theories presented in a variety of ways • Discussion groups could facilitate more through debate around theories than in a time-limited seminar |
| Pragmatist  | These people need to be able to see how to put the learning into practice in the real world. Abstract concepts and games are of limited use unless they can see a way to put the ideas into action in their lives. Experimenters, trying out new ideas, theories and techniques to see if they work | <ul style="list-style-type: none"> • time to think about how to apply learning in reality • case studies • problem solving • discussion | <ul style="list-style-type: none"> • Interactive learning • Problem-based learning |
| Reflector  | These people learn by observing and thinking about what happened. They may avoid leaping in and prefer to watch from the sidelines. Prefer to stand back and view experiences from a number of different perspectives, collecting data and taking the time to work towards an appropriate conclusion | <ul style="list-style-type: none"> • paired discussions • self analysis • questionnaires • personality questionnaires • time out • observing activities • feedback from others • coaching • interviews | <ul style="list-style-type: none"> • Problem-based learning • Presentation of content from a variety of perspectives • Discussion groups allow asynchronous communication - time to reflect before contributing |

3.3.Introverts and Extraverts

| Extrovert |  | Introvert |
|-------------------------|--|---------------------------|
| talkative, open | | quiet, thoughtful |
| shows emotions | | keeps emotions private |
| acts before thinking | | thinks before acting |
| likes to be with people | | likes to spend time alone |

Extravert

Extravert people tend to focus on the outer world of people, things, and activity and are energized by interaction with others. They love to talk, participate, organize, and socialize. They are people of action and therefore can be impatient with slow, tedious jobs and complicated procedures. They prefer to figure out things while they are talking.

Extraverted Types and Learning: Extraverted types learn best by talking and physically engaging the environment. Talking helps their thoughts to form and become clear. Their attention will naturally flow towards external things and events.

Extraverted Types in the Classroom: Extraverted students work best in classrooms that allow time for discussion, talking and/or working with a group. Since they are action oriented, Es do well with activities involving some type of physical activity. As they are pulled into social life, they may find it difficult to settle down, read, or concentrate on homework. They sometimes find listening difficult and need to talk to work out their ideas. They will find many university tasks challenging such as reading, research, and writing, because they are solitary endeavors. They tend to plunge into new material, as their tendency is to act first and think later. They need to work to avoid distractions while studying. They do well studying with a friend. Extraverts will learn best if they study as if they are preparing to teach someone else.

Ideal Classroom Environments For Extraverts: Extraverts thrive when they are allowed time to think things through by talking, such as in classroom discussions, or when working with another student. They excel with learning activities that have visible results and involve people interaction.

Introverts

These people are energized by the inner world of reflection, thought, and contemplation. They direct their energy and attention inward and receive energy from reflecting on their thoughts, memories and feelings. They can be sociable but need space and time alone to recharge their batteries. Introverts want to understand the world. They prefer to figure out things before they talk about them.

Introverted Types and Learning: Introverts learn best through quiet, mental reflection. Their attention will naturally flow inward to their own thoughts, ideas and impressions.

Introverted Types in the Classroom: Introverted students tend to enjoy reading, lectures, and written over oral work. They prefer to work independently, do well at verbal reasoning, and need time for internal processing. They enjoy listening to others talk about a topic while privately processing the information. Introverts may encounter difficulty with instructors who speak quickly without allowing time for mental processing. They are often uncomfortable in discussion groups, may find it difficult to remember names, and hesitate to speak up in class.

Ideal Classroom Environments For Introverts: Introverts excel when they can work independently with their own thoughts, through listening, observing, reading, writing, and independent lab work. They need sufficient time to complete their work and to think before answering a question. They need instructors to allow a moment of silence, if necessary, for this thought process and to process their experiences at their own pace. They are more comfortable if they are not required to speak in class but are allowed to voluntarily contribute.

| | Extraverts | Introverts |
|------------------------|--|---|
| Problem Solving | <i>Tend to think out loud. Do their best thinking while talking. Prefer to</i> | <i>Tend to process information internally. Do</i> |

| | | |
|----------------------------------|---|---|
| | <i>bounce ideas off others. Like to use meetings and group discussions to solve problems.</i> | <i>their best thinking quietly and alone. Want to develop their views before discussing an issue.</i> |
| Communication | <i>Prefer face-to-face communication if at all possible. Like to see reactions and non-verbal behavior. Want immediate feedback. Don't like writing long emails or memos.</i> | <i>Prefer emails and voice messages. Avoid unnecessary interaction. Don't like to waste time with discussion. Prefer to think before reacting. Dislike long meetings.</i> |
| Decision Making | <i>Get input from others before making decisions. Want to act quickly in a crisis.</i> | <i>Comfortable making independent decisions. Want time to reflect before acting.</i> |
| Interpersonal Interaction | <i>Seek out opportunities to talk and socialize. Are energized by interaction and feel drained by too much time alone. Usually know lots of people.</i> | <i>Seek out opportunities for quiet and solitude. Feel drained by too much interaction and need time alone to recharge. Budget their "people time" carefully.</i> |
| Concentration & Focus | <i>More focused on people and things around them. Have trouble concentrating when quiet. Get bored if they have to sit and focus too long on one thing. Don't mind interruptions.</i> | <i>More focused on internal thoughts and ideas. Often carry on an internal dialogue. Enjoy quietly focusing on one thing at a time. Are annoyed by interruptions.</i> |
| Natural Strengths | <i>Energizing people and groups. Taking immediate action. Creating a sense of excitement. Introducing people to others</i> | <i>Calming people and groups. Assessing the situation before acting. Listening to the ideas of others. Taking independent action</i> |
| Natural Weaknesses | <i>Failing to give others space to talk. Not listening to input from others. Not putting things in writing. Acting without thinking</i> | <i>Failing to share their thoughts. Not asking for input from others. Relying too much on writing. Taking too long to act</i> |
| How They Annoy Others | <i>By talking too much and failing to provide opportunities for others to get into the conversation.</i> | <i>By failing to share their thoughts, join in discussions, or react to</i> |

| | | |
|-----------------------------------|--|---|
| | | <i>what is said by others.</i> |
| How They Are Misunderstood | <i>May be mistakenly viewed as self-centered and uninterested in others.</i> | <i>May be mistakenly viewed as aloof, shy, or unfriendly.⁵</i> |

1. Answer the questions. How do you get your best ideas? Do you like to talk about them with others or think about them alone? Do you usually "wear" your emotions or keep them to yourself?

2. Make a list, draw, mind map, talk to a partner, or write about a situation in your life where you think you show or feel your *extrovert* or *introvert* style.

3. Quiz. For each item, distribute 3 points between choices (A) and (B). Use whole numbers, not 1.5. Example: If you feel that (A) is almost always true of you, then give 3 points to (A) and none to (B). If (A) is often true, but (B) is also sometimes true, then give 2 points to (A) and 1 point to (B).

| Points for A | "A" Items | Points for B | "B" Items |
|---------------------|---|---------------------|--|
| | 1. At parties, I tend to talk a lot. | | 1. At parties, I tend to listen a lot. |
| | 2. People view me as lively and outgoing. | | 2. People view me as calm and reserved. |
| | 3. I express my opinions openly. | | 3. I keep my opinions to myself.; |
| | 4. People think I am easy to get to know. | | 4. People think I am hard to get to know. |
| | 5. I enjoy social gatherings where I can meet lots of new people. | | 5. I enjoy being home alone and having time to myself. |

⁵ Cottrell S. The Study Skills Handbook. Palgrave, 2003.p-145.

| | | | |
|--|--|--|--|
| | 6. I tend to speak before I think. | | 6. I tend to think before I speak. |
| | 7. On a plane, I enjoy talking with people I don't know. | | 7. On a plane, I prefer not to talk to people. |
| | 8. Spending too much time alone makes me tired. | | 8. Spending too much time with other people makes me tired. |
| | 9. When I have a decision to make, I like to talk it over with other people. | | 9. When I have a decision to make, I like to think it through on my own. |
| | 10. In my neighborhood or apartment complex, I know many people. | | 10. In my neighborhood or apartment complex, I know a few people. |
| | Total Points for A | | Total Points for B |

YOUR SCORE: Your total scores can range from 0 to 30. The "A" items are more typical of Extraverts, while the "B" items are more typical of Introverts. If you have a high score (20-30) in one category, then you may be likely to use that style most of the time. A moderate score (10-20) in both categories may mean that you tend to be introverted in some situations and extraverted in others.

Unit4. Setting Goals

The process of setting goals allows students to choose where they want to go to be educated and what they want to achieve. By knowing what they want to achieve, they know what they have to concentrate on and improve. Goal setting gives students long-term vision and short-term motivation. Having sharp, clearly defined goals, which students can measure, will allow them to take pride in accomplishing those goals. They can see clear forward progress in what might have seemed a long drawn out process.

Set Goals



By setting goals students can:

- 1.improve their academic performance
- 2.increase their motivation to achieve
- 3.increase pride and satisfaction in performance
- 4.improve their self-confidence

| | |
|---|--|
| Goal Setting Helps Self-Confidence | By setting goals and measuring their achievements, students are able to see what they have done and what they are capable of. Seeing their results gives the confidence and assurance that they need to believe they can achieve higher goals. |
| Express goals positively | “To improve my spelling” is a much better goal than “Don’t spell with so many mistakes.” |
| Be accurate | If students set an accurate goal, putting in dates, times and amounts so that achievement can be measured and can be satisfied at achieving it. |
| Set Priorities | When students have several goals, give each a priority. This helps them avoid feeling overwhelmed and helps their attention to the more |

| | |
|--------------------------------------|--|
| | important ones. Write goals down to make them more meaningful. |
| Keep Goals Small | Students are advised to keep their immediate goals small and achievable. |
| Set specific measurable goals | If students consistently fail to meet a measurable goal, then they can adjust it or analyze the reason for failure and take appropriate action. There is nothing worse than failing to achieve a personal goal for reasons beyond the students' control. |

4.1. SMART goals

Specific

Measurable

Attainable

Relevant

Time-based

The method of SMART goals is one of the most effective tools used by high achievers to reach their goals — **realistically** and **consistently**. Whether you're at the top of a 300-person organization, a small business entrepreneur, or somebody who simply wants to study well, learning how to set SMART goals can make the difference between failure and achievement.

A SMART goal is a goal that is specific, measurable, attainable, relevant and time based. In other words, a goal that is very clear and easily understood.

SPECIFIC

The goal must clearly state **what** is to be achieved, by **whom**, **where** and **when** it is to be achieved. Sometimes it may even state why that goal is important. Not all of these questions will apply to every goal, but it is important to ask all the questions in order to assess how specific your goal is and make it as clear as possible.

MEASURABLE

Measurability applies to both the end result and the milestones along the way to attaining a goal. It answers the question of quantity – how much, how often, how many? The milestones are signs along the way that will tell you that you are on the right track to achieving your goal.

ATTAINABLE

You should ensure that the goals you set are achievable. Firstly, you must believe that you can manage to do what you are setting out to do. If you set goals that are unbelievable even to yourself it is very unlikely you will achieve them. This is equally important when setting goals for a group, such as in the corporate setting. If the people for whom the goals are being set do not believe they are attainable, it is unlikely they will work wholeheartedly towards achieving them. Agreement and participation in the SMART goal setting process is important in such cases to ensure that most people are happy with how realistic the goals are. Secondly, the goals must be possible, all things being equal. There is no point setting a goal to float in the air and defy gravity using only your mind, for instance. No matter how hard you try this won't be achievable. Be careful however, that you do not limit yourself based on what other people believe to be achievable or not. Set your own standards by understanding your own abilities, strengths and weaknesses.

RELEVANT

Your goals must be relevant to what you want to achieve in the short term and the long term. Understanding your organizational or personal vision, mission and purpose is critical in this respect. Sometimes you can be tempted to do something simply because it is easy and sounds great, only to discover later on that it has no long term importance to what you want to achieve as an individual or an

organization. Do those things that are most important and in line with your long term vision and miss

TIME-BASED

This sometimes overlaps with the goal being Specific, but it aims to ensure that you put a time-frame to your goals. Someone said a goal is a dream with a time-frame to it. Simply deciding by when you want to achieve something can be a good motivator. It can prevent you from procrastinating because you know that you are working to a deadline. “Failing to plan is planning to fail” If you find yourself unable to set a SMART goal it is more than likely that your future plans are not clear enough and need to be worked on. Furthermore do not get tempted to skip the process of

SMART goal setting and “get on with it” without fully analyzing your goals. Doing this careful planning at the beginning will save you lots of time and disappointment at a later stage and you will avoid making costly mistakes.

Work through the worksheet that follows, including as much detail as possible under each heading in the columns. Clarify your goals to yourself as much as is possible. When you are done with the table you will be able to write SMART goals based on this.

GOALS

| INTENTION: What is it that you want to achieve? | | | | |
|--|---|-------------------|--|-------------------|
| S | M | A | R | T |
| Specific | Measurable | Attainable | Relevant | Time Based |
| Who? What? Why? Where? When? | How Much? How Often? How Many? | Achievable | Is it important to what you want to achieve ultimately? | Why? |
| | | | | |

| | | | | |
|--|--|--|--|---|
| | | | | |
| | | | | 6 |

Activity. Phrasing your smart goals

In the spaces below, develop a statement defining your specific goal, incorporating as many of the elements that you worked on above as possible into the statement. This will include the actions you plan to take to meet this goal, your timeline, and how it will meet the organizational or personal goal you are addressing. Also indicate what types of additional skills and resources are necessary to facilitate this goal.

GOAL 1: _____

GOAL 2: _____

GOAL 3: _____

4.2.Becoming successful

Who do you think is the most successful? Who do you think is the least successful?

In order to answer these questions, we first need to understand what success is. Everyone has a different definition. Many of us place great value on acting, on achievements, or on reaching various goals. Others see success with material goods. Others key for success by how much they can contribute to the well-being of their families, or to the community and society in general. There are many other definitions, but mostly success is connected with becoming rich, famous, and respected at work. Yet, it doesn't have to be that way.

⁶ Honey P. and Mumford A. The Manual of Learning Styles Questionnaire. Maidenhead, 1992. P- 77.

Being successful could mean simply being satisfied with oneself and one's career. For many people, a successful person is someone who feels that his or her work and life in general offer an exceptionally high degree of satisfactions.

But how does one get from here to there? How does one reach this feeling of satisfaction with life and career? It seems that successful people do two things:

- They use their natural abilities in their work.
- They set career and life goals.

In other words, successful people choose careers where they can use their natural abilities, or do what comes naturally to them. For example, successful teachers are people who know how to help people learn, and the best doctors are those who know how to listen to people. Successful people know where they are starting from, and what direction they want to give their lives and careers, even if it is something as simple and wonderful as raising a happy family.

Discuss these questions in pairs.

1. What is success? What are five ways that help a person to be successful?
2. Have you achieved any of your goals? Give examples.
3. In the world, many people think that success is money and fame. Do you agree or disagree?
4. Do you know the most successful people in your country? Give examples?
5. Do you know any successful people around the world in the field you have chosen?
6. Do you believe people must work hard to be successful? Why?/Why not?
7. Is being successful important for you? Why?/Why not?
8. What type of success do you think you might have in the future? How are you preparing for it?

Read the questions and put a tick your answer.

Is money important to achieve success? There is no doubt that money is important to achieve desire. We need money to our comforts. But how money is important to you?

1-disagree strongly 2-disagree 3-not sure 4-agree 5-agree strongly

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. Rich people are more successful than poor people | | | | | |
| 2. I like to play games like lottery where I can win money | | | | | |
| 3. It is important to have a job that pays well then a job I enjoy | | | | | |
| 4. I often think about money | | | | | |
| 5. I grade my success by the amount of money I have | | | | | |
| 6. Spending money gives me a lot of pleasure | | | | | |
| 7. Achievement in life costs money | | | | | |
| 8. I think it is ok to ask money from friends and family | | | | | |
| 9. Money is important when choosing a partner | | | | | |
| 10. When I get a present I am interested in its cost | | | | | |

Unit5. Language learning strategies

In learning a language, we follow the advice that practice makes perfect, and patience is a helpful virtue. The world can be your classroom—through home or school. Explore these options to find strategies of learning and using a language that match your interests, strengths and challenges. Use the Internet and technology as an environment to make your tasks fun and interesting. Skills include listening, speaking, memorization, reading, writing, and test taking. At the beginning memorization and repetition are important, but do not be discouraged if you seem to go too slowly.

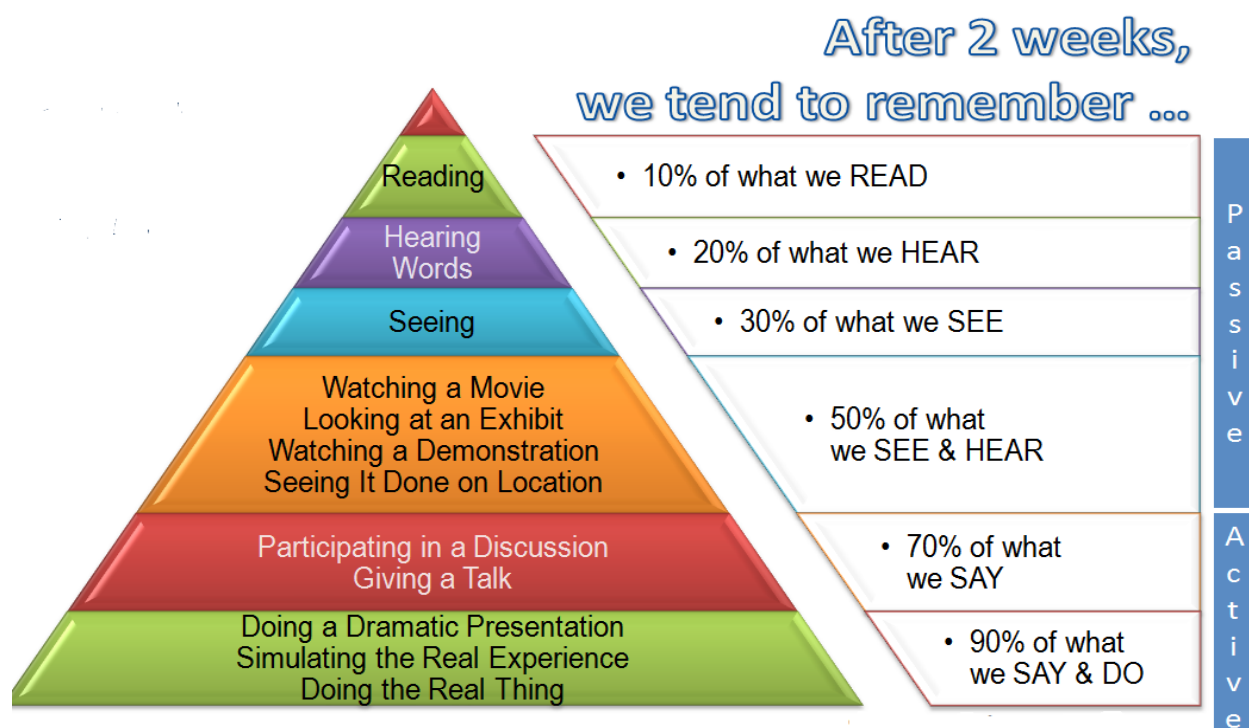
Most students want to communicate better in English. If this is one of your goals, it is important to study a **balance** of the four major skills. Listening, Speaking, Reading and Writing are the main skills you need to communicate in any language. Being very good at only **one** of these skills will not help you to communicate. For example you need to be able to read well before you can write well. You also need to be able to listen before you can speak. It helps to think of these communicative skills in two groups.

Some students want to know which skill is the most important. Since all of the skills rely on each other, they are all important. However, to communicate we do use some skills more often than others. For example, about 40% of the time that we spend communicating we are simply listening. We speak for about 35% of the time. Approximately 16% of communication comes from reading, and about 9% from writing. These statistics are for an average communicator in

English. Depending on someone's job or situation, these numbers may vary.

Each of these main skills have micro skills within them. For example, pronunciation is a type of speaking skill that must be practised in order to improve communication. Spelling is a skill that makes understanding the written word easier. Grammar and vocabulary are other micro skills. Micro doesn't mean they are unimportant. Macro skills such as listening are very general, while micro skills are more specific.

For the best results, create an agenda that combines all four areas of study. Allow one type of studying to lead into another. For example, read a story and then talk about it with a friend. Watch a movie and then write about it.



7

How to learn listening

- Listen to the radio

Don't always have a pen in hand. Sometimes it helps to just listen.

- Watch English TV

Children's programming is very useful for ESL learners.

Choose programs that you would enjoy in your own language.

Remember that much of what you hear on TV is slang.

- Watch movies

Choose ones with subtitles

- Use Internet listening resources

Every day there are more and more places to listen to English online.

How to learn speaking and pronunciation

- Talk to yourself

Talk about anything and everything. Do it in the privacy of your own home.

If you can't do this at first, try reading out loud until you feel comfortable hearing your own voice in English.

- Record your own voice

This might feel very uncomfortable, but it will help you find your weak pronunciation points. Listen to yourself a few days later. Which sounds do you have difficulty hearing?

- Use the telephone.

- Participate in class

- Learn common idioms

- Understand the sounds that your language doesn't have

For example, many languages don't have the "r" sound. These sounds require extra practice.

- Recognize that teachers are trained to understand you

When you get out into the real world, average people will have a more

difficult time understanding you unless you practise speaking slowly and with proper pronunciation.

- Practise minimal pairs
- Study word and sentence stress
- Practice tongue twisters

How to learn reading and vocabulary

- Read something every day
Children's books, simplified readers, newspapers, magazines, Internet sites, novels, and much more...
- Read what interests you.
Remember that you learn better when you are having fun.
- Read at the appropriate level
You want to learn new vocabulary, but you also want to understand what you are reading. If you are looking up every word, the reading is too difficult.
- Review Who, What, Where, When, Why for each story you read
You can do this for almost any type of reading. Who is it about? What happened? Why did it happen? Where did it take place? When did it take place? This is very useful when you have no comprehension questions to answer. You can write or speak your answers.
- Always have an English-English dictionary nearby
It is a bad habit to always rely on a translation dictionary or electronic dictionary.
Think of your English-English dictionary as your life line.
Use online dictionaries when you are using the Internet
- Record vocabulary in a personal dictionary:
 - Keep this notebook separate from other work
 - Record vocabulary in alphabetical order. For example an English address book works well because it has letters of the alphabet
 - Record the part of speech

- Write your own personal sample sentence for yourself
- Review your personal dictionary, especially new entries every night before bed

How to learn writing and spelling

- Keep a diary/journal
Don't always pay attention to grammar. Free-writing can be very useful. It can show you that writing is fun. Have fun with the language.
- Write emails in English
Stay in contact with teachers or other students.
- Rewrite your local news in English
This is another exercise that can be done on a daily basis. Remember that regular activities are the best ones.
- Learn important spelling rules
Remember, you won't always have a dictionary or a spell-checker handy, especially when you are writing a test. Even native English speakers need to review the spelling rules from time to time.
- Learn commonly misspelled words
- Learn common English errors
- Get an ESL penpal

Don't be afraid of grammar

- **Grammar is for communication**
Sometimes students get obsessed with grammar. This is especially true for students who grew up with strict grammar schooling. Remember that you only study grammar in order to communicate. Practise with a few exercises, then write an essay or have a conversation and try to use your new tools.
- **Isolate your weak points**
Don't waste time on grammar exercises that you already understand just because they are easier for you. Concentrate on grammar that is difficult for you. If you are unsure of where your problems are, write a few short essays

or paragraphs and ask a teacher to circle repeated errors. Then you can look up your problem and practise it.

Improve your homework skills

- Stay organized. Keep separate notebooks for exercises, writing, and vocabulary.
- Use a pen that you love.
- Study in short, regular periods.
- Allow a short amount of time for review.
- Study in a place where you feel happy and comfortable.
- Don't allow distractions. Consider email, TV, and the telephone (unless in English) off limits while you are studying.
- Have a drink and snack handy so that you don't have to get up.
- If you study in pairs or groups, make an English-only rule.

Technology

- Create **flash cards** whether digital or on paper
- Explore using your iPod, MP3, CD in the language in your car, and at moments when you are waiting or walking or biking. Some studies have even showed results during sleep!
- Check out iPhone apps!
- Use the Internet; search for websites. Play games, read newspapers, look up your hobby, research for other subjects you are studying.
- Watch videos and movies in your new language.
- Learn the words to popular songs and sing along!

Environment

- **Immersion!**

Think of creating an environment in your room where you can be in contact with your language.

- **Visit centers and organizations that cater to foreign nationals and immigrants**

International student centers, neighborhood and education centers, language and bi-lingual associations, national halls, consular offices, library, etc.

- **Study daily—develop a foreign language habit**

Think of studying as you would for a sport or music: a series of skills that need practice!

- **Don't miss a class!**

And get to know at least one other student to study with.

- **Risk! Be fearless in making mistakes, and getting correction.**

Would an athlete object when his or her coach corrected certain moves?

So also learning an instrument needs direction from a popular musician.

This is the role of a teacher or native speaker!

- **Think of building your skill set**

Basics lead to more complicated variations:

for example, use “old” vocabulary to practice new grammar

- **Study with a friend, in a group,**

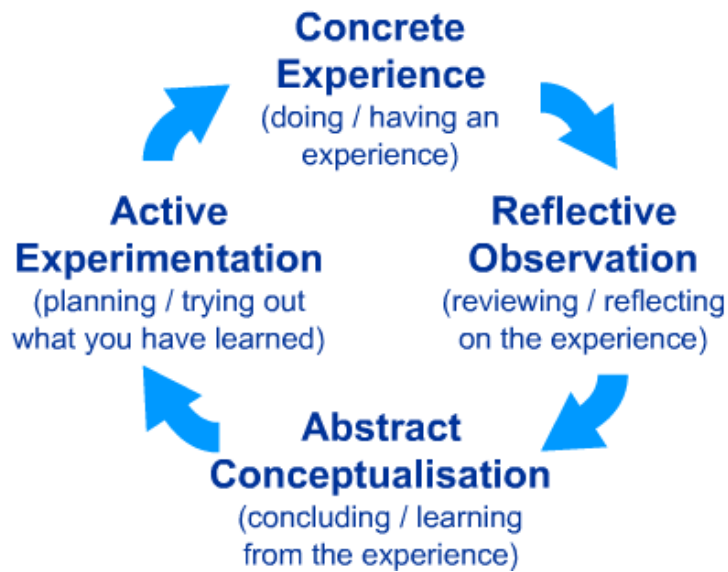
involving yourself in speaking and listening. Play a game online or in the group in the language

- **Relax and enjoy yourself!**

Do not worry about what you cannot remember, or cannot yet understand, or cannot yet say. You are learning and improving. The language will gradually become clearer in your brain as new connections are made, but this will happen on a schedule that you cannot control. So sit back and enjoy. Just make sure you spend enough time with the language. That is the greatest guarantee of success.

Unit 6.Becoming more reflective

What is reflective learning?



8

“Why is it important for me to reflect on my learning?”

Reflective learning enables you

- to accept responsibility for your own personal growth
- to see a clear link between the effort you put into your development activity and the benefits you get out of it
- to help see more value in each learning experience, by knowing why you're doing it and what's in it for you
- learn how to 'learn' and add new skills over time.

How do I reflect on my learning?

Reflecting on your learning enables you to link your professional development to practical outcomes and widens the definition of what counts as useful activity. Quite simply, you need to keep asking 'what did I get out of this?' As a reflective learner, you'll think about how you'll use new knowledge and skills in your future activities – so learning is always linked to action, and theory to

⁸ www.abdn.ac.uk/phsyics/Guide/talks

practice. It's also useful to reflect on how you learn best. This may be through private study, networking with peers, formal courses, mentoring, or a combination of techniques.

How often should I reflect on my learning?

Reflection should become a routine part of working life that is more or less instinctive. If you see learning as an intrinsic part of your job, you don't have to interrupt your work to do it. People who routinely plan, record and reflect on their learning tend to see more opportunities for personal development. It's a matter of capturing the moment. The fact is, the world becomes a richer, more stimulating place when you embrace reflective learning, because you switch on a kind of intuitive radar that's tuned to pick up useful opportunities.

Self-evaluation on reflective practice

| | |
|--|---------------|
| For each of the following statements rate your responses. | |
| Rating: 4-strongly agree; 3-agree; 2-sort of agree; 1-disagree; 0-strongly disagree | |
| Example: “ <i>I am very confident that I...</i> ” | Rating |
| 1. know how to use logs or reflective journals | |
| 2. understand myself very well | |
| 3. challenge my own thinking sufficiently | |
| 4. spend sufficient time looking for relevant links between different things | |
| 5. spend sufficient time ‘making sense’ of what I learn and experience | |
| 6. spend sufficient time thinking about the significance of what I learn | |
| 7. spend sufficient time thinking about how to improve my academic performance | |

| | |
|---|--------------|
| 8. spend enough time thinking about the effects of my actions and behavior | |
| 9. make an accurate evaluation of my own strength | |
| 10. know how to apply my experience and skills to novel situations | |
| 11. I am aware of my personal limitations | |
| 12. I am aware of my own personal developments | |
| 13. always consider all options before arriving at a decision | |
| 14. I am always aware of all the motivations underlying my behavior | |
| 15. always take full responsibility for my own part in events | |
| 16. spend enough time thinking about how to improve my skills in dealing with other people | |
| 17. spend enough time thinking about how I could make a better contribution to groups I am in | |
| 18. spend sufficient time thinking about the significance of other people's actions | |
| 19. spend sufficient time thinking about the significance of what other people say | |
| 20. can reflect accurately about my emotional responses to events | |
| 21. could draw upon my reflections well for assessment purposes | |
| Add up your score | Total |
| <p>Interpreting your score</p> <p>This is rough guide to your strengths as a 'reflective practitioner – score out of 100.</p> <p>If the score is less than 100, then there is more work that you could do to develop your reflective skills.</p> | |

Unit7. Time Management

Most students have high expectations at the beginning of each semester. They envision being successful in their studies and school work but they fail to put together a realistic plan or establish a routine that will enable them to achieve academic success. There are only so many hours in a day, days in a week, and weeks in a term. And if you don't pay attention the end of the semester will arrive before you know it -- and catch you by surprise. To achieve academic success you must carefully manage your study time on a daily, weekly and semester basis. The following is a time management strategy for doing this.

7.1. Managing time

Step 1 - Prepare a Term Calendar (pic. Calendar)

At the start of each new term, before you get heavily involved in your studies or other activities, prepare a calendar that covers the entire term. Your term calendar can look like a regular monthly calendar or it can employ a different format. Whatever format you choose your term calendar should record the following:

Assignments with their due dates

Tests with their dates

All school activities

All out-of-school and extra-curricular activities



Step 2 - Prepare a Weekly Schedule

Unlike your term calendar which is planned out in its entirety at the beginning of each term your weekly schedule is prepared at the beginning of each new week. Each Sunday sit down and prepare your weekly



schedule. Although you'll prepare your weekly schedule each Sunday you should update your schedule as the week progresses. To prepare your weekly schedule do the following:

Record on your calendar each class you have for each day of the week

- Take a look at your term calendar and write down on your weekly calendar things that need to be done or are occurring that week (i.e. assignments, tests, events, etc.)
- Go back and review all your class notes and your scheduled from the prior week to see if there is anything you need to add that is carrying over from the prior week.
- Add to your weekly calendar any out-of-school and extra-curricular activities you'll be participating in
- Note down the day and time for each assignment, study session, work group or project you'll be completing during the week. These may be occurring in the evening after school as well as during school.

Step 3 - Prepare a Daily Schedule

In order to effectively manage your time you'd think that a Term Calendar and Weekly Schedule would be sufficient, but they aren't. You also need to prepare a daily schedule. Every evening prepare a daily schedule for the next school day. Place a check mark next to each item to complete as it is accomplished. To prepare your daily schedule do the following:



- Note down everything from your weekly schedule that you need to do for the coming day
- Note down everything from your previous daily schedule that wasn't completed and needs to be completed the next day

- Check your daily schedule for the current day to see if there are any other school activities that you need to include for the next day
- Include any other activities from your weekly schedule that need to in your next day's schedule

You'll notice that one of the keys to effectively managing your study time is to start with the big picture and then work down to the detail. Your Term Calendar provide direction and instruction for accomplishing the big picture. Your Weekly and Daily Schedules provide the detail required to accomplishing everything in your Term Calendar whereby enabling you to accomplish your term goals one day and week at a time. ⁹

1. Group work. Work in small groups. Discuss and make a list of benefits of time management. Make up a list on how to save time.

1. _____
2. _____
3. _____

2.Match the words with the definitions according to their right meaning.

| | |
|-----------------|---|
| progress | to do things very well and quickly without wasting time |
| reminder | time or date that you have to complete something |
| schedule | something that is to be done |
| organized | improvement |
| deadlines | planned |
| multi task done | list of things that you have to do something written or noticed to be |
| to update | timing of activities |
| benefits | something good to receive |
| extra time | make more modern |
| efficient | different tasks at the same time |
| task | additional time |

⁹ Bremer R. The Manual - A guide to the Ultimate Study Method. New York, 2000. P 78-79.

3. Fill in the gaps with the words from the box.

| | | | | | | | | | |
|-------|-------|------|-----------|--------|-------|---------|--------|-------|------|
| Often | leave | Busy | groceries | spends | takes | usually | around | early | time |
|-------|-------|------|-----------|--------|-------|---------|--------|-------|------|

Woman: So, what's your usual day like? You always seem so (1)_____.

Man: Well, I (2)_____ get up around 5:00 a.m. and work on the computer until 6:00 a.m.

Woman: Why do you get up so early?

Man: Well, I have to (3)_____ home at twenty to seven (6:40 a.m.) so I can catch a bus at 7:00 o'clock. It takes me about twenty minutes to walk to the bus stop from my house.

Woman: And what time do you get to work?

Man: Uh, my bus (4)_____ about an hour to get there, but it stops right in front of my office.

Woman: That's nice. And what time do you get off work?

Man: Uh, (5)_____ 5:00 o'clock. Then, we eat dinner around 6:30, and my wife and I read and play with the kids until 8:00 or so.

Woman: So, when do you work on your website? You said one time that you create it at home?

Man: Well, my wife and I (6)_____ watch TV or talk until 10:00 o'clock. She then often reads while I work on my site, and I sometimes stay up until the (7)_____ hours of the morning, but I try to finish everything by one or two.

Woman: And then you get up at 5:00 a.m.?

Man: Well, yeah, but it's important to live a balanced life. I enjoy what I do, but you have to set aside (8)_____ for family and yourself.

Woman: I agree.

Man: But I think my wife has the toughest job. She (9)_____ her whole day taking care of our family . . . taking the kids to school, working in the garden, buying (10)_____, taking the kids to piano lessons . . . [Wow!] That's a full-time job, but she enjoys what she does.

Woman: Well, it sounds you're a busy, but lucky man.

Man: I think so too.

5. Group work. Discuss these questions with your partner.

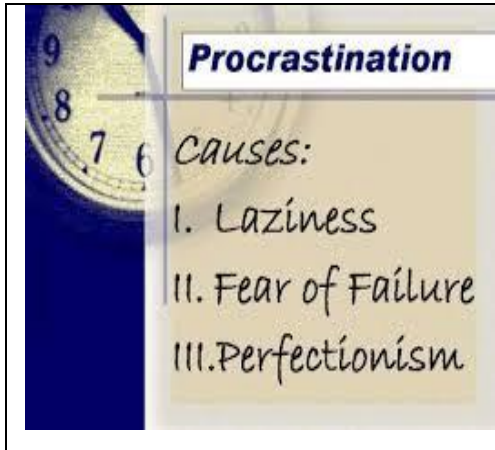
Have you ever tried to save your time? Why/Why not?

How important will it be to save time in your future profession?

6. Answer the questions

1. What time of day do you work best?
2. How do you spend your free time?
3. What activities would you like to spend more time on?
4. Where do you spend your free time?
5. Do you use a to-do list? Why/ why not?

7.2. Procrastination



Procrastination is a type of avoidance behavior which is characterized by putting off actions or tasks to a later time, which often causes negative consequences. Procrastination is a type of avoidance behavior which is characterized by putting off actions or tasks to a later time, which often causes negative consequences.

The problem with procrastination is that it is a habit-every time you don't want to do, it reinforces your negative feeling about it as well as causes negative consequences, like unsatisfactory quality of the report submitted at the last minute, stress level goes up and causes the feeling of guilt or anger with self, health problems and problems with sleep appear, self-confidence suffers.

Read Diyor's story and see if you can relate to it, recognize similar symptoms of procrastination to your own.

"I know you're in a hurry now, but you definitely need a filling in your upper 8th tooth as soon as possible, Diyor. It has the beginning of a cavity in it. It may get bigger and cause more serious problems." These words still echoed in Diyor's ears as he waited in a long line at the dentist's, trying to manage his toothache. No matter how worried he was, every time he thought seriously about visiting his dentist, there was always something important to do. "Right, I'll do it next weekend!" was replaced by "Oh, I'm free on Wednesday after lunch" and then Wednesday noon turned into "Tomorrow morning! No matter what!" Not Surprisingly, "Tomorrow" became "This evening – definitely!" which then turned into "No way, I'm too tired for this today" or "This business dinner is more important than my tooth".

Diyor's wish to turn back the clock because of all the pain, and the time he had wasted suddenly doubled when the dentist told him about the consequences of his procrastination: the tooth had to be taken out. "I'll never leave anything until later anymore!" promised Diyor to himself, unaware that this promise would be broken that every day, with his decision to "... finish the Self-Study report tomorrow. It's not due until Monday anyway."

Why do we procrastinate?

| Procrastination factors | Student reply |
|--|---|
| Difficult/ Time –consuming/ Unpleasant task | I cannot face the task right now. I need to get ready/ read more/ talk to somebody/ have a rest first. I will do it in an hour/ tomorrow/ next week, I still have plenty of time. |
| Manana (tomorrow) factor | Tomorrow I will be in a better shape/ mood/ someone will help me with this. I will do in an hour/ tomorrow/ next week, I still have plenty of time. |
| Laziness | I don't feel like doing it now. I would rather watch this programme / football match otherwise I won't be able to concentrate on the task. |
| Exhaustion | I had a difficult day/ week, I am physically too tired to start working on the task/ assignment/ report. |
| Fear of failure | I am not sure if I will be able to produce a report by the end of the week, it's such a big job and I have so much to do. |
| Because it works | I will make it eventually, it worked the last time. Last time I turned in the paper at the last moment and was even praised by my boss/ teacher. I always work best under pressure. |
| Perfectionism | I am not ready with the report because I feel I have to polish it more. |

Strategies for Coping with Procrastination

Don't plan to procrastinate.

This is #1 for a reason: it's such a simple way to solve such a common problem! If you find yourself saying things like "I can't do my homework tonight; I'm going to be up all night writing a paper," you are one hard-core procrastinator. Why? Because you're actually *planning* to procrastinate -- which shows that you

can plan. Which also shows, therefore, that you can plan *not* to have to be up super late every night before you have something major due.

Break things down.

Divide things into smaller projects: coming up with a thesis/topic/etc.; doing the first part of the research; testing your results/writing a rough draft; finishing up everything but a few minor details a few days before your deadline. Breaking things down into smaller projects not only makes your workload easier to manage, but also makes it nearly impossible to leave it all to the last minute.

Set earlier deadlines for yourself.

Is your paper due on the 15th? Get it done by the 12th. You'll have time to really focus; spend thoughtful time putting your work together; get it read over by your professor, or a scientific adviser in advance.

Find a way to hold yourself accountable.

Accountability can go a long way when it comes to avoiding procrastination and breaking your procrastination habits in general. Find another friend -- in the same class, in your residence hall, in a club you're in -- and hold each other accountable for getting your project done earlier than usual. Come up with some kind of reward system if you get your projects done early as well as some kind of "punishment" system if you aren't keeping on track.

Work with a friend.

Working with a friend who you really can study/work with, not just end up hanging out and talking with can help streamline your efforts and make you really focus on the assigned task at hand. You can check in with each other about the progress you're making and schedule time to work on your projects together. It's much harder to break a study/work meeting with someone else than it is to break one with yourself.

Start small.

Don't expect to change all of your procrastination habits in one week. Try to teach yourself how not to procrastinate in, for example, only 1 or 2 of your courses

this term. Smaller habits are easier to stick with and make permanent on a larger scale.

Be patient with yourself.

Just like any bad habit, learning how not to procrastinate takes time. Being patient with yourself and staying committed to not procrastinating in the long term is part of the process, too.

Get extra help if you need it.

Procrastination is often very isolating: you are up late, alone, working on your paper or report, for example. But incorporating help from others into your planning process is a great way to learn how not to procrastinate. An appointment you have at an academic writing center, for example, will help make your paper better, can provide needed mentoring about avoiding procrastination in the first place, and will help hold you accountable. After all, you're not at University to work by yourself all the time, right? Take advantage of what your school has to offer.

Write down the reasons for procrastination you have had and list the negative consequences it had caused, like in the example below.

| Task you had to accomplish | Reasons for procrastination | Negative consequences caused |
|-----------------------------------|--|--|
| <i>e.g. Submit a report</i> | <i>-relatives came to visit -was too tired - didn't feel like writing the whole week -thought I would finish, whole week ahead</i> | <i>-stayed up late the night before submitting the report -couldn't finish it because didn't have enough time and submitted it after deadline -felt anxious all week, couldn't properly focus on other tasks</i> |
| | | |

Activity

a) Think of couple of current tasks you have to accomplish and strategies which you could use to avoid procrastination

b) After you have completed them, describe how you feel and the benefits of not procrastination.

| Tasks | Strategies to avoid procrastination | Feeling after you've completed the task |
|---------------|--|--|
| Task 1 | | |
| Task 2 | | |

Unit 8. Stress Management

Stress is a part of life, but the healthier you are, the better able you are to manage stress when it happens. Have you ever noticed how the exact same situation can stress one person out, while it might not affect another person at all? This difference can usually be explained by the way each individual thinks about the situation. Changing the way you think (a.k.a. cognitive restructuring) can help you manage stressors in your life. Here's how.

Each time something happens in our lives, the information about that event enters our minds. We then interpret it; we form beliefs about what the events means, why it happened or how it is going to affect us. While we can't always control the events that happen, we can control what we think about the event, which in turn shape our feelings about them.

Anticipatory stress describes stress that you experience concerning the future. Sometimes this stress can be focused on a specific event, such as an upcoming presentation that you're going to give. However, anticipatory stress can also be vague and undefined, such as an overall sense of dread about the future, or a worry that "something will go wrong."

Managing Anticipatory Stress

Anticipatory stress can result from a lack of confidence. For example, you might be stressing over a presentation that you're giving next week, because you're afraid that your presentation won't be interesting. Often, addressing these personal fears directly will lower your stress. In this example, if you put in extra time to practice and prepare for tough questions, you'll likely feel more prepared for the event.

Learn how to overcome a fear of failure : by making plans and analyzing all of the possible outcomes, you'll get a clearer idea of what could happen in the future. This can help to overcome your fear of failure and give you a greater sense of control over events.

Situational Stress

You experience situational stress when you're in a scary situation that you have no control over. This could be an emergency. More commonly, however, it's a situation that involves conflict, or a loss of status or acceptance in the eyes of your group. For instance, getting laid off or making a major mistake in front of your team are examples of events that can cause situational stress.

Encounter Stress

Encounter stress revolves around people. You experience encounter stress when you worry about interacting with a certain person or group of people – you may not like them, or you might think that they're unpredictable. This type of stress also occurs from "contact overload": when you feel overwhelmed or drained from interacting with too many people.

Positive self talk

Self-talk is an ongoing internal dialogue we each have. Oftentimes this conversation is overly critical, irrational and destructive. To reduce stress, instead of being your own worst critic, treat yourself with a gentle touch. Talk to yourself like you would a child who you care about very much.

Changing Your Self-Talk:

Think about a stressful situation you experienced recently. Come up with both negative/irrational and productive/rational self-talk for the situation.

Example 1

Situation: I have a huge paper due in two days.

Irrational self-talk: I'll never get it done. Why did I take that stupid class in the first place?

Rational self-talk: I've worked well under pressure in the past. I know I can do it again!

Example 2

Situation: I came home to discover my roommate left the kitchen a mess.

Irrational self-talk: She is so disrespectful of me. Can't she think about anyone but herself?

Rational self-talk: I know my roommate has a lot going on. She would have cleaned up if she had time.

Your turn

Situation: _____

Irrational self-talk: _____

Rational self-talk: _____

Remember, you decide which self-talk you choose to listen to. Try to monitor your self-talk and replace negative messages with constructive, rational ones.

Unit9. Makin Most of the Internet



The Internet is a global network connecting millions of computers.

The internet is a fantastic tool for student. It's not the answer to simple learning, but it is an incredibly motivating resource for both learners.

You can find materials for use in classes, you can access message boards and discussion groups for your own interest, development and to get ideas and activities for lessons, it can be used as a communication tool which allows students to interact with people around the world in English and it can also be used as the basis of lessons with students accessing the internet live during lessons. It's not always easy to use and it does have its problems but it's a motivating and engaging resource for students.

The Internet can be accessed almost anywhere by numerous means, including through mobile Internet devices. Mobile phones, data cards, handheld game consoles and cellular routers allow users to connect to the Internet wirelessly. the services of the Internet, including email and the web, may be available.

The Internet in general and the World Wide Web in particular are important enablers of both formal and informal education. Further, the Internet allows universities, in particular researchers from the social and behavioral sciences, to conduct research remotely via virtual laboratories, with profound changes in reach and generaliability of findings as well as in communication between scientists and in the publication of results.

Activity. Match word with given pictures.

Match photos a-h words 1-8

- | | |
|--------------------|------------------|
| 1. screen_____ | 7. speaker_____ |
| 2. web-cam_____ | 8. USB port_____ |
| 3. printer_____ | |
| 4. laptop_____ | |
| 5. mouse_____ | |
| 6. hard drive_____ | |



9.1. e-mail



Electronic mail, most commonly referred to as **email** or **e-mail**, it is a method of exchanging digital messages from an author to one or more recipients. Modern email operates across the Internet or other computer networks

Create email account and enjoy the benefits of mail.com

- When you are about to create email account there are few things worth considering. First of all, before you create email account think of **your username**. Will you use your email as private or professionally? Make sure your username defines your purpose.
- Next thing is the domain you are going to use, email lets you choose from over 200 domains. For example you can choose: consultant.com, lawyer.com, engineer.com and many more for example. What is your hobby? Make sure to say it loud for example with: artlover.com or bikerider.com
- And of course the **password**. Keep your email account safe and remember that the length of a password determines its security strength as the time required to crack longer passwords increases exponentially. Do not choose a password that is easy to guess, e.g. personal data such as: your initials, your date of birth, or the name of a family member or a pet.

Steps to create email account

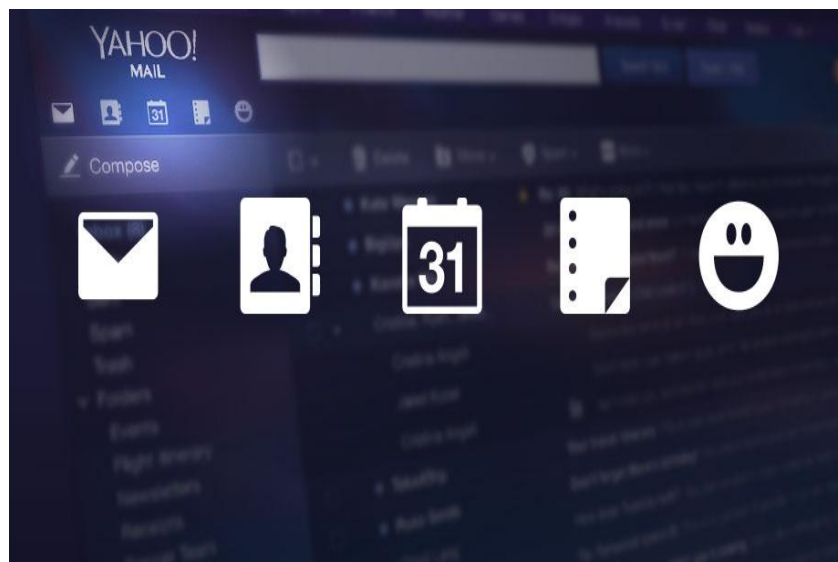
Follow the steps below to create email account:

- Click on the Sign Up Button
- Enter all mandatory fields (First Name, Last Name, Gender, etc.)
- Type in your desired Email Address
- Choose a secure Password, at least 8 characters, mixing letters, numbers, lower and upper case, and using special characters
- Select your Security Question, type in your Answer

- Verify your registration by typing the numbers in the captcha picture
- Click the "Accept" - Button underneath
- You can use your new email account immediately on any device of your choice.

Explore your features

Welcome to your email. Personalize your inbox with vibrant themes and organize your mail the way that makes sense to you. Quickly access the tools you use every day, such as your Calendar, Notepad, Contacts, Instant Messages and Search. Our message toolbar and quick actions make it simple to sort, mark and delete emails in just a few clicks.



Your Inbox

Contacts

Calendar

Notepad

Messenger

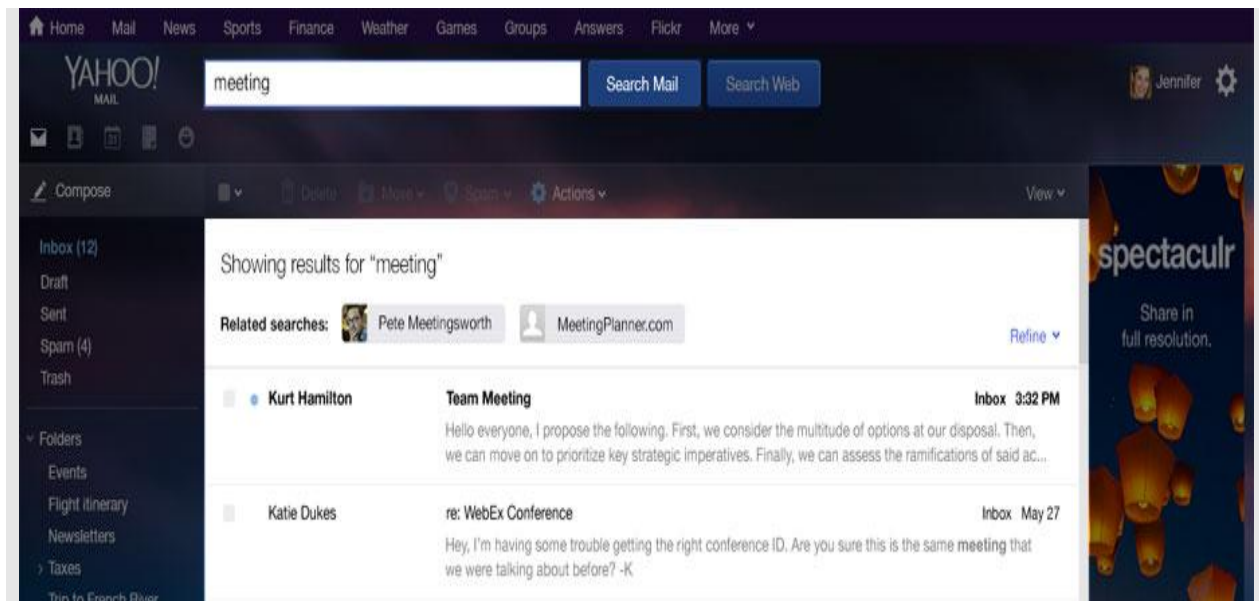
are grouped together in the top left-hand corner, meaning you can switch between tasks in a single click. If you get a new instant message while reading an email, just click the messenger icon to open a floating window that won't cause you to lose your work.

Search

Filter through hundreds of emails in seconds. Yahoo Mail's search tool makes it simple to find the exact message, document or photo that you're looking for, no matter how far back it was sent or received.

Search by keyword

Search the web



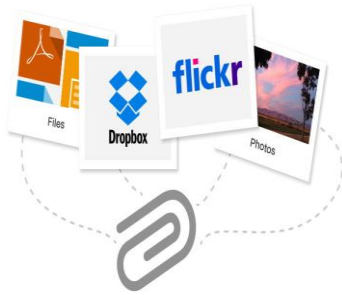
When you know what an email is about, but are not sure who sent it, try searching your mail by keyword. Save time scrolling by simply entering a word that you know is in the email and letting our smart search find it for you. For example, say that you are trying to find an email about a meeting. In the search box at the top of your mail, type in the word "meeting" and hit the 'Search mail' button. You'll see a list of results with all emails with that keyword mentioned.

Compose

Composing an email should be both personal and productive. With Yahoo Mail, our Compose lets you create and enhance your message with beautiful link previews and formatting options. Plus with Dropbox and Flickr integration, you can attach files, documents and photos quicker than ever.

Attachments

Document previews

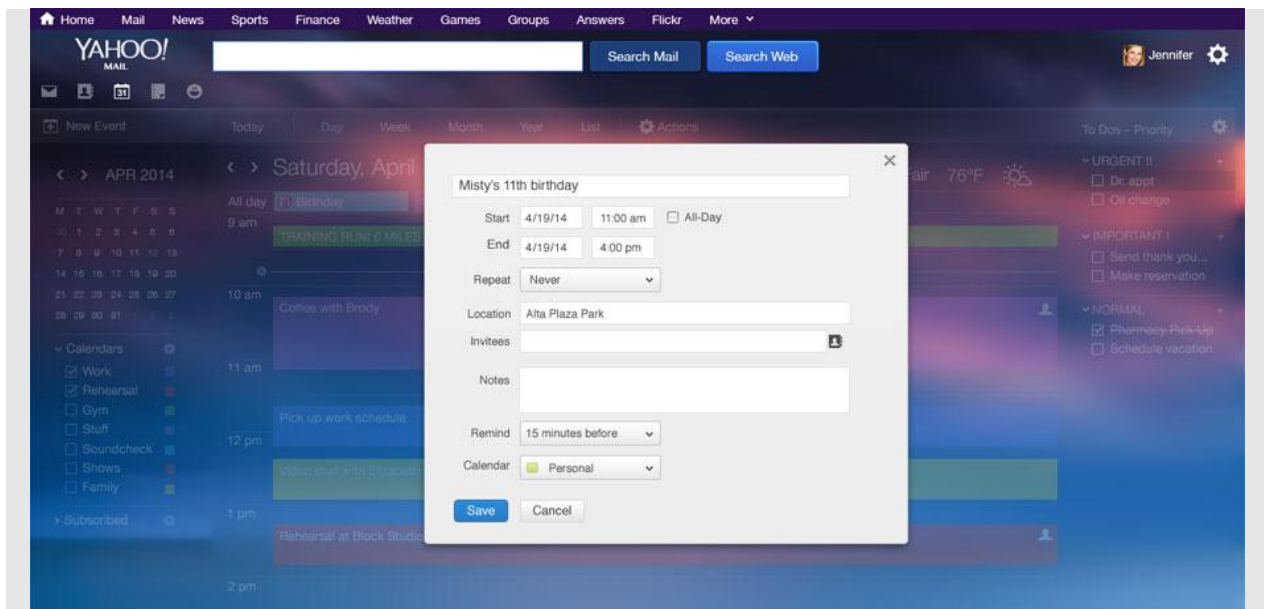


Send files with confidence. With free email space, you never have to worry about sending or receiving large files in your inbox and running out of space. Easily attach photos or documents from your computer by clicking the paperclip icon, or from your Flickr or Dropbox by clicking the drop-down menu.

You can also drag and drop files from your computer into the Compose area and see them attach in no time.

Calendar

Calendar has all the tools you need to help manage and organize your busy schedule. There are Calendar entry, Weather integration and Multiple calendars.

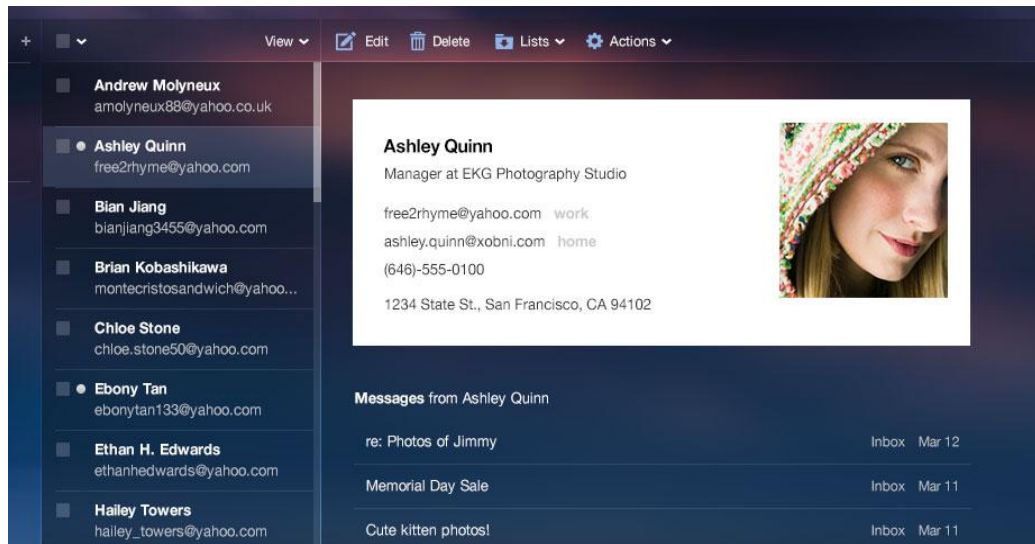


Get reminders for birthdays, anniversaries and appointments. With Yahoo Calendar, you can create calendar entries by clicking on the time and date when the event will be occurring. Add the event title and location, and select 'Add more details' to see options to invite people to the event or to add an alert reminder.

Your contacts

Keep in touch with your personal network. Our two-step import feature allows you to add contacts from your Facebook account or other email providers such as Gmail or Outlook, making it simple to switch email accounts.

Enhanced contacts Import contacts



On each contact's profile, you'll find a snapshot of your most recent interactions with them, including messages, photos and files. So if you've had a long email thread with a friend about an upcoming holiday, simply navigate over to your contacts and select your friend's name to quickly see the latest emails and attachments that they've sent you about the trip.

Storage

Mail gives you the most free storage of it can provide. With free space for example 1000 GB, you'll never have to worry about deleting emails to save space. Keep all the emails and files that are sent to you. To check how much storage you have, go to Settings, and under Accounts you'll see the percentage storage that you've used.

Security

Mail uses the leading security technology to help keep you safe online. SSL encryption keeps your mail secure as it travels between your computer's web browser and Yahoo's servers. This means that no matter where you are, whether

you're at home or browsing your mail in a coffee shop, your mail information is kept safe.

SSL

Any time you use Mail – whether it's on the web, mobile web, mobile apps or via IMAP, POP or SMTP – it is 100% encrypted by default and protected by your user mail and certificates. This encryption extends to your emails, attachments and contacts, as well as to Calendar and Messenger in Mail.

Spam filters

Modern e-mails block over 15 billion spam messages daily. They use machine learning and constantly tune to improve filtering technologies that block spam and other malicious emails that users do not want to see.

What's new. Tips for using the Mail apps



Take your mail with you wherever you go. With the Mail app, you can receive instant alerts when new email arrives so you never miss a message. Save time with these quick tips: Tap the tick boxes next to each message on Inbox View to quickly move, star or mark them as read. Swipe left or right in Message View to navigate between messages.

Unit10. Making most of the Library

Traditionally, libraries were seen as a collection of books, whether publicly available or privately held. With the information revolution, however, libraries are increasingly being redefined, according to Wikipedia, as ‘places to get unrestricted access to information in many formats and from many sources’.

In academic institutions, libraries are places which store the information you will need for any academic purpose, whether a first-year college essay or a PhD thesis. This information may be in physical form, a collection of books, journals, CDs, DVDs, or it may be retrievable virtually either by downloading the resource onto a PC or by linking to another database of resources.

Getting to know your library

As soon as you can familiarize yourself with your library, the better. Before you set off:

- Some institutions have different ‘branches’ of the library on different campuses, and you need to make sure that you have the right one with the relevant collections for your subject area.
- You may well need your student number and identity card in order to join, so be sure to have these with you on your first visit.

Make good use of library staff – they are trained information experts who possess not only knowledge of their collections but also skills in searching and retrieving a wide range of information. There may well be a librarian allocated to your subject, who will know a lot about the specific collections in that area.

Finding your way around the catalogue

The catalogue is a collection of records of what is held in that particular library. You may well also be able to access it online, via the Internet. Each individual catalogue record contains two different sorts of information:

Bibliographic:

- Author

- Title of work
- Publication date
- Type of material

Item:

- Location
- Classmark
- Status (on loan, reference etc.)
- In the case of an electronic resource, connection information often in the form of a specific link to the resource

When you search a particular record, your library's catalogue system will allow you a range of choices, such as author, title, and keyword word which describes your area of interest. It may also allow you to organize the search in specific ways.

When you get your search results, you may well find more than one entry matches your criteria, if so the link to the record should be live so that you should be able to find out more information. You may also be able to save the search.

The **classmark** is a specific catalogue or call number with letters and numbers which identifies the physical location of the item, and is based on a specific classification of knowledge. Famous classification types are the Library of Congress classification outline and the Dewey system.

The following is some brief information about some of the types of resource found in libraries, and how to search for them.

| Books | |
|----------------------|---|
| Why use? | Provide in-depth information about a subject. |
| How to search | By author, title, keyword etc. This will provide a classification number which will tell you the physical location. |
| Need to check | That it's reasonably up-to-date, from a reputable author (you would probably need to check this with your tutor). If there are a number of different editions, check that you have the most recent. |
| Journals | |

| | |
|------------------------|--|
| Why use? | If the journal has been peer reviewed (two or more experts read each article), it will have an academic seal of approval; journals are more likely to contain the latest research. |
| How to search | <p>By journal title. If the journal title is abbreviated, try Journal Abbreviation Sources.</p> <p>If you don't have complete bibliographic information, search a journals index database such as Ingenta, which will bring up journal article titles in the results.</p> <p>If you don't have complete bibliographic information, search a journals index database such as Ingenta , which will bring up journal article titles in the results.</p> |
| Theses | |
| Why use? | They contain original, in depth and advanced research. |
| How to search | If you know the awarding institution, search its library; otherwise, try a national collection such as the British Library, or Proquest , which contains references to theses from North America. |
| Primary sources | |
| Why use? | These are news reports, official publications, company annual reports, archive material, grey literature (literature issued for non commercial purposes, by businesses, pressure groups etc.), for example news letters, brochures etc. They may constitute important primary research for your topic, as they provide first hand information about an organization, news reports etc. |

10.1. Plagiarism

An affective researcher is a good record keeper. Whether you decide to keep records on paper or on your computer-or both your challenge as a researcher will be to find systematic ways of managing information. More specifically, you will need methods for maintaining a working bibliography, keeping track of source materials, and taking notes without plagiarizing from your sources.

You will discover that it is amazingly easy to borrow too much language from a source as you take notes. Do not allow this to happen. You are guilty of the

academic offense known as **plagiarism** if you half- copy the author's sentences- either by mixing the author's phrases with your own without using quotation marks or by plugging your synonyms into the author's sentence structure.

To prevent unintentional borrowing, resist the temptation to look at the source as you take notes- except when you are quoting. Keep the source close by so you can check for accuracy, but don't try to put ideas in your own words with the source's sentences in front of you.

There are three kinds of note taking: summarizing, paraphrasing, and quoting. As you take notes, be sure to include exact page references, since you will need the page numbers later if you use the information in your paper.

Summarizing without plagiarizing

A summary condenses information, perhaps reducing a chapter to a short paragraph or a paragraph to a single sentence. A summary should be written in your own words; if you use phrases from the source, put them in quotation marks.

Paraphrasing without plagiarizing

Like a summary, a paraphrase is written in your own words; but whereas a summary reports significant information in fewer words than the source, a paraphrase retells the information in roughly the same number of words. If you retain occasional choice phrases from the source, use quotation marks so you will know later which phrases are your own.

Using quotation marks to avoid plagiarizing

A quotation consists of the exact words from a source. In your notes, put all quoted material in quotation marks; do not trust yourself to remember later which words, phrases and passages you have quoted and which are your own. When you quote, be sure to copy the words of your source exactly, including punctuation and capitalization.

Citation

Giving credit to the authors of the ideas and interpretations you cite not only accords recognition to their labours, but also provides a solid theoretical basis for your own argument. Your ideas will gain credence if they are supported by the work of respected writers.

Transparent source use allows you to situate your work within the debates in your field, and to demonstrate the ways in which your work is original. It also gives your reader the opportunity to pursue a topic further, or to check the validity of your interpretations.

When writing you should consider the ways in which your work depends upon or develops from other research, and then signal this with the appropriate citation. Make clear your reasons for citing a source. When paraphrasing an idea or interpretation you must ensure that your writing is not too closely derived from the original, and you must also acknowledge the original author.

Referencing

How to reference using Uzbek Standard

Book

- Name of author(s)
- Title
- Publisher
- Year of publication

Referencing in Text

- In his book, Abduazizov (1) advises...
- In his book, Abduazizov [1] advises...
- In his book, Abduazizov 1 advises...
- In his book, [Abduazizov 2007, p-13] advises...

Abduazizov, A. English Phonetics. Musiq, 2007.

How to reference using the British Standard

Book

- Name of author(s)/ editor(s)
- Title
- Publisher
- Year of publication

The complete reference should then appear at the foot of the page or end of a chapter

Abduazizov, A. English Phonetics. Musiq, 2007.

Referencing in Text

You should use the author's name and then number the order it appears in your text in

one of the following ways:

- In his book, Abduaziziov (1) advises...
- In his book, Abduaziziov [1] advises...
- In his book, Abduaziziov 1 advises...

The complete reference should then appear at the foot of the page or end of a chapter.

1. Abduazizov, A. English Phonetics. Musiq, 2007.

How to reference using the Harvard system

Book

- Name of author(s)/ Editor(s)
- The year of publication (placed in parentheses)
- The title of the book
- The name of the publisher

Abduazizov, A (2007) English Phonetics. MUSIQA

Referencing in Text

When referring directly to an author:

In his book, Abduaziziov (2007) advises...

When referring to a particular issue/argument put forward by an author:

It is argued that references (Abduazizov, 2007) are needed...

There are numerous different referencing systems in use across the University, but there should be clear instructions about referencing practice in your subject handbook. Your tutor can direct you to an appropriate style guide, while there is also a range of software that you can use to keep track of your sources and automatically format your footnotes and bibliography.

¹⁰ Murray R. Centre for Academic Practice, University of Strathclyde, 2004. P-98.

Be meticulous when taking notes: include full citation details for all the sources you consult and remember to record relevant page numbers. Citation practice varies but, depending on the type of text cited (book, conference paper, chapter in an edited volume, journal article, e-print, etc.) the elements of a reference include:

- author
- title of the book or article
- title of the journal or other work
- name of the conference
- place of publication
- date of publication
- page numbers
- URL
- date accessed.

When using e-print archives you should bear in mind that many contain articles which have not yet been submitted for peer review. It is good practice to review the later, published versions for important changes before submitting your own extended essay or dissertation.

It is sensible to get into the habit of referencing all your work so that you learn the techniques from the start. Leaving all the footnotes until the week your dissertation is due is a recipe for disaster. One of the best ways to learn referencing practice is to imitate examples in your subject, and to seek advice from your tutor in cases of difficulty.

| Forms of plagiarism |
|--|
| Verbatim (word for word) quotation without clear acknowledgement Quotations must always be identified as such by the use of either quotation marks or indentation, and with full referencing of the sources cited. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language. |

Cutting and pasting from the Internet without clear acknowledgement

Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.

Paraphrasing

Paraphrasing the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism if you do not give due acknowledgement to the author whose work you are using.

A passing reference to the original author in your own text may not be enough; you must ensure that you do not create the misleading impression that the paraphrased wording or the sequence of ideas are entirely your own. It is better to write a brief summary of the author's overall argument in your own words, indicating that you are doing so, than to paraphrase particular sections of his or her writing. This will ensure you have a genuine grasp of the argument and will avoid the difficulty of paraphrasing without plagiarizing. You must also properly attribute all material you derive from lectures.

Collusion

This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.

Inaccurate citation

It is important to cite correctly, according to the conventions of your discipline. As well as listing your sources (i.e. in a bibliography), you must indicate, using a footnote or an in-text reference, where a quoted passage comes from. Additionally, you should not include anything in your references or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived

from a secondary text (for example, Bradshaw, D. Title of Book, discussed in Wilson, E., Title of Book (London, 2004), p. 189).

Failure to acknowledge assistance

You must clearly acknowledge all assistance which has contributed to the production of your work, such as advice from fellow students, laboratory technicians, and other external sources. This need not apply to the assistance provided by your tutor or supervisor, or to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach.

Use of material written by professional agencies or other persons

You should neither make use of professional agencies in the production of your work nor submit material which has been written for you even with the consent of the person who has written it. It is vital to your intellectual training and development that you should undertake the research process unaided. Under Statute XI on University Discipline, all members of the University are prohibited from providing material that could be submitted in an examination by students at this University or elsewhere.

Auto-plagiarism

You must not submit work for assessment that you have already submitted (partially or in full) to fulfil the requirements of another degree course or examination, unless this is specifically provided for in the special regulations for your course. Where earlier work by you is citable, i.e. it has already been published, you must reference it clearly.

10.2. Note taking

Effective note taking is one of the keys to succeeding at University. Students should devote a considerable amount of time reviewing information discussed during classroom lectures. It is very difficult remembering specific details from classroom lectures without good notes.

These note taking strategies will help students to take better notes:

- **Make clear and accurate notes**

Make sure to take legible and accurate notes since it is not uncommon to forget key details discussed in class after it has ended. Frequently, students comprehend the teacher's lecture, so they'll neglect to jot down specific details only to forget them later. Students who keep accurate notes can review them later to fully grasp key concepts during personal study time. Additionally, since during classroom lectures teachers frequently cover many topics, effective notes enable students to concentrate on specific topics.

- **Come to class prepared**

Students properly prepared for class usually take better notes. Proper preparation includes completing assigned reading prior to class and reviewing notes from previous lectures. Students who do this can ask questions about confusing concepts and be prepared for new topics.

- **Compare your notes**

To ensure your notes are as accurate and detailed as possible, compare them with the notes of other students after class is over. This is useful because your colleagues will frequently write down lecture details that you forgot or missed. This strategy will make classroom notes more thorough and precise.

- **Minimize distractions**

Effective note takers avoid classroom distractions. This can include sitting in spots with fewer distractions and not signing up for classes with friends that you might want to make comments to during lectures. Some students sit in spots where it is difficult to constantly glance at the clock.

- **Organize your notes**

Notes organized by date, class, and subject make it easier to locate specific lecture details. It is also a good idea to keep information from different dates and classes separated or beginning each class with a new piece of paper.

- **Use abbreviations and symbols**

Since teachers usually cover a lot of information during each lecture, it can be hard jotting everything down. This is why it is a good idea to use symbols or abbreviate long words and write short phrases in your notes. Many students use these symbols and abbreviations while taking notes: & (and), w/o (without), eg (for example), ie (that is). When utilizing abbreviations, create a key of your most commonly used abbreviations, so you will not forget them.

- **Write clearly**

Effective notes will be of no benefit if they're unreadable. This is why it is important to use good penmanship when taking notes. It is also recommend to leave space in margins and near key concepts in your notepad, so you can add important details related to previous lecture topics in future lectures.

- **Review your notes**

In order to retain information discussed during lectures, it is best to review notes right after class. This will help you better understand the lecture, your notes, and it will enable you to focus on what you just learned for long-term retention.

- **Write down questions**

No matter how intelligent someone is, all college students will be confused and have questions during college. For this reason, it is a good idea to write down questions to ask after class or during subsequent lectures. You can also answer your own questions through a web search or using reference books.

1.What ways do you use to improve your note taking skills? Make a list of them.

E.g. leave space in your notes –this gives your eyes a break and provides a room for later additions.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Unit11. Improving Memory

Students often ask lecturers how much should they try and remember. While you read, should you be remembering facts, figures and names? During your University life students will be loaded with new information. At first this can be quite daunting. However, when reading or preparing for exams you should keep in mind that what is really important is not being able to store a whole text in your mind, but rather being able to demonstrate that you understand what you read. Most exams are not memory tests. Instead they are designed to test your understanding of a topic and encourage you to develop your own ideas.

There are times, however, when you will need to remember key ideas, dates or facts. You may need to remember a particular political theory or key historical events during the Second World War. Most of us do have a good memory. Often what is important is how we use our memory.

Make the information meaningful

Students often struggle retaining information because it is unclear or confusing. It is difficult to remember concepts that are not completely understood. In order to remember new information presented to you, re-summarize the information you're learning in your mind into your own words. If you are unable to do this, it is a good sign that you do not fully comprehend the concept you're attempting to learn.

Organize the information

To better retain information, organize it into categories you'll easily remember. For example, if you are trying to memorize words for a foreign language class, classify words together that have similar meanings or fall under similar categories. This will enable you to associate words with certain categories. Organized information is easier to retain than random information.

Use pictures to improve memory

It's easier to remember a picture rather than details from a book or a lecture. Visualization is one strategy that can be used to remember information read or spoken during a lecture. This strategy is especially useful when studying abstract

or confusing subjects. To do this, create images in your mind that relate to, or have similarities to, the abstract concept. Visualizing information read or relayed to you will imprint it in your mind, increasing the likelihood you'll remember it.

Active Studying

In order to remember or learn a concept, you must practice active studying. If you are passive in your study habits, it will be very difficult to remember what you read or hear during a lecture. One way to be an active studier is to teach information you are studying to classmates in a study group. You can also critically analyze material you're studying by contrasting it with correlating details or coming up with questions about what you've learned. By implementing active study strategies into your personal study, you'll enhance your ability to retain confusing or complicated concepts.

Frequent Reviewing

All university students cram for tests at one time or another during university. Although many people cram before tests, it is not an effective test preparation strategy. It is very difficult to retain information long-term after cramming. The key to memory retention is to frequently review notes and other study materials weeks or days before tests. If possible, review notes immediately following lectures and jot down or highlight information that will probably show up on a test. You should also adapt this strategy after completing textbook reading assignments by reviewing information you highlight and chapter headings. Through repetitive review and study, you will eventually begin to retain the information being learned.

Mnemonic devices

Many people use mnemonic devices to remember specific details from lectures and reading. Mnemonic devices work by relating facts with short phrases, words that rhyme, or anything else an individual is familiar with. For example, if an important definition that will appear on a test rhymed with the last name of your favorite movie star, you could use this mnemonic device to remember the word. Many people also use acronyms to remember important details.

Activity

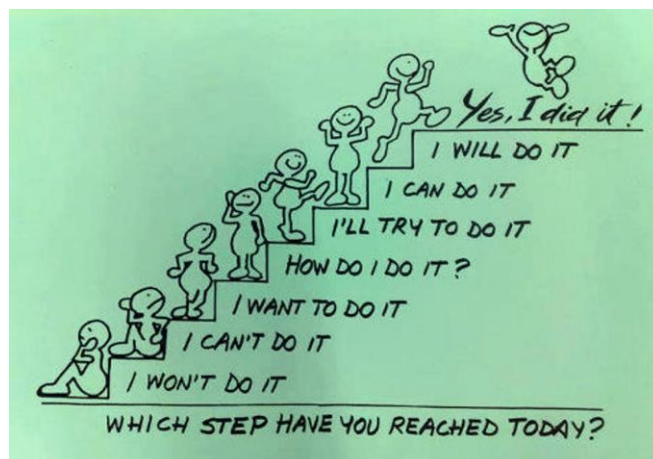
Select something that you find difficult to remember. Choose at least two ways of remembering this from the ‘useful memory strategies’ list. If this works, you have gained a memory strategy. If not, try again with different strategies. Note which ones work best for you.

Reflection

What use would it be for you to improve your memory?

What could you do to improve your own memory?

Unit12. Preparing for exams and tests



Test Taking Strategies

Examinations are a fact of life in university. But the only time an exam should be a trial is when you aren't prepared for it, and the best sign that you aren't prepared is when you have to stay up all night to "cram." To cram means study intensively over a short period of time just before an examination. So cramming won't do very much for you except make you so tired that when you take the exam you won't be able to think clearly enough to answer the questions you do know. Here are some tips to help you develop test taking skills:

1. Have a Positive Attitude

Approach the big test as you'd approach a giant jigsaw puzzle. It might be tough, but you can do it! A positive attitude goes a long way toward success.

2. Make a Plan

The week before the test, ask your teacher what the test is going to cover. Is it from the textbook only? Class notes? Can you use your calculator? If you've been absent, talk to friends about material you may have missed. Make a list of the most important topics to be covered and use that as a guide when you study. Circle items that you know will require extra time. Be sure to plan extra time to study the most challenging topics.

3. The Night Before

Cramming doesn't work. If you've followed a study plan, the night before the test you should do a quick review and get to bed early. Remember, your brain and body need sleep to function well, so don't stay up late!

4. The Morning of the Test

Did you know that you think better when you have a full stomach? So don't skip breakfast the morning of the test. Get to school early and do a ten-minute power study right before the test, so your brain is turned on and tuned up.

5. Test Time

Before the test begins, make sure you have everything you'll need - scratch paper, extra pencils, your calculator (if you're allowed to use it). Understand how the test is scored: Do you lose points for incorrect answers? Or is it better to make guesses when you're not sure of the answer? Read the instructions! You want to make sure you are marking answers correctly.

6. Manage Your Time

Scan through the test quickly before starting. Answering the easy questions first can be a time saver and a confidence builder. Plus, it saves more time in the end for you to focus on the hard stuff.

7. I'm Stuck!

Those tricky problems can knock you off balance. Don't get worried or frustrated. Reread the question to make sure you understand it, and then try to solve it the best way you know how. If you're still stuck, circle it and move on. You can come back to it later. What if you have no idea about the answer? Review your options and make the best guess you can, but only if you don't lose points for wrong answers.

8. Multiple-Choice Questions

The process of elimination can help you choose the correct answer in a multiple-choice question. Start by crossing off the answers that couldn't be right. Then spend your time focusing on the possible correct choices before selecting your answer.

9. Neatness Counts

If your 4s look like 9s, it could be a problem. Be sure that your writing is legible and that you erase your mistakes. For machine-scored tests, fill in the spaces carefully.

10. I'm Done!

Not so fast - when you complete the last item on the test, remember that you're not done yet. First, check the clock and go back to review your answers, making sure that you didn't make any careless mistakes (such as putting the right answer in the wrong place or skipping a question). Spend the last remaining minutes going over the hardest problems before you turn in your test.

Unit13. Portfolio

A portfolio is a collection of items organised in a notebook, file or a similar format. Collecting this information can help you to recognise the skills and abilities you possess in relationship to a career. As a method of learning, a portfolio can be understood as a sort of evidence of the road the individual has been through during the self-development process.

What can be included in a portfolio? Everything that is crucial or significant to your learning and development:

- Questions raised while studying some theories, reading articles, discussing with peers and teachers.
- Individual comments on texts, lectures and any kind of class activities.
- Any paragraphs and quotations you have found relevant, inspiring, meaningful or - on the contrary – controversial.
- Any visual forms of your ideas and issues, like graphs, schemes, icons or photos with comments explaining their importance and meaning for your development.
- Your own reflection on how you are changing and why you find this particular direction the most suitable for you.

Questions for Discussion / Reflection

1.What are the reflective methods you find most useful for your own learning?

2.What could be the other methods or ways of supportive reflective learning?

Match definitions with the words:

- | | |
|--|------------------------|
| 1. ask people's opinion; research | a) outgoing |
| 2. person who trusts himself | b) sociable |
| 3. list of the things to do | c) plans |
| 4. requirements that should be done | d) survey |
| 5. a piece of study or research | e) to conduct |
| 6. a secondary school student | f) tired |
| 7. set of papers or slides that can be presented | g) deadline |
| 8. to learn something. | h) self-confident |
| 9. exhausted | i) duties |
| 10. to research | j) project |
| 11. the last day to finish something. | k) high school student |
| 12. who can build relationship easily | l) presentation |
| 13. who can easily communicate with people | m) study |

Glossary

Abdicating - to renounce. Ex: a throne, power, responsibility, rights formally

Abstract conceptualization - abstract idea

Accountability - the fact or condition of being accountable; responsibility

Activists - an activist is a person who works to bring about political or social changes by campaigning in public or working for an organization.

Agenda - a plan of things to be done or problems to be addressed

Autonomous - having the freedom to govern itself or control its own affairs

Brainstorming - a group discussion in order to invoke ideas and solve business problems. No idea is rejected, no matter how irrelevant it appears, until it has been thoroughly discussed and evaluated.

Bibliography - an alphabetical list of all the sources of information you have used in preparing your written piece of work, even if the sources are not referred to directly or cited within the text.

Chooses his/her own pace – doing something within the limits of a persons ability

Gestures - a movement of part of the body, especially a hand or the head, to express an idea or meaning

Color code things – to highlight

Consistently - unchanging in nature, standard, or effect over time

Cite - refer to a passage, book, or author as evidence for or justification of an argument or statement, especially in a scholarly work

Ddaunting - something that is daunting makes you feel slightly afraid or worried about dealing with it.

Deadline - the latest time or date by which something should be completed

Downfall - a loss of power, prosperity, or status

Discourage – cause or persuade someone to lose confidence or enthusiasm

Hard-core procrastinator – extreme procrastinator who postpones everything until the very last minute

Explicitly - stated clearly and in detail, leaving no room for confusion or doubt

Extrovert - an outgoing, socially confident person

Fend for themselves - take care of oneself , look after oneself , provide for oneself , manage by oneself, cope alone , stand on one's own two feet

Flash cards - are cards which are sometimes used in the teaching of reading or a foreign language.

Get into the swing of it - get used to or return to being easy and relaxed about an activity or routine one is engaged in

Immersion - a method of teaching a foreign language by the exclusive use of that language

Initiative - an act or strategy intended to resolve a difficulty or improve a situation; a fresh approach to something

Introvert - a shy, reticent person

Interpersonal Interaction - relating to relationships or communication between people

Initiative - an act or strategy intended to resolve a difficulty or improve a situation; a fresh approach to something

Pragmatist - thinking of or dealing with problems in a practical way, rather than by using theory or abstract principles.

Learner autonomy- self-study training

Milestones - a significant stage or event in the development of something

Managing time – to use and to control of persons time wisely

Micro - extremely small

Own back / to do it on their own back – taking all of the responsibility on the oh his self, and doing everything independently

Plagiarism - the practice of using or copying someone else's idea or work and pretending that you thought of it or created it.

Portfolio - a set of pieces of creative work intended to demonstrate a person's ability to a potential employer

Procrastination - the action of delaying or postponing something

Redundant - no longer needed or useful; superfluous

Realistically - having or showing a sensible and practical idea of what can be achieved or expected

Reflector – a person who thinks deeply or carefully about

Reference - the details of your information sources, providing enough information to enable the reader to understand what you are referring to.

Reference list - A reference list is presented in alphabetical order by author and lists all the references you have cited directly in your written text. The reference list is usually found at the end of a piece of written work.

Spoon fed /to be spoon fed – provide someone with so much help or information that they do not need to think for themselves

Self reliability- depending on him/herself

Self accomplishment - something that has been achieved successfully

Sensory Learning Styles – style preference by using visual, auditory, tactile, logical and solitary

Skeptical - not easily convinced; having doubts or reservations

Stress Management – managing or coping with stress, difficulties, and problems

Sources - a book or document used to provide evidence in research

SMART goals – Specific, Measurable, Attainable, Relevant, Time-based

Specific - precise and clear in making statements or issuing instructions

Measurable - assess the importance, effect, or value of something

Attainable – to gain it or achieve it, often after a lot of effort.

Relevant - closely connected or appropriate to the matter in hand

Time-based – managing time accordingly and usefully

Tactile - connected with the sense of touch

Theorists - someone who develops an abstract idea or set of ideas about a particular subject in order to explain it.

To Cope - deal effectively with something difficult

Twenty four seven 24/7 - twenty-four hours a day, seven days a week; all the time

REFERENCES

1. Anderson B., Katz, M, and Shimberg B. Meeting the Test. New York: The Four Winds Press, 1965.
2. Benson J. Working More Creatively with Groups. London, 1987.
3. Bremer R. The Manual - A guide to the Ultimate Study Method. New York, 2000.
4. Buzan T. Use Your Head. Millennium Edition, BBC Worldwide Ltd., 2000
5. Cottrell S. The Study Skills Handbook. Palgrave Macmillan, 1999.
6. Cottrell S. Teaching Study Skills and Supporting Learning. Palgrave, 2001.
7. Cottrell S. The Study Skills Handbook. Palgrave, 2003.
8. Cohn M. Helping Your Teen-age Student: What Parents Can Do to Improve Reading and Study Skills, Dutton, 1979.
9. De Bono. Thinking Course. London: BBC, 1994.
10. De Bono. Teach yourself to Think. London: Penguin, 1995.
11. Donaldson M. Children's Minds. London: Fontana, 1978.
12. Dearing R. The Summary Report of the National Committee of Inquiry into Higher Education. London, 1997.
13. Dunn R., and Griggs S. A meta-analytic validation of Dunn and Dunn model of learning styles. 1995.
14. Ellis A. Reason and Emotion in Psychotherapy. New York: Birch Lane Press, 1994.
15. Ellis B. Becoming a Master Student Fifth Edition. New Jersey: Lyle Stuart, Inc. 1985.
16. Fennell M. Overcoming Low Self-esteem: A self-help Guide using Cognitive Behavioral Techniques. London: Bloomsbury, 1995.
17. Honey P. and Mumford A. The Manual of Learning Styles Questionnaire. Maidenhead, 1992.
18. Lazarus R. Stress and Emotion. London: Free Association Books, 1999.

19. Kesselman T. Test Taking Strategies. Chicago, Illinois: Contemporary Books, Inc., 1981.
20. Kranyik R. and Shankman V. . How to Teach Study Skills, Teacher's Practical Press. 1963.
21. Murray R. Centre for Academic Practice, University of Strathclyde, 2004.
22. Preston R. Teaching Study Habits and Skills, Rinehart. Maryland, 2006.
23. Severs S. Study Skills, Disability Support Service. University of Newcastle upon Tyne, 2002.
24. Brunel guide, Study Skills Writing Papers and Reports.
URL: sol.brunel.ac.uk/~jarvis/bola/study/skills9.htm
25. Cite them Right.
URL: <http://www.unn.ac.uk/central/isd/cite/index.htm>
26. critical/analytical thinking skills.
URL: www.palgrave.com/skills4study/html/studyskills/critical.htm
27. Oral Presentations.
URL: www.abdn.ac.uk/phsyics/Guide/talks
28. The University of Reading Study Support.
URL: www.rdg.ac.uk/Counselling/Studyskills/notetaking.htm
29. Understanding your Learning Style.
URL: www.studyskills.soton.ac.uk/studyguides/Learning%20Styles.doc
30. University of Leeds Institute of Communication Studies
Study Skills Guide to Note Making.
31. URL: www.leeds.ac.uk/ics/study2.html
32. www.hope.ac.uk/gnu/stuhelp/pres2
33. www.mantex.co.uk
34. www.palgrave.com/skills4study/html/studyskills/critical.html
35. URL: http://online.northumbria.ac.uk/central_departments/student_services/study_skills/Study%20Guide2.doc

