

# Ministry of Higher Education and Scientific Research

General Directorate of Education and Training  
Directorate of Education in the First and Second Cycles  
Sub-Directorate of Higher Schools

## Educational Course Program for Students of Teacher Training Schools and Their Affiliates

<b>Would-be Teacher Profile:</b> Middle School English Teacher				<b>Level:</b> First Year	<b>Semester:</b> 2
<b>Module</b>	<b>Code</b>	<b>Coefficient</b>	<b>Lectures</b>	<b>TD</b>	<b>Weekly Hourly Volume</b>
Study Skills 2		2	0	1	1hour30mn
Targeted capabilities and/or competencies (learning objectives): This course provides students with the academic skills essential for successful higher education. Key competencies include effective time management, critical thinking, academic writing, and research techniques. Students will improve their note-taking, reading, and presentation skills while developing their digital literacy and teamwork skills. The course encourages students' reflection and goal-setting to support their continued personal and academic development.					
<b>Expected values and behaviors:</b> responsibility, independence, perseverance, curiosity and growth mindset.					
<b>Necessary prerequisites:</b> First-year students should have basic understanding of English language structure and usage.					
Forms of evaluating the achievement of goals: ....					
<b>Knowledge resources that feed into the targeted capabilities and/or competencies</b>	<b>Pedagogical guidelines for construction, anchoring, and formative assessment</b>				

	<b>Practical aspect (directed work, applied work)</b>	<b>Hourly volume</b>
<b>↳ Time Management Techniques</b>	<p>This module is primarily based on practice-based, stressing active student's involvement in understanding and applying the strategies covered. A variety of interactive and students-centered activities and techniques will be implemented to enhance students' reflective mind. These include: group work, peer-assessment, mini-projects, role play, online and face-to-face assignments, etc.</p> <p><b>Activities:</b> the first goal is to help student understand how they actually use their time.</p> <ul style="list-style-type: none"> <li>— Give a blank 24-hour daily schedule, then reflect on it: how much time was productive? Was there time for focused study? etc.</li> <li>— Teach planning and prioritizing by providing a weekly calendar template; in teamwork, students will fix commitments. Discuss if their week is balanced, if they have buffer time for unexpected things.</li> </ul>	13 weeks 1.5H/week

## ↳ Memory and Retrieval Practice

- Show students a detailed image for 30 seconds. Hide the image and ask them to write down everything they remember. Discuss: what did you miss? What kinds of details stuck? And why do we forget things so quickly? We use this to introduce how short-term memory works and why active review is essential.
- Give a short reading passage (or video) group A re-reads it for 3 minutes. Group B reads once, then closes it and writes down what they remember. Ask them to compare: who remembered more detail? Which method felt harder? Which helped more? This leads to the desirable difficulty concept; the harder option leads to stronger memory.

## ↳ Documentary research:

- Introduction of documentary research and topic selection.
- Identifying reliable and unreliable sources.
- Note-taking and note-making (Contextual application).
- Structuring the research plan.
- Collaborative Learning and Peer Teaching: they foster communication,

- Students should understand what documentary research is, identify different types of documents, critically assess the credibility and relevance of a document, extract and organize useful information from document.
- Students are divided into research groups each with a topic to search about (either assigned by the teacher or selected by students based on their interests).
- They are exposed to a set of sources where they identify which source is reliable and which are not giving reasons for their answers.

critical thinking, and confidence while giving students chance to learn by teaching.

#### ↳ **Paraphrasing, Referencing, and Avoiding Plagiarism**

— As homework, students are asked to use the learnt skills of identifying reliable sources to take-notes and make-notes on their chosen topic. It permits the use of the skills learnt in the first semester of the course.

— In an instructed collaborative work, group members share their work, organize their ideas collectively, and create a logical outline of both the written and oral delivery.

— Students are exposed to paraphrasing strategies through a handout for a comprehensive overview of the strategies used.

— Build paraphrasing skills step-by-step. Using short quotes students go through highlighting keywords, identifying the meaning, changing the sentence structure, using synonyms, or rephrasing....

— Students are given a news article and asked to rewrite each paragraph in their own words. Their answers are assessed and discussed by their peers.

— They are expected to use their paraphrasing skills to deliver both an oral and written delivery related to their research project. (homework)

## ↳ Oral Presentation Skills

- Students are exposed to authentic audio-visual materials where they spot the weakness and strengths of an oral presentation (use of a checklist). They analyze and debate the elements of the delivery.
- The research made by students is expected to be orally delivered following the general standards of a successful delivery. Each group of students present their research orally to the class, while expecting questions and classroom debates.

## Exam of S2

## **List of References:**

1. Anderson, T. H. (1978). Study skills and learning strategies. *Center for the Study of Reading Technical Report; no. 104*.
2. Benettayeb, O. A. (n.d). *Study Skills in Practice a Course for EFL University Students*. Konouz Editions.
3. Cottrell, S. (2001). Supportive learning environments. In *Teaching Study Skills and Supporting Learning* (pp. 40-65). Red Globe Press, London.
4. Cottrell, S. (2012). *The Exam Skills Handbook*. PALGRAVE MACMILLAN
5. McGuire, S., McGuire, S. Y., & Angelo, T. (2023). *Teach students how to learn: Strategies you can incorporate into any course to improve student metacognition, study skills, and motivation*. Routledge.