

Introducing Effective Techniques of Study in English Language

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ABSTRACT

The study has a valuable role in learning of different languages especially in English language. The effect of study in language can be detected when it comes with certain and useful methods and techniques. As the major methods that affect English include of time management, note taking, setting goals, preparing for exam, making plan, reading strategies and the techniques of study of the subjects. This research shows that the introducing effective techniques of study in English language. The research of analytical and descriptive library method was used in the preparation and research of this article.

Keywords- note taking, method, time management, class, plan, reading.

I. INTRODUCTION

The intention of this article is to help student to be a more effective learner in time management, note-taking, reading, and preparing for exams. During the studying at university, in particular, student may be finding out what kind of learner they are. It might be necessary for student to explore and experiment with different ways of earning and working with material to see what works for them. In fact, student may find that they use different learning strategies for different papers to process academic information so that they understand and remember it.

Everyone has a different way of learning and there's no one right way for everyone or for every paper they are studying. However, the crucial element is that they are actively engaged in the process by thinking about information from various angles rather than solely the way it's been presented in lectures. This approach will set them up well for being a critical thinker and for preparing effectively for assignments, tests and exams.

The more strategies the teacher bring to study, the better will be their understanding, retention and recall. This article introduces a series of techniques to help student to foster deep learning which requires active engagement with the material, whereas surface learning

is where teacher have only a superficial understanding of the information, and have difficulty explaining and applying it to other concepts or contexts.

II. THE TIME MANAGEMENT

Underpinning any effective study strategy is time management, a skill that can be learnt. Students sometimes have a cluster of assignments or tests during certain periods of the semester so it's imperative to be organized. Being so means that you're more likely to be an effective learner, you'll enjoy your time at university more, and your stress levels will be minimized. The sooner you equip yourself with good time management strategies, the more effective you'll be with your study because having a plan focuses your mind.

Remember that friends, leisure and sport are important for a healthy life and that a balance between work and other activities will help you to stay motivated. Good time management skills are also an asset in your personal life and in your future profession. Time management refers to a range of skills, tools, and techniques used to manage



events in your life in relation to time. (Pailine, Brook, & Hunter, 2016, p. 4).

The Benefits of Time Management

Time is finite. We have only so many hours available in a day to live our lives, accomplish the tasks that we need to accomplish, and enjoy our lives. Every minute we waste in frustration over a task that seems overwhelming is a minute subtracted from the time we've allotted to enjoy life.

Even our jobs should provide us with pleasures a sense of accomplishment, the gratification of recognition for a job well done, and financial rewards too that enable us to enjoy our personal lives even more. It can be done. Less stress, more confidence, reduced frustration, greater fulfillment these are all benefits that flow from leading a time-managed life. Our hope is that *Time Management* will help you achieve all these things and more (Mancini, Marc., 2003, p. 1)

Time and Time Concept: Time as a word is renowned by everyone, however it is complicated to describe and tell it. Time is a quite important and unique scarce resource which everyone has got but does not use in the same way.

There have been many descriptions of time, of which some are listed below:

- According to Newton "Time flows continuously in a single direction". And according to Einstein, " Time is a dimension that arrays events according to formation and gives meaning to events".
- "Time is an uninterrupted continuum of events coming to present from past and following each other towards future"
- "Time is perception of consecutively lined up events and phenomenon's. Time is a continuum that we can measure events (Smith, H., W., 1998, p. 10)

The Types of Time

We have some time types that you observe in this article:

1. Real Time (Objective Time): It is the type of time that can be measured and observed. Can be measured via a time unit and underlines clock time. Real time has been digitized based on physical events such as the movements of moon and sun. Even though one-hour period is perceived differently by individuals, the period is unchanging and constant.

2. Perceived Time (Subjective Time): It is the time that individual psychologically feels. It can be evaluated as shorter or longer than that of real time. When individual gets bored, he/she feels like time passes too slowly. And when individual enjoys the moment he/she is living, time passes quickly. It is the time type that every living being psychologically perceives, without depending on the real time. Even though it is known that every hour includes exactly sixty minutes and every minute includes sixty seconds, everyone might perceive these periods differently.




3. Biological (instinctive) Time: It is the time that human body feels physically. It is established based on

habits. Biological time must be considered in order to increase cost and ensure outturn. It is the time that body is dependent on its own physical program. For example; birds knowing the season of migration, animals knowing the time of hibernation. Some plants blossom or drop leaves according to their biological hours, not depending to day and night or hot and cold.

4. Economic Time: From the point of establishment, time is the total of time periods spent for a certain product. Economically time is a real measure unit. Wage which is equivalent of labor, is calculated on hour, day, week or month. Time is an organizational editing tool in institutions, also in terms of executive processes such as arrangement of working hours, continuing to work ratios.

5. Executive Time: It is the time type that managers use to perform management processes. In other words, the time that managers at all levels reserve for executive Works, is considered within executive time concept. Management Processes are divided as Making Decision/Planning, Organizing, guiding (Giving order), Coordination, Inspection. Besides, time in management is one of most scarce -may be first of all- resources. Such that, management has the responsibility to effectively use management processes in order to achieve certain goals (Erasmus, 2018, pp. 5-8).

Time Management Skills

- **Plan your time:** A lot of students have other responsibilities outside of school, including jobs and families. Be sure to set aside a few hours per day for schoolwork so that you don't fall behind in your classes. It is a good idea to keep a calendar for assignments and a daily "To Do" list. 
- **Create flash cards:** These will allow you to review or study anywhere, at any time. Carry your flash cards around and study between classes, while on the train or a bus, or at a friend's house. Making the flash cards will help reinforce information, and review will help you remember it. This process will make studying for a test easier. 
- **Keep on top of the work in progress:** Be sure to do all assignments and readings when they are given to you (and make up what you missed if you were away). Be prepared from the very first day of class! 
- **Beat procrastination:** The key to controlling and ultimately combating this destructive habit is to

recognize when you start procrastinating, understand why it happens, and take active steps to better manage your time and outcomes. Break the project into a set of smaller, more manageable tasks. You may find it helpful to create an outline or a map like the one below.

- **Set goals:** Decide what you want to achieve in your classes. Is a good grade important to you? Do you want to improve certain skills? Make a plan to reach these goals. Setting deadlines and reasonable tasks are good ideas.
- **Be realistic about the times you can study:** Many college students study at night because that's the only time they could study while attending high school. However, college students have chunks of non-class time during the day. If possible, retrain yourself to utilize this new time as best as possible. Know yourself and the times you are most awake

Setting Goals

Identifying goals is particularly important to avoid procrastination and help you to remain focused and motivated. Be clear about what you want to achieve at university and work out some short-term, medium-term and long-term goals. Make sure that these goals are realistic and achievable because doing so means you're more likely to attain them. You may be unclear about which profession you're aiming for but you obviously want to pass your exams.

Setting down to study is a common difficulty for students, even those who enjoy study once they get going. If this is true of you, it might be because you have not established the right conditions for you for that aspect of study. Check your own effectiveness for diverse tasks to see what you do best, and most easily, early in the day, in the afternoon or at night. Identify your best time and place for diverse tasks, such as when to redraft a piece of writing, read difficult texts, or calculate numbers.

Setting priorities: Know your priorities for the semester, for the week and for the day. This knowledge will help you to have a clear idea of what tasks need to be achieved. However, having too many high priorities could have negative consequences. Attending lectures, tutorials, and labs and meeting assignment deadlines are top priorities, but balance these commitments by making time for social and leisure (Stella, Corttrell, 2019, p. 146).

Making Plans

Planning is bringing the future into the present so you can do something about it now. Making plans for the semester, the week and the day involves knowing exactly what tasks are coming up and taking the steps required to achieve them. A wall planner, a weekly

planner and a diary are necessary for you to plan appropriately.

Semester Plan: Have a written plan which factors in dates for assignments and tests for the whole semester. Doing so means there are no nasty surprises regarding assessments and you can see the "lie of the land" for the semester, including periods that may be particularly busy because of a cluster of assessments or tests.

Weekly Plan: Work out your priorities for the week in terms of forthcoming assignments, tests, labs and tutorials. Don't minimize the importance of including slots for doing assigned readings for lectures or tutorials as these are important tasks that also vie for your time.

Break tasks into smaller steps. For example:

- o Start research for Assignment 299
- o Reserve Library book for Assignment 218
- o Set up meeting for MANT group presentation
- o Review lecture notes

Daily Plan: Decide your priorities for the day and list them in your diary in order of importance. Planning each day in this way will help you to stay focused on the tasks you want to achieve. Remember that not achieving one of these tasks may have consequences for what you have to know or achieve the next day. For example, you may need to seek clarification from a lecturer about an essay question so that you can begin research that day. Again, make your tasks specific.

For example:

- o Read 2 poems for tomorrow's English tutorial
- o Learn German vocab list, lesson 4
- o Brainstorm for HIST Assignment 2
- o Read chapter 2 of Reid.

If you don't achieve one of the listed priorities, note it at the top of your list of priorities for the following day (Pailine, Brook, & Hunter, 2016, pp. 4-6)

III. NOTE-TAKING

Note-taking skills are an essential tool for success that you can use in your courses, student organizations, and career. It is one thing to write down



information on paper during lectures, but taking quality notes allows you to process and integrate new knowledge, record the information in your own words, and organize the new material. Note-taking is more than just an in class activity. For the most benefit, use your note-taking skills before, during, and after class.

Before class	<p>Review the Text: This will give you a heads up of the terms, concepts, and information that will most likely be covered in the lecture. It can also give you an idea of how to structure the information.</p>	
	<p>Identify Unfamiliar and/or Difficult Content: If you find certain terms, concepts, or information confusing, you will know to take more specific notes during the lecture. You can also be sure to ask questions so that the instructor can clarify the information.</p>	
During class	<p>Format Your Notes: Find a style of note-taking that works best for YOU and the course. This might be using one style or a combination of styles so that you notes are the best resource they can be.</p>	
	<p>Record Examples & the Most Important Information: Don't worry about recording every word the instructor says or your grammar and spelling. Instead, write down the most important information, main ideas/terms, and examples discussed in class.</p>	
After class	<p>Review within 24 Hours: To minimize forgetting and maximize information retention, review your notes within 24 hours after your class.</p>	
	<p>Fill in Gaps: During class, you might not have been able to write down all of the information on a topic or an example you thought of after the lecture– add that information to your notes! This is also a chance to fix any spelling or grammar errors you might have made while quickly recording notes.</p>	
	<p>Summarize the Information: At the end of your notes for each class, write a short summary or synopsis to what you learned in class. This will help you focus back on the main ideas of the lecture and can serve as a quick review before your next class to help refresh the content covered.</p>	

(Thum, C., & William , James, 1996 & 2010)

The Reasons of Note-taking

Here are some of the reasons why students should be taking notes for themselves. The practice of note-taking develops several important skills—starting with listening. You can't take notes if you aren't listening. You need to be able to take decent notes because in most professional contexts, indeed in life, you are regularly in situations that require taking in and processing information that you need to remember and later apply. You can't always be asking people to give you a copy of what they just told you. Beyond being an essential basic skill, note-taking offers students the opportunity to make the material their own. That doesn't involve making it mean whatever they want it to mean, but it does allow them to interact with it in ways that develop the learner's understanding of it.

The reasons students should take notes may be clear to teachers, but students often remain unconvinced. When you aren't all that motivated to listen well and don't see note-taking as a valuable skill, getting notes

and slides from the teacher is decidedly a preferable (read: *easier*) option. But students might be persuaded if you could prove that working with their notes will boost their exam scores, and that's what the study referenced below does. Students used the protocol described in the article to interact with their notes and when they did, their exam scores improved (Cohen, D., Kim, E., Tan, J., & Winkelmess, M, 2013, pp. 95-99)

The Effective of Note Taking

Most students take notes, which is good because note taking serves two functions: process and product. The process of note taking and the product, the notes themselves (as Fletcher arranged), both boost achievement. The process of taking notes is effective because the activity focuses students' attention on instruction and leads to better assimilation of lesson ideas with prior knowledge than does simply listening. However, some studies do not show a process advantage for note taking, meaning that simply listening during a lesson is as effective as recording notes during it.

Note taking's product function is effective because it allows more time for meaningfully processing recorded ideas when notes are reviewed following the lesson. Some studies try to determine which of note taking's two functions is stronger. This line of investigation generally confirms that the product function is stronger than the process function. We contend, however, that both functions are important and improvable and that comparing their relative merits is akin to asking, "Which is more important, writing a letter or mailing it?" (Kenneth, A., Kiewra, 2018, p. 12)

The Methods and Strategies of Note-Taking

There are several strategies that each person can utilize to assist when taking notes and each will be explored to assist with decision making.

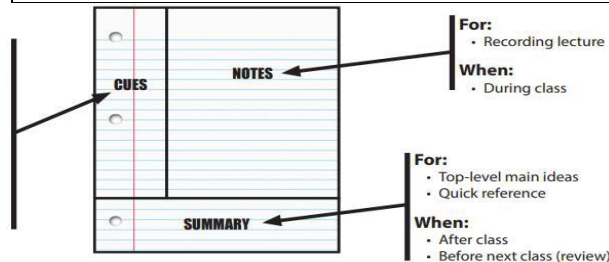
1. Cornell Method: Begin by dividing your page into three sections. The right column is larger for your initial notes (textbook or lecture). The left column is used after initial notetaking while you are reviewing your notes to record key points, terms, or any other cues that will help you to recall the information. The bottom section is a reflection or summary of your notes in your own words, in order to help retain the material (Hellen, B., W)

For:

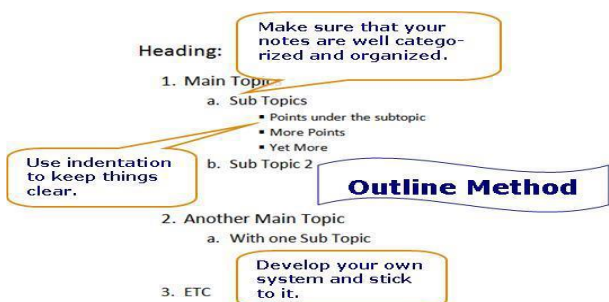
- Main ideas
- Questions that connect points
- Diagrams
- Prompts to help your study

When:

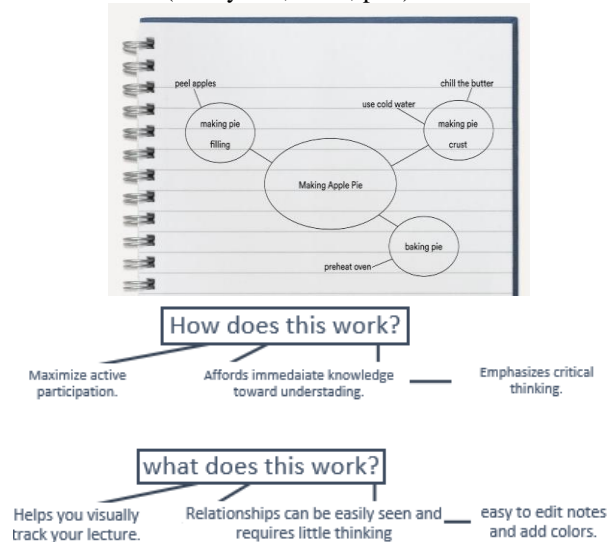
- Before class
- During class
- After class



2. Outlining Method: This is similar to the sentence strategy, but with a more organized layout. Instead of randomly writing one sentence after another, sentences are grouped according to main points. The first sentence for each group should consist of a main concept. Any related terms, phrases, or ideas are written underneath that sentence (Marks & Thomson, 2007, p. 32).



3. Mind Mapping Method: The mapping strategy is useful for visual learners. It is similar to a flowchart, with the purpose of helping you identify relationships between concepts, phrases, and key terms. Begin by placing the main idea of what you've read, or are learning, in the center of a page. As you continue to read, add supporting terms, phrases, or concepts around it. Use lines or arrows to link the supporting concepts to the main idea (Schuykill, 2005, p. 6)



4. The charting method: Set up your paper in columns and label appropriate headings for each topic. As you read the material, use the columns to record important phrases, terms, and ideas, and arrange that information according to the main concepts.

How?	Advantages	Disadvantages	When to use it?
Set up your paper in columns and label headings	Helps pull out the relevant information	Can be a system to learn to use.	If you'll be tested on facts and relationships
The heading could be categorized covered in the lecture.	Reduces the amount of writing required.	You will need to know what content is being covered at the beginning of the lecture.	If content is heavy and presented quickly – such as a course with dates, people, events, etc.
Insert information (words, phrases, main ideas, etc.) into the appropriate column	Provides easy rewire for facts and studying comparisons and relationships		If you want to make an ovaries. Of the whole course on one big paper.

5. The sentence method: The sentence note-taking method consists of writing a list of sentences as you read through the material. Each sentence should be a main point or important concept. Number each sentence as you take notes so you have a way to distinguish the different concepts. Once you're finished reading, rewrite your notes and organize the sentences into themes or categories. This will make it easier to review when you want to look at your notes again.

THE SENTENCE METHOD

Page #	Today's Date
1.	Write every new thought, fact, or topic on a line as you progress, numbering each sentence.
2.	Advantages: it's more organized than writing paragraphs and still records most of the information.
3.	Disadvantages: it's hard to determine major/minor points and it's hard to edit and review with clean-up.
4.	It's a good method when there's lots of information and you don't know how the ideas fit together.

IV. READING STRATEGIES

When students are asked about their frustrations regarding reading academic material, the following concerns are inevitably mentioned:

- Volume of reading— “How will I get through all the readings?”
- Time management— “How will I find the time to do the readings?”
- Concentration— “Sometimes I read five pages but I have no idea what I’ve just read.”
- “How do I know what’s important?”
- “How will I retain all the information?”

Reading at university level may necessitate a change in your usual concept of reading. It’s not just a matter of stringing words together and making your way through yet another ten pages of material. Rather, it’s a question of becoming an effective and efficient reader which means reading with a purpose or being clear about what ideas you’re looking for in the reading. You’ll read differently for assignments and exams so be clear about why you’re reading a text. Knowing how to read effectively involves understanding the structure of texts, how this structure can direct your reading, the purpose of your reading and reflecting on it. For most students this is a process which requires experimentation and practice, and the more actively you read, the greater the benefits. These are some of the issues that will be dealt with in this section. Firstly, however, it is important to know that:

1. How you approach the reading depends on the nature of the text.
2. The overriding aim of effective reading is to plot the author’s message by reading strategically.
3. The essence of reading is thinking, and reading is a form of research. Tips on how to do this will be discussed later on (Stella, Cortrell, 2019, p. 213).



Managing Reading Workload

Many subjects at university often require a lot of reading so it’s important to adopt some good time

management strategies to ensure you align the required readings with your lectures and tutorials. By doing so, you’ll reinforce the information and be better able to follow subsequent lectures. Sometimes there’s so much to read and so little time. Therefore, factor in time(s) on your wall planner or in your diary when you intend to do the readings for your respective subjects. When are the gaps in your day or week when you could do your readings?

The good news is that you don’t usually have to read everything at university; it’s a question of taking cues from lecturers and from how the readings are classified. If a lecturer says a particular reading is important, then it is! If the reading is classified as essential, then it is!

Maintaining Concentration While Reading

Sometimes students say they can read several pages of an assigned reading without being able to recall any of the ideas. In fact, people can carry on reading whether or not it’s productive. To avoid this situation, it’s important to be an active reader rather than mechanically reading or rereading material without being engaged in the process.

Strategies to effectively read include:

- Breaking up your readings into sections so that the process and volume are manageable;
- Making your way through the reading step-by-step or section-by-section;
- Taking short breaks, taking notes or creating concept maps from the readings.

Also, consider where you read best: do you need to be by yourself or surrounded by others? Where are there no or few distractions? Make sure that you have good lighting and that you’re comfortable, and if you need a change of scenery, work in different libraries or locations around campus. Tips on plotting the reading’s message, which are discussed further in the next section, will also help with concentration (Pailine, Brook, & Humter, 2016, pp. 17-18)

V. EXAM PREPARATION

Study for exams is effective if you’re motivated, have a positive outlook and a plan. By breaking your tasks into incremental steps, you’ll be able to cover the areas required and you’ll feel more positive about the whole process. For some students the word “exam” induces anxiety, so try to look upon it as an opportunity for you to show what you know. Believe it or not, some students quite look forward to some exams because they’ve particularly enjoyed the paper and are keen to write about what they’ve learnt.

Remember it is quality that counts and it is often the short bursts of study which work well and keep you focused. Please DO NOT labor over your



notes for hours at a time. Breaks are important so that you remain fresh and motivated, and effective study is all to do with how you're spending your time, rather than the amount of time you're studying. The few weeks of study before exams are ideally when you further consolidate course material and fine-tune your knowledge and understanding (Stella, Corttrel, 2019, p. 377)

Exam preparation is also a time for a personal reminder of your strengths and weaknesses and feedback from assignments and tests. Tutors' and lecturers' comments are useful to bear in mind as you approach the exam. For example, have you been told to provide more detail and analysis in your essays or to directly address the question? Have you been told that you provide too much detail in short answer questions? These points can easily be rectified. If you need help in these areas or others you can contact the Student Learning Development office and make an appointment to speak to a staff member (Pailine, Brook, & Humter, 2016, pp. 23-24)

VI. CONCLUSION

Nowadays techniques of study in English language is an important subject for education life. The effective of techniques of study in English language include of time management, note-taking, reading strategies and preparing exams.

In the base of introducing effective techniques of study the time management and self-management, determining personal and professional priorities and making all the arrangements according to these, need to be done. We have to focus on our works and priorities in order to have our time under control. This does not mean to work more and for more time, it means to work more systematically. The way of good usage and management of time which is an extremely valuable resource, is consistently personally improvement and working development process.

Researches show that note-taking is an essential tool for success that you can use in your courses, student organizations, and career. It is one thing to write down information on paper before lectures, during lectures, and after lectures. However, Reading at university level

may necessitate a change in your usual concept of reading. It's not just a matter of stringing words together and making your way through yet another ten pages of material.

As a conclusion we can say study for exams is effective if you're motivated, have a positive outlook and a plan. By breaking your tasks into incremental steps, you'll be able to cover the areas required and you'll feel more positive about the whole process.

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