

**University of Abbes Laghrou**  
**Faculty of Letters and Languages**  
**Department of English Language**

Subject: **Study Skills / Jan 2026**  
Level: **2<sup>nd</sup> year Licence**  
Instructor: **Dr. Aggoun Imen**  
Student's name: .....  
Group: .....

## **First Term Exam**

**Read carefully the following scenarios then answer the questions**

### **Scenario 1: (13pts)**

For a research-based assignment, students are asked to write a short academic report on the topic: "The Effects of Social Media Addiction on Students' Academic Performance and Mental Health."

Most students collect their sources using search engines and social media platforms. During submission, the teacher notices the following:

- Many reports rely on blog posts, influencers' opinions, or anonymous online articles.
- Statistics, images, and illustrations are included without indicating their sources.
- No list of references is provided at the end of the report.

### **Questions**

- 1- Identify three major academic or research-related mistakes made by the students. For each mistake, explain what students should do instead to meet academic research standards.
- 2- List and briefly explain the main sections of an academic report.
- 3- Identify and explain four research skills that students need in order to successfully complete this task.
- 4- Explain how poor source selection and lack of referencing affect the credibility and validity of academic research.

### **Scenario 2: (7pts)**

A university student is experiencing serious difficulty remembering course content. An analysis of the student's study habits reveals the following:

He frequently checks his phone during lectures/ He takes rough, unorganized notes and never revises them after class. / He rarely asks questions or participates during lessons./ He is not aware of his learning style or preferred learning strategies. /He spends about two hours on the phone before going to sleep.

### **Questions**

- 1- Explain how frequent phone checking during lectures affects the student's sensory memory and attention. Why does this prevent information from being effectively processed?
- 2- Analyze how poor note-taking and lack of focus during lectures influence the student's short-term (working) memory. Refer to cognitive load and limited capacity while explaining.
- 3- Suggest two strategies the student could use to improve the transfer of information from short-term memory to long-term memory.

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### **Answer 1**

#### **Mistake 1: Using non-academic and unreliable sources**

Students should use scholarly and reliable sources such as peer-reviewed journal articles, academic books, official reports, and reputable databases (e.g., Google Scholar, Research Gate). Sources should have identifiable authors, publication dates, and institutional or academic affiliations.

#### **Mistake 2: Including statistics, images, and illustrations without citation**

Every statistic, image, table, or illustration must be **properly cited** both in-text and, when applicable, below the figure or table. Students should clearly indicate the original source following an accepted referencing style (APA, MLA, etc.).

#### **Mistake 3: Absence of a reference list**

Students should include a References /Works Cited section at the end and follow a recognized academic style (APA, MLA, or Harvard).

## Answer2: Report Sections

1. **Title Page:** It presents the title of the report, student name, institution/affiliation, and Academic year/ submission date.
2. **Abstract:** A brief summary of the research topic, purpose, methods, and key findings.
3. **Introduction:** Introduces the topic, explains its importance, states the research problem, and outlines the aim of the report.
4. **Literature Review:** Reviews existing studies related to the topic and shows how the current report fits within previous research.
5. **Methodology:** Describes how data was collected and analyzed (e.g. surveys, questionnaires, content analysis).
6. **Results / Findings and Discussion:** Presents the outcomes of the research objectively, often using tables or figures. It also interprets the results, links them to previous research, and explains their implications.
7. **Conclusion:** It summarizes key points, answers the research question, and may suggest recommendations.
8. **References:** Lists all sources cited in the report using an appropriate referencing style.

## Answer3:

Any four skills from the list are accepted

Critical thinking skills, analytical thinking skills/ Paraphrasing and summarizing skills/ research skills/ writing skills/ Reading skills/ interpretation skills/Questioning skills

## Answer4:

Poor source selection weakens **credibility** because the information may be biased, inaccurate, or unsupported by evidence. When sources are unreliable, **readers cannot trust the arguments or conclusions presented.**

Lack of referencing affects **validity** by making **it impossible to verify data, trace ideas to original research,** or evaluate the accuracy of claims. It also **raises concerns about plagiarism,** which can lead to academic penalties and rejection of the work.

Thus, without credible sources and proper referencing, academic research loses its scholarly value, reliability, and ethical standing.

### Scenario 2: (7pts)

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#### Questions

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#### Answer1

Sensory memory briefly holds incoming information from the environment (visual and auditory stimuli : eyes and ears) for a very short duration. During lectures, information must be selected through attention in order to pass from sensory memory to short-term memory.

Frequent phone checking disturbs and divides the student's attention between the lecture and the phone screen. As a result, much of the auditory and visual information presented by the teacher fails to receive focused attention and quickly fades from sensory memory. Because unattended information is not encoded, it is filtered out before reaching short-term memory.

Therefore, constant phone use prevents effective processing because attention acts as a gatekeeper: without sustained attention, information cannot move beyond sensory memory for deeper cognitive processing.

#### Answer2

Short-term (working) memory has a limited capacity and can hold information only briefly unless it is actively processed.

Poor, unorganized note-taking and lack of focus increase cognitive overload, meaning the student's working memory is overloaded with irrelevant distractions rather than essential course content. Since working memory can only process a small amount of information at one time, this overload reduces the student's ability to:Understand new information/ Integrate it with prior knowledge/ Rehearse or organize it meaningfully

As a result, information is quickly forgotten instead of being encoded. Without focused attention and structured note-taking, working memory becomes inefficient, and learning remains superficial and short-lived.

#### Answer3

Any two strategies are accepted

Turn off notifications or keep the phone out of reach during class./ using diagrams, discussions, practice activities/ Explain concepts in one's own words/ Use Organized and Meaningful Note-Taking e.g. Cornell method, mind maps, outlines/ Reduce screen time before bedtime/ Maintain regular sleep hours/ Chunk Information