Developing First year EFL Students' Learning Skills through Adopting Task-Based Learning in the Study Skills Session

Nesrine Ghaouar
University of Badji Mokhtar - Annaba- Algeria

Abstract

The LMD (Licence- Master- Doctorat) system brought certain innovations in the field of teaching/learning English as a foreign language at the University of Badji Mokhtar- Annaba- Algeria. The very significant innovation in the department of English was the insertion of the Study Skills session. First year study skills' syllabus aims at developing students' awareness of themselves as learners and at promoting their learning skills. The first semester deals with the following learning skills: learning styles, memorization, attention and concentration, note taking, time management, self discipline, anxiety management and exam management. However, the question to be asked is: How to develop these skills in learning English as a foreign language for first year students at the University of Badji Mokhtar during the first semester? It is easy to provide theory but how to effectively develop learners' learning skills? Adopting task based learning (TBL) could be the clue to expand and refine learners' skills. Therefore, along the first semester of the academic year 2014-2015, sixty first year students were involved, consciously, in developing their learning skills of English through tasks inside and outside the classroom. Two questionnaires were administered to investigate learners' skills before and after the implementation of Willis' TBL framework. The results showed that the majority of learners have effectively developed their learning skills, and TBL assured that the study skills session is no more about the theory of how to be successful, but the practice of being successful.

Key words: Constructivism, learner autonomy, learning Skills, 'Study skills', Task based learning

1. Introduction

'Learning' is the process of constructing knowledge from one's experiences, while 'teaching' should provide opportunities for learners to construct their learning by themselves. Language teaching has been subject to changes because of the dissatisfaction with the existing methods. From 1980s language teaching theories and methodology have attributed a new role to the learner as an active participant and responsible agent in the process of learning. Task-based language (TBLT) teaching is an approach that focuses on developing learners' communication skills in the target language through tasks. The interest is not on language form, rather it is on meaning. TBLT ensures learners' active engagement in their learning and constant exposure to the target language. Willis proposed a framework that consists of three stages. In order to effectively develop first year students of English learning skills, task based approach has been implemented in the study skills session along the first semester of the academic year 2014-2015.

2.Literature Review
2.1.Language Learning

The analysis of learning becomes a central theme of educational psychology as the concept of learning went far beyond learning directly from a teacher. According to Stern (2001), learning is a general concept that refers to the modifications and adjustments of organisms to the environment; it results from experience or practice under the influence of different factors in the environment including teaching. He adds, "It refers also to learning to learn and learning to think; the modification of attitudes; the acquisition of interests, social values, or social roles; and even changes in personality" (Stern, 2001, p. 304). Besides, Stevick (1980) explains that the process of learning includes two steps. The first step is the conscious act of the will that results in some mental action. The second step refers to the process of assimilating the results of that action through the formation of new images or reshaping old ones. Furthermore, Wordsworth (1978, p. 30) defines learning as the acquisition of a skill or specific information based on current intellectual structures or development.

To learn a second/foreign language efficiently, Willis (2001) proposes four conditions; three are essential and one is desirable. Exposure, use, and motivation are basic enough to apply to all learners regardless of their individual styles (Willis, 2001, p. 11*). Instruction, the fourth condition, is not essential but is highly desirable. *Exposure* is a conscious process that might involve listening, reading, or both. However, the learners are likely to use strategies to adjust the input to suit their level of comprehension. Skehen (2000) clarifies that the effective learning approach generates exposure to considerable quantities of input in addition to the different opportunities of interaction. Language *use* -output- considers both the speaking and the writing skill in the target language. Learners who are encouraged to communicate are likely to acquire a language faster and more efficiently.

Motivation is needed to process the exposure learners' receive and to use the target language as often as possible. As a result, the learner benefits from both the exposure and the use. Ducker (2012) further explains that motivation is provided by the need to realize the objectives of the task and to report back on it and that success in doing this can intensify longer term motivation. *Instruction* is generally accepted as focus on language form; it "can both speed up the rate of language development and raise the ultimate level of the learners' attainment" (Willis, 2001, p. 15). She argues that instruction does not change the learners' developmental sequence. In addition, Shulman (1996; cited in McClure, 2001) proposes four principles that

characterize the conditions for effective learning: activity, reflection or metacognition, collaboration and the formation of supportive community.

2.2.Constructivism

Constructivism is an approach in cognitive psychology which claims that effective learning occurs when the learner processes actively the information on a personal basis, rather than passively incorporating information unchanged from its original form (Carlson, 2003, p. 3). Constructivist learning is founded on the premise that, by reflecting on their experiences, learners construct their own meaning (Cornu & Peters, 2005, p. 50). Carlson (2003) and Woolfolk (2004) draw attention to two waves in constructivism: Piaget's psychological/individual constructivism; 'the first wave constructivism' or 'solo constructivism', and Vygotsky's social constructivism; 'the second wave constructivism'.

In the first wave, Piaget explains that basing on sensory experience-visual, auditory, and kinaesthetic- the child "constructs what the world is to him" (cited in Wordsworth, 1978, p. 36). He sees cognitive development as essentially a process of maturation, within which genetics and experience interact. The developing mind is viewed as constantly seeking 'equilibration', that is, a balance between what is known and what is currently being experienced. The second wave, social constructivism, considers the social nature of language itself; "it highlights the importance of social processes on cognitive activity" (Carlson, 2003, p. 1). The concepts of 'mediation' and "Zone of Proximal Development" (ZPD) are central to this psychology. Task based language learning offers learners opportunities to construct their knowledge both on the individual level and the social one.

2.3. Task-Based Language Teaching (TBLT)

Developing Self-Directed Learners (2004) affirms that "a student cannot become autonomous without being engaged in a curriculum that allows it to happen". In recent years, there has been an increasing interest in the idea of 'task' as a unit for developing language curricula. The rationale behind task-based approach derives from knowledge about the learning process. Hence, language teaching literature provides a multiplicity of definitions of the term task, but there was a broad agreement that "a task is any activity that learners engage in to further the process of learning a language" (Williams & Burden, 1997, p. 170). Subsequently, with the increasing interest in task as the basic unit of syllabus design, it has taken a particular meaning. For Willis (2001), "task is a goal oriented communicative activity with specific outcome, where the emphasis is on exchanging meanings not producing specific language forms" (p. 36). It aims to create a real purpose for language use and to provide a natural context for language study. Nunan (2004) further clarifies,

> a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end (p. 4).

He also emphasizes the importance of experiential learning in task based teaching, "intellectual growth occurs when learners engage in and reflect on sequences of tasks" (2004,

p.12). He argues for an integration of action and reflection. Ellis (2003, p. 9–10), then, draws the following criteria of a task:

- A task is a work plan.
- A task involves a primary focus on meaning.
- A task involves real world process of language use.
- A task can involve any of the four language skills.
- A task engages cognitive processes.
- A task has a clearly defined communicative outcome.

In addition Willis & Willis (2012) provide a set of questions for determining a learning task as follows:

> A task has a number of defining characteristics, among them: does it engage the learners' interest; is there a primary focus on meaning; is success measured in terms of non-linguistic outcome rather than accurate use of language forms; and does it relate to real world activities? The more confidently we can answer *yes* to each of these questions the more task-like the activity (p. 4).

2.4. Willis' TBL Framework

To make tasks part of the teaching procedures, Willis (2001) describes a three stage model: pre-task, task cycle, and language focus (Figure 1). The pre-task stage permits introduction of the topic and the task. The teacher explores the topic with the class, highlights useful words and phrases, and helps students to understand task instructions. The task cycle includes: the task, planning and report. Thus, students do the *task* in pairs or small groups and the teacher monitors from a distance; then, they engage in planning post-task. Students prepare to report to the whole class, orally or in writing, how they did the task, what they decided or discovered. In reporting the task some groups present their reports to the class, or exchange written reports, and compare results.
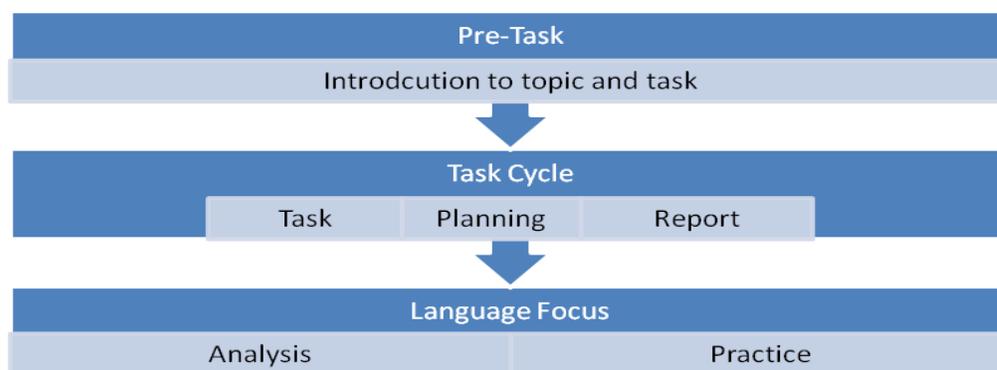

Figure 1. **Components of TBL Framework (Willis (2001, p. 38)**

Finally, the *language* focus stage includes a variety of activities dealing with language analysis and language practice. These may be of a consciousness-raising nature where further input is provided; there may be some degree of explicit focus on a particular aspect of the language system.

For Skehan (2000), Willis' approach is much more systematic and consistent with contemporary views on the learning process since it seeks to develop learners' capacities and knowledge. In fact, the three stages of task design oblige the learners to use their own language

Developing First year EFL Students' Learning Skills   Ghaouar

resources instead of practicing prepared items of language, and develop a natural context of language learning where all four skills are integrated. It is worth noting that task based language teaching does emphasize fluency, though accuracy is not ignored.

In addition, Willis (2001) provides a classification of the different types of tasks. *Listing* involves brainstorming and fact-finding. O*rdering and storing* involve sequencing, ranking, categorizing, and classifying. *Comparing* involves similarities and/or differences. *Problem solving* involves learners' intellectual and reasoning powers. *Sharing personal experiences* engages learners in exchanging experiences. *Creative tasks*, often called projects, involves a combination of task types.

2.5. TBLT Advantages

Nunan (2001) affirms that task-based syllabuses represent a particular realization of communicative language teaching, and that task provides the basis for an entire language curriculum, particularly in the contexts of foreign language situations. Tasks should be authentic, learner-centered, intentional, interactive, and lead to success (Izadpanah, 2010, p. 47). Moreover, Skehan (2000) explains that task based teaching approaches give learners the power to participate in decisions making and in how they interact with each other, even with the teacher. As a result, teachers and learners display different roles, "teachers have to learn how to relinquish power, as well as how to provide useful information devise to learners from their new role" (Skehan, 2000, p. 262). Tasks are constructed to help learners monitor, reflect on, and evaluate their own ways of learning. Ellis (2003, p. 32) admits that task is designed with metacognitive focus for learner training purposes. Cameron (1997) sees tasks as sources of learning, teaching and training.

Furthermore, task based syllabus engages learners in pair/ group work, in which every student is individually accountable for part of the outcome that cannot be completed unless the members work together (Johnson and Johnson, 1999). In her turn, Willis (2001) explains that doing a task in pairs or groups has a number of advantages as developing self-confidence, spontaneous interaction, noticing others, negotiating, a purposeful and a cooperative use of language (p. 35). Besides, teacher participation as an equal in the group activity makes the students feel that they get both a new member, and a more constant feedback. Ellis(2003) adds,

> Thus, learnt skills provide a basis for the performance of new skills. When these skills in turn become autonomous and stable, a new zone can be created to make possible the acquisition of still further skills. The implication for effective task-based learning is that tasks must be structured in such a way that they pose an appropriate challenge by requiring learners to perform functions and use language that enable them to dynamically construct ZPDs [Zones of Proximal Development](p. 179).

Vincent (1984) asserts that task-based learning secures learners' need for autonomy; "with a room left for him to grow into" (p.3). Ellis (2003) adds that TBLT approaches have tackled different issues in the center of interest in language pedagogy as the role of meaning based activity, the need for learner-centered curricula, the importance of affective factors, the contribution of learner training, and the need for some focus on form.

3.Research Questions and Hypothesis
This research attempted to answer the following questions:
1-How to develop learners' skills in learning English as a foreign language during the first semester 2014-2015?

2- How to assure that students do effectively practice the new learned skills in the study skills session?

We hypothesized that if first year students were involved in task based language learning in 'the study skills' session, then they would effectively develop and practice the new learned skills.

4. The Study

4.1. Setting and participants

This study took place in the department of English, Faculty of Letters, Social and Human Sciences, University of Badji Mokhtar- Annaba- Algeria. In the module of study skills, sixty first year students were involved in the experiment; two classes of 30 students. The participants aged from 19 to 23. At this level, learners' are expected to attain certain level of proficiency in using English since the majority had at least seven years of English study.

4.2. Instruments

Two questionnaires were administered to the students under investigation, one before the implementation of TBLT in the study skills session and the other one by the end of the first semester. The first questionnaire aimed at investigating learners' strengths and weaknesses in learning English as a foreign language. The second questionnaire investigated learners' developed skills in the first semester 2014-2015. In addition, it aims at involving learners in reflection on their previous learning habits in comparison with the new ones.

4.3. First year Study skills' Objectives

First year 'study skills' is a module concerned with developing learners' awareness of how they learn and how they can be better through developing their learning competencies. This session is of one hour and a half, twice a week. The first semester considers the following lessons: learning styles, attention and concentration, memorization, time management, self-discipline, anxiety management, and exam management. The objectives of this module during the first semester are as follows:

1. Developing learners' awareness of their learning styles and discovering their dominant learning style through checking list and deciding how they will develop the other learning styles.
2. Raising learners' awareness of the importance of attention and concentration in their learning and promoting these skills in all the modules through the use of the tally sheet paper along a month of study.
3. Enhancing and promoting learners' memorization strategies especially the mnemonic devices through certain memorization activities.
4. Explaining five note taking methods: Cornell, charting, planning, mapping and sentence. Learners will be trained on using these note taking methods in the study skills lessons and in the other modules' lessons.
5. Involving learners in time management along a month through the use of time management sheet.
6. Clarifying the term self discipline and involving learners in reflection on their learning habits so that to be more disciplined in their study.

7. Developing learners' awareness of the definition and the symptoms of anxiety, and the best ways to deal with them. Students will provide situations where they were so anxious and they did not know how to react.

8. Enhancing learners' exam management by following certain steps before the exam, the day of the exam, in the exam, and after the exam. Learners will compare their learning habits and behavior before the lesson and how they will behave after this lesson.

4.4. Questionnaire One Analysis

The first questionnaire was administered at the beginning of the academic year 2014-2015. It aimed at discovering learners' strengths and weaknesses in learning English as a foreign language. The results showed that the majority (80%) had problems in using the English language especially grammar, writing, and speaking. They showed that reading is not part of their learning habits and if they read, they did so just while revising their lessons for quizzes and exams. 70% of the learners were shy, and this makes a great responsibility on the teacher to make them participate, interact and communicate in English.

The great majority of the learners (80%) affirmed that they had problems of attention and concentration while listening to their teachers' explanation. All the students, except one, were unaware of how well to take notes; they just did it without following any method. Concerning time management, all the students faced problems in organizing their time. A student assured, "I do a planning for my time but I do not respect it". For the others time management was a matter of knowing what to do; that is , the to-do list and "I keep it in my mind", "I never do a time management sheet". All the students affirmed that writing their to-do lists with timing for a whole day represented an obligation for them, and they did not want to be obliged to do something. For self-discipline, 80% were struggling to be so. Concerning anxiety, 75% of the learners showed a great awareness of how they manage their anxiety; however, 90% were unaware of how to manage best themselves during the exam period.

4.5.TBL Implementation procedures

Along the first semester in the study skills session, the teacher involved learners in TBLT. She considered the following criteria in designing tasks:
1. The activity engages learners' interest.
2. The primary focus is on meaning.
3. Task completion is a priority.
4. The activity relates to real world activity.
5. Success is judged in terms of outcome.
6. Task completion should breed more self-awareness, self-discipline, sense of responsibility, and sense of achievement.

Before being engaged in task-based learning, learners were informed of the new roles they had to play in the study skills session. They would no more just listen to teacher's explanation; they became active members in the classroom by interacting with the teacher, with each other, and with the learning texts. This phase represented the psychological preparation for TBLT. The teacher implemented Willis' task based framework as follows:

Pre task:

This stage gave the learners the opportunity to engage in producing meanings which would be useful for the next stage; "it helps learners focus on the topic and engage their own knowledge

and opinions on the subject" (Willis & Willis, 2012, p. 21). In this stage, the teacher introduced the title of the lesson and involved the students in brainstorming ideas related to the lesson 's title. At this level, the teacher activated learners' previous schemata related the lesson; then, learners exchanged ideas through answering certain questions.

The new terms and vocabulary were explained at this level. For example: what is a learning style? What is attention? What is the difference between attention and concentration? While listening to your teachers, do you apply a specific note taking method? Do you organize your time effectively? Explain. What does time management mean? Are you self disciplined? According to you, what does self discipline mean? What is anxiety? And what does anxiety management mean? What is exam management? Do you manage yourself before the exam? During the exam? After the exam? This stage included certain sub-tasks as brainstorming individually, sharing ideas in pairs / groups, then discussing their ideas with the whole classroom.

Moreover, the teacher involved learners in critical thinking in order to find the lessons' objectives. Learners had to recognize first the objectives by themselves, and if they did not attain the main ones, the teacher guided them by certain questions or examples. The teacher tried always to find a link primarily between lessons' objectives and the study skills session; secondarily between the study skills session and the other modules; and finally between the new learned skills and the needed life skills. Once the learners became actively involved in finding answers, the teacher guaranteed their intrinsic motivation along the session.

Task Cycle

Learners read the lesson's handout in pairs or groups of four to five students. The task cycle would involve learners in reading (silent then aloud), pair/group discussion, and whole class interaction. Learners read in order to answer teacher's questions or to answer each others' questions on the text. The task cycle would end with sharing certain personal experiences with that specific skill the lesson focused on. The teacher explained her expectation of active engagement from all the students and provided certain instructions.

A) Task

Learners began by carrying out a communication based on reading lessons' handouts. Depending on the lesson, learners were involved in the following tasks: listing, ordering, comparing, problem solving, sharing personal experiences, project and creative tasks. While working in pairs or groups, every student was accountable. Learners would understand main ideas, identify opinions and points of view, then evaluate their previous learning habits. In group work, learners would handle different roles: reader, writer/ secretary, spokesperson/ reporter and leader chairperson. The teacher became the mediator and the facilitator: moving around the groups making sure that all the students were taking part in the task, and whenever needed provided clarifications to the students; the teacher guided them but did not provide any answer or correction.

B).Planning

After doing the task, students prepared to report on the outcome. The outcome could be oral or written and sometimes both.

c). Report

Some or all of the pairs or groups reported briefly to the whole class how they proceeded in the task till they completed it. The others listened in order to compare findings. At this level, the teacher might rephrase but not correct the language because the focus was on the task.

Language Focus

A).Analysis

Considering learners' report, the teacher focused on certain errors for correction with the help of the students.

B).Practice

Teacher conducted practice of the new terms and phrases occurring in the lesson and students' reports. In every lesson, learners were asked to highlight the key words and phrases.

All the lessons ended with out of class work. Certain lessons ended with a project work and others with a homework. The point was that students should do the task individually by next week during the TD session (Travaux dirigés ; i.e: the practical session) by focusing on the new discussed learning skill. The teacher believed that the study skills session is not about lessons to be presented rather it is about skills to be developed with every lesson. The teacher provided instructions and even guidance, but it was up to the students to think about how to present the final outcome of the project work. For example:

1. Using the tally sheet to develop learners' level of attention in all the modules, first every week and then assessing a month of using the tally sheet.
2. Using mnemonic devices in order to remember a lesson that they choose from the other modules (linguistics, Anglo-Saxon literature, phonetics,…etc).
3. Using time management chart that included dates and tasks in addition to a report explaining how efficiently they organized their time and how effectively they followed their time management sheet.

The homework can be as follows:

1. Considering the different learning styles, what is your dominant learning style? And how you will develop the other styles?
2. Choose two lessons, one in study skills and the other in another module and do note-taking following two different note-taking methods.
3. Why learners should be self-disciplined? And how do you count to be more self-disciplined? How to avoid procrastination?
4. Compare your behavior in the previous years of study before, during, and after the exam periods and how they should be?

Through out of classroom tasks, learners would consider their personal learning experiences at a higher level of critical thinking because they had to decide how to do it, and how to report it. This level represented a real face to face to one's truth as a learner. Some students, and even the teacher, became surprised of how brilliantly certain students expressed their ideas and feelings. Other students were very original and creative in presenting their tasks.

Learners' reports were more a reflection on their tasks and the needed learning skills. While reporting to the whole class, the other students listened with interest to how the task had been accomplished by the student. The teacher asked students, "According to you, why I asked you to read aloud the report of your project work ?". By thinking about the answer, students would find the objective by themselves. In addition, learners should decide for the best presented

project work, considering the final format and its creativity, how the ideas and feelings were expressed, and how deep and critical they were.

4.6. Encountered Problems

At the beginning of implementing the TBLT in the study skills session, learners had not shown any motivation. On the contrary, tasks were real burdens for them especially the project work. They complained, "We work in study skills more than in any other module", " Too much work to be done", "We work too much in the classroom and at home". Learners clarified that they were not used to such tasks inside and outside the classroom. Another problem was learners' reliance on each other for doing the tasks in the classroom, and this made appeal to teacher's firm control of pair and group work. The teacher clarified how it should be done and that all students are accountable for the final outcome of the task. Concerning the project work, some forgot to do it and the others said they did not know how to do it.

4.7. Questionnaire two Analysis

By the end of the first semester, another questionnaire was designed so that students would assess their new learned skills after the implementation of TBLT. 80% of the students found that the new teaching method enhanced their speaking, writing, and reading skills. Reading became part of their learning habits as they were obliged to do so in every session and even at home. 73% of the students developed their self confidence. For 75% the problems of attention and concentration were solved through the use of the tally sheet. All the students became aware of the different note taking methods, and 60% used some of them while taking notes in the other modules. 75% learned how to manage better their time especially after the use of the time management sheet. 70% developed self discipline as they became more responsible on their learning. 77% became aware of how to manage their anxiety before, during , and after the exam period. Here are some of their comments on the module and the teaching method:

- "At the beginning of the year I disliked this module, but now I appreciate it because it developed my skills from the better to the best", " Note taking and time management are my favorite lessons".
- " I liked this module because it is interesting and new. It helped me in all the modules". "I learned how to be attentive, manage my time, memorize and take notes"
- "Now , I am more organized. I learned many things which will help me in my daily life. I liked most the lesson of memorization because it helped me a lot to revise my lessons."
- "I like this module because it was very helpful to me to change my bad learning habits".
- "I learned to control myself before I control my work". "I liked most the lessons of memorization and attention/ concentration because I need them in my study and in my life too".
- "Interesting method of teaching which does not let you distracted at all because you were working always in the classroom or at home".
- " It helped me to master not only the study skills module but also the other modules".
- " I liked this module because we learn something practical and we can use it in our daily life, something positive and makes you feel better about yourself", "I liked all the lessons especially that of learning styles because it affected my way of studying".
- " I learned how to be more successful. I learned many skills that helped me so much", I liked the lesson of attention because it is the basis of success: the first step in the classroom, and time management at home. This is very important for my whole studies."

- " When I enter the session, I feel like am with a doctor, I tell what I find not comfortable and I find the solution".
- " This module makes us organized not just in the classroom but even at home"." The teaching method is very good".
- " The module is amazing and the teaching method is great".
- " I know how to manage my time, I know what is my objective and I stick to it", "This module helped me in other modules how to memorize, take notes and plan my study".

4.8.Findings

After a month of adopting TBLT in the study skills session, certain changes occurred. The classroom tasks went smoothly and learners developed an inner need to accomplish something by the end of every session. By the end of the first semester, learners became very aware of the importance of developing their study skills for the best of their own learning in specific and as future responsible citizens in general. In fact, study skills session became more a community of knowledge seekers and skill developers. They discovered how successful they can be, just by being aware of certain information and effectively applying them. Also, they became very creative in how they presented their project work, some were very impressive. In pair/group work, learners discovered that whatever their level they should participate. Learners discovered that only hard work can bring success, both inside and outside the classroom. Therefore, applying TBL approach in the study skills session with first year students guaranteed the active construction of their knowledge by themselves. It also guided them towards better learning skills as the majority of their learning problems were solved as shown in Table 1. In comparing learners' skills at the beginning of the year with their new learned skills by the end the semester, important increase in percentages were revealed as follows:

Table 1. *TBL Positive Effect on Learners' Learning Skills*

The learning skills	Beginning of the 1st semester	The end of the 1st semester
Language skills (Writing, reading, speaking)	20%	80%
Self confidence	30% (70% shy)	73%
Attention & concentration	20% (80% are not)	75%
Awareness of Note taking methods	1.66%	100% (60% use them in the other modules)
Time-management	0%	75%
Anxiety-management	75%	80%
Self-discipline	20%	70%
Exam Anxiety-management	10%	77%

5. Conclusion

Effective language teaching refers to all the activities that involve learners in constructing their knowledge by themselves. Task Based Language Teaching (TBLT) secures this end by considering learner's cognitive and affective aspects. Adopting TBLT with first year students of English represented an innovation in the study skills session. It set the ground for developing autonomous, creative and successful learners. In fact, TBLT guaranteed the development and the practise of the following skills: language skills, attention and concentration, self-confidence,

time management, exam management, and self- discipline. Involving learners in tasks inside and outside the classroom had engaged their deep thinking of the needed learning skills they should promote as university learners. TBLT was not easily accepted by the learners, but gradually, learners embraced it with joy and responsibility. Then, learners need to be aware of how they can be successful, but more importantly, they need to be trained on how to be successful. Success is a skill that needs training.

About the Author

Dr. Nesrine Ghaouar is a teacher at the Department of English, Badji Mokhtar University-Annaba. The magister thesis was on "Promoting Learner Autonomy at the University level" and the doctorate was about" The Effect of Reflection on Learning Linguistics at Badji Mokhtar University- An Experimental Study: First Year Students of English". The fields of interest are: learner autonomy, critical thinking, Higher order thinking skills, Language learning strategies, classroom management, formative assessment, reflective learning and teaching. She is a member of Laboratoire Interdisciplinaire de Pédagogie et de Didactique (LIPED).

List of References

Cameron, L. (1997). The Task as a Unit for Teacher Development. *ELT Journal*, *51,4*, 345-351.

Carlson, S, K. (2003). Constructivism: What it Means for My Own Teaching. *CDTL Brief (Centre for Development of Teaching and Learning), 6, 1*, 1-3.

Cornu, R. L. & Peters, J. (2005).Towards constructivist classrooms: the role of the reflective teacher. *Journal of Educational Enquiry, 6,1,*50- 64.

Developing Self-Directed Learners. (2004). *Northwest Regional Educational Laboratory*. Retrieved January 31, 2006, from www.nwerel.org/planing/reports/self-direct/

Ducker, N. (2012) . Enriching the Curriculum with Task-based Instruction. *Polyglossia*, 22, 3- 13.

Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford University Press.

Izadpanah, S. (2010). A study on Task-based Language Teaching: From theory to practice. *US-China Foreign Language, 8, 3* , 47-56.

Johnson, K. & H, Johnson (Eds.). (1999). *Encyclopedic Dictionary of Applied Linguistics*. Blackwell Publishers Ltd.

McClure, J. (2001). Developing language skills and learner autonomy in international postgraduates. *ELT Journal, 55*, 2, 142-148.

Nunan, D. (2001). *Aspects of Task-Based Syllabus Design*. Retrieved June 03, 2005, from www.writing.berkely.edu/TESL-EJ/ej27/r5.html

Nunan, D. (2004). *Task- Based Language Teaching*. Cambridge University Press.

Skehan, P. (2000). *A Cognitive Approach to Language Learning*. Oxford University Press.

Stern, H, H. (2001). *Fundamental Concepts of Language Teaching*. Oxford University Press.

Stevick,W. E.(1980). *Teaching Languages : A way and Ways*. Boston, Massachusetts : Heinle & Heinle Publishers

Vincent, M. (1984). Motivation and its importance in ELT . In S, Holeden. *Focus on the Learner* (pp.37-43). Modern English Publications.

Williams, M., & Burden, R, L. (1997). *Psychology for Language Teachers*. Cambridge University Press.

Willis, D. & Willis, J. (2012). *Doing Task-Based Teaching*. Oxford University Press.

Willis, J. (2001). *A Framework for Task-Based Learning*. Longman

Woolfolk, A. (2004). *Educational psychology*. Pearson Education, Inc.

Wordsworth, J, B. (1978). *Piaget for the Classroom Teacher*. New York, London: Longman.