It is also interesting to highlight the importance of organization in the learning process. Students can start understanding the importance of organization skills by asking themselves questions such as: Where are your notes? Can you find a piece of work you did last week? Do you have no workspace and is there any clear spot on it? The following step can be comparing their organization with their friends. Learners should learn about the best way of organizing notes and eliminating time wasters. Important information is kept in reasonable order and things are revised. Phone calls, TV and socializing, contacting people, and locating resources are time wasters when learners are trying to study and complete tasks by managing time and avoiding stress.

Another useful and interesting strategy is organizing tasks according to three trays and a bin. The first tray contains urgent and important things to do. The second tray includes urgent but not important tasks to do if they can. In the third tray, there are important but not urgent tasks that they have to start before those tasks become urgent.

Moreover, we can propose students to answer a list of questions about their working environment such as: At what time of the day do you study best?; How long can you concentrate before you need a break?; Where do you study best?; Do I study better under pressure?; Do you work better alone or with others? Teachers should use the answers to these questions to make students fit their study to their personality.

Summing up, communication skills, interpersonal social skills, organizational skills, problem analysis and solution, teamwork, adaptability, and technical approach are important skills that should be developed by students. These skills have to be exploited together with strategies for organizing time like making lists and ticking off tasks done, differentiating between weak and strong subjects, and changing subjects every 50 minutes. The development of useful skills and time management strategies give rise to successful language learners.

Bibliografía