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Faculty of Letters and Languages
Department of English

Planning for Learning: an Efficient Way to Ensure and Optimize Learning

A Dissertation Submitted to the department of Letters and Foreign Languages in Partial Fulfilment of the Requirement for the Degree of Master in Didactics.

Submitted by:

Miss Amira Mehdaoui
Miss Souad Meghrabi

Supervised by:

Dr. Ghlamllah Hemaïdia

Board of Examiners:

Pr. Mohamed Hemaïdia

Chairman

University of Tiaret

Dr. Ghlamllah Hemaïdia

Supervisor

University of Tiaret

Dr. Naima Sahli

Examiner

University of Tiaret

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Dedication 1

To my parents, the abundant source of love, encouragement, endless sacrifices and support,

To my brothers and sisters my whole-hearted supporters,

To all my friends,

To all who have been there for me,

To all who have been supportive, caring, and patient, I dedicate this simple work.

Amira Mehdaoui.

Dedication 2

I would like to dedicate this work, above all, to myself, for my endless struggling and patience to achieve my dream.

To my parents for their love, support, and prayers.

To my beloved sister "Khadija" and her daughter "Rawnak"

To all friends and family for their encouragements and motivation.

Souad Meghrabi.

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Above all, all praise is due to Allah, for without giving us strength and support the accomplishment of this work would not have been possible.

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Huge thanks to all students and teachers who have been as helpful as participants, and we would also thank everyone who helped us to learn since we started school until now.

Amira Mehdaoui.

Souad Meghrabi.

Abstract

Learning a foreign language is a subtle process that requires much diligence. Unplanned and precipitated activities are most of the time bound to miscarriage. The study at hand examined the awareness and use of planning for learning among Algerian EFL students. It explored the significance of planning in ensuring steady progress and optimizing learning outcomes. It was intended to identify the gaps in students' understanding and implementation of planning strategies. The research deployed a mixed-methods approach, using a questionnaire addressed to master 1 and master2 Ibn Khaldoun University of Tiaret, and an interview addressed to teachers, to capture students' perspectives and practices related to planning for learning. The findings indicated that a significant number of Algerian EFL students lack awareness of the importance of planning and engage in planning activities infrequently. These findings suggested that the limited awareness and infrequent use of planning strategies among Algerian EFL students is likely to hinder their learning course. The study concluded the need for attentive interventions to enhance students' understanding and use of planning strategies. It recommended the implementation of training programs to improve students' planning skills and emphasized the importance of fostering a culture of self-regulated learning. By equipping students with effective planning strategies and promoting autonomy, educators can support students' academic progress and optimize learning outcomes.

Keywords: *Planning for learning, Algerian EFL students, learning goals, learning plans, self-regulated learning*

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List of Acronyms and Abbreviations

EFL: English as a foreign language.

PDP: personal development plan.

SRL: self-regulated learning.

General introduction

The instructional activity is a delicate activity that requires much scrutiny from the part of the practitioner and much heed from the part of the learner. Its success is highly contingent on its partners' awareness of its aims, content, tasks, strategies, outcomes, and the different roles bestowed on each of them. The mere layout of such components on its own is likely to ensure an enlightened roadmap towards the achievement of the wanted objectives of the instructional activity. This is the very essence of planning in learning.

Learning English as a foreign language, in particular, is a complex and demanding process that depends far more on the learner than on the tutor. It falls on the learner, thus, to assume the share of responsibility for his own learning, which renders learning more and more self-regulated. This crystallizes mainly in the learner's effective contribution in planning, monitoring, and evaluating their own learning. Planning is one of crucial aspects of the self-regulated learning. It requires learners to set their learning goals and objectives, in addition to organizing and managing the strategies leading for achieving them. Learners of the same classroom have different objectives and different learning goals. These differences lead to different learning plans, which in turn lead to different achievements.

Worth

Countless studies have showed that planning is an efficient strategy to help students solve their problems independently. Furthermore, it can help them take responsibility for their learning process and facilitate their progress more effectively as they always reflect and evaluate themselves. However, there still remains some ambiguity surrounding the concept of planning in the Algerian EFL students' thought as to its importance and actual practicability especially in the Algerian context.

Motivation

Learning is all about decision-making. This appears at each and every stage of the learning activity. Prior decision means planning, which is, in itself, meant to reduce the scope of chanciness in learning. The importance of planning draws from the fact that it sketches out the shortcut towards the target aims. It is presumably effort and time saving. On the other hand, planning is in itself an intellectual activity that emanates from the learner's faculty in

thinking about the process of learning, judiciously selecting and deploying strategies, and going about the plan in pursue of the traced goals. What is worth posing as a question is whether Algerian EFL students are aware of the importance of planning in learning, whether they possess enough planning skills and strategies that would help them enhance their learning, and whether they actually plan their own learning.

What really motivated us to conduct this research is the desire to sensitize EFL Algerian students of the great importance of planning for learning, to empower them by equipping them with effective planning strategies that can enhance their academic success and personal growth. This research will expand the boundaries of knowledge and provide further understanding as to what planning is and why it is important.

Objectives

The main objective of this study is to reveal the importance of planning in successful learning and to find out about whether the Algerian students are aware of planning and whether they apply it in their own learning enterprise to optimize outcome.

Research problem

The research problem, the focus of the study at hand, can be summed up as follows: to what extent are the Algerian EFL students aware of the importance of planning in learning and to what extent do they actually apply it in their own learning?

For the sake of easing the pursuit of the research problem, it has been divided up into partial research questions.

- 1- Are the Algerian EFL students aware of the importance of planning in learning
- 2- Do EFL students try to plan for their learning process?
- 3- Do EFL students have enough metacognitive skills that help them plan and monitor their own learning?
- 4- What strategies can be used to enhance students planning skills?

Hypotheses

The following hypotheses have been put forth as tentative answers to the research questions just above:

1. Algerian EFL students are not aware enough of the importance of planning in learning.
- 1- They seldom do.
- 2- Most of them do not.
- 3- Training students on planning skills and strategies, as well as encouraging them to assume self-regulated learning

Methodology

This study is conducted through an empirical research. The data collection would be through both qualitative and quantitative methods: a questionnaire addressed to students and an interview addressed to practitioners.

Dissertation structure

The dissertation contains two major parts, theoretical and practical. The theoretical part contains one chapter dedicated to setting the literature of self-regulated learning, planning definition and stressing the importance of planning. As well as presenting an in-depth review of the previous studies related to the topic.

The practical part contains two chapters: the first chapter is concerned with the methods of investigation, participants and data collection tools used.

The second chapter provides further explanations and interpretations of the results, besides providing some recommendations and suggested solutions.

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Chapter One

Planning for Learning

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1.1 Introduction

Learning is undoubtedly a complicate activity. It consists in a process which starts with the learner's exposure on the learning content, goes on through the mental processing of data, and ends up in a change in knowledge, skill, or attitude which characterizes the learner's behaviour consequently. The importance, the subtlety, and the delicacy of learning make it a must not to let it randomness. Students in the modern educational system are supposed to be self-regulated learners. That is to say, they have more control over their learning and act actively and effectively in the learning process. Planning for learning is the highest level of the self-regulated learning. It is an active process where students set their learning goals and think about efficient strategies and skills that enable them attain these goals, as well as monitoring their progress and judging their success in accordance with those goals.

The upcoming chapter tries to review the literature and shed light on the previous researches that are related to the issue under study, self-regulated learning, planning, learning plans, learning goals, time management. This chapter tries to synthesize the issue and assumption related to planning for learning.

1.2 planning in learning

A learning strategy is a set of cognitive and metacognitive reasoning skills implemented when perceiving a situation. Developing learning skills is vital for students. Further, planning is the first step in the process of successful goal attainment and preparation, allowing students to understand what they want, what they need to achieve, and how to achieve it.

Planning is a key metacognitive skill that enhances learning. Planning can be described as thinking before acting. This illustrate that planning is the first activity that must be done to reach the goal. In other words, determining accurately what is desired and deciding about how best to get to it.

1.2.1 Definition of planning

Planning is the predetermination of goals and procedures to effectively and efficiently achieve defined goals. It is an intellectual process by which students predetermine what

should be done, how, when and by whom. Planning is a predictive decision about what to do in the future. It is the process of thinking before acting. It includes setting goals and the activities that need to be done to reach them. When planning, students anticipate the future and decide which activities need to be performed accordingly. Then, Plan and decide what goal they want to achieve, how they could achieve it by selecting appropriate strategies, and when they could achieve it (Sujan, 2022).

1.2.2 Importance of planning

Planning is essential for positive learning achievements. It helps students identify academic goals and create action plans to achieve those goals. This may include setting a regular study timetable, using different learning strategies. Through this process, students are capable to break down complex tasks into smaller, manageable pieces and take the necessary steps to reach their goals. It helps students manage their time more effectively and prioritize tasks based on their importance and urgency. By identifying the time required for each task and allocating it accordingly, they can ensure that all their needs are met and no important activities are left behind.

Planning also helps students take responsibility for their own learning and development. This helps them become more independent and self-directed learners who are willing to take responsibility for their actions. Moreover, it helps students stay mentally and physically organized. Planning helps students organize their thoughts and tasks while they track their learning, so they can stay calm and focused. An organized plan gives them an idea of what to do and when to do it, reducing the pressure and anxiety that comes when they don't know when and how to tackle a task. For example, students can use planning to break long-term goals into smaller achievable goals and work towards them. This way they can make steady progress and stay motivated to study. However, it is important to note that plans must be flexible as students may need to adjust their plans to changing needs and circumstances.

1.3 Personal development plan

Personal development plan (PDP) is a structured and supported process that student's follow to reflect on their learning, performance and achievements and to plan their personal educational development (the QAA, 2009). It is an ongoing process for students to improve their knowledge, skills and experience in order to reach their goals. Furthermore, it is a way for students to focus their goals on feasible steps and helps them track their personal progress. PDP can also be interpreted as the structures and processes that students undertake to reflect and plan their personal educational development. Through PDP, students will carry three activities; reflect, plan and execute. This process requires students to become accustomed to reflecting, planning, and carrying out their plans. The main goal of PDP is to enhance students' ability to reflect on previous learning activities to plan and take responsibility for their learning process and its development. It includes self-reflection, personal reporting, and planning and monitoring progress toward achieving personal goals. Through PDP, students are encouraged to reflect on the process and learning outcomes and achievements to date (QAA, 2009, p: 7).

The PDP process consists of three main phases. In the first stage; the reviewing; students identify their current skills and ask questions about themselves and their goals. Next step; planning; it is a very important phase of the PDP process that deals with achieving goals and meeting learning needs. Information from the results of the reviewing stage paves the way for the planning stage. The plan provides students with two contributions that show them how to move from their current state to their desired state and identify the resources they need. Basically, planning consists of laying out options and decisions in the best way to achieve goals and objectives, in addition to developing the strategies necessary to achieve them. In the third phase; implementation; students carry out self-development activities designed during the planning phase. A goal is successfully achieved when the planned activities are successfully carried out as planned (Samhsa, n.d).

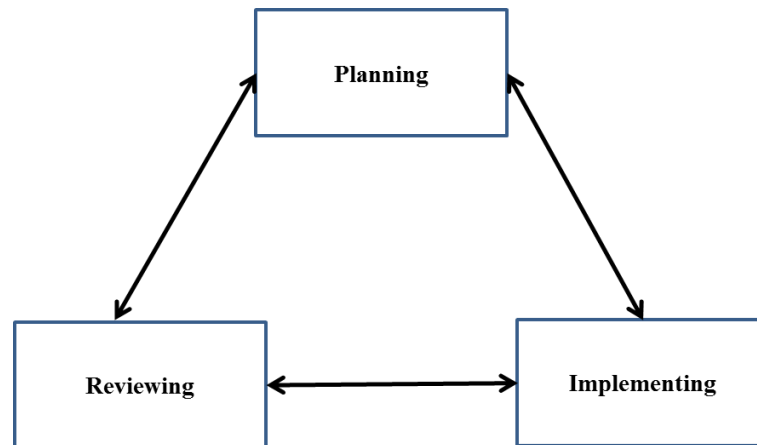


Figure 1: personal development process (Murley, 2014).

1.3.1 Benefits of personal development plan

Personal development is an integral part of personal growth and progress. It provides students the opportunity to explore important areas of self-improvement, which will possibly make them feel more pleased in their personal life. Also, it can be beneficial for their professional life and career.

“PDP supports the idea that learning is a lifelong and life-wide activity. The process of PDP can strengthen the capacity of learners to reflect upon their own learning and achievement and to plan for their own personal, educational and career development. This is a core learning process, required throughout the education system and in many employment and continuing professional development contexts”

(QAA, 2009, p: 6).

PDP enhances reflective learning in higher education and allows students to expand their knowledge of the development of study (The Keynote Project, 2002) PDP helps students build self-awareness of their strengths and weaknesses and awareness of change for the better. This helps students determine their current skills, identify what they need to learn, and plan for the future (Bleetman & Webb, 2008). The PDP also enables students to integrate and plan their personal academic development responsibly. Additionally, they become more aware of how they learn and the different learning strategies they need to achieve their goals. It

also helps them effectively monitor and review their learning progress by using learning notes. Also, by recognizing their own weaknesses and strengths, they can find ways to overcome perceived weaknesses and develop their strengths. PDP helps students manage their learning; which is the ultimate objective of higher education (Houghton, 2002). The PDP is a way for learners to realize that knowledge is not simply obtained from books, teachers or self-regulated study. It seeks to encourage students to think about their learning experiences and learning outcomes. It also encourages them to engage in activities to improve learning.

1.3.2 Effect of using personal development plan on learning

Although PDP is commonly used, empirical evidence of its effectiveness and impact is sparse (Austin et al., 2005; Evans et al., 2002), and the results of empirical studies are inconclusive. However, many studies show that PDP assessment is effective for learning and personal development. Research shows that personal development plans help students more effectively monitor and review their progress by considering how they learn and recognizing their strengths and weaknesses, which lead them to become effective learners. Researchers found that personal development plan improves student achievement as it increases their confidence and encourages them to become self-regulated learners and take responsibility for their learning and development. In addition, PDP facilitates learning activities and helps students develop their knowledge and improve their skills. Additionally, PDP encourages reflection, leads to improved student performance, and facilitates completion of the learning cycle.

1.4 Personal learning goals

A goal is the desired end-result of an action that is expected to be achieved at a specific time in the future, and all efforts and significant resources are devoted to achieve it (Locke & Latham, 2006; Nanji et al., 2013). Setting personal learning goals is a student-centered approach that gives learners the power and responsibility to determine their own expected learning outcomes. Educators provide guidance and support, but it is the students who strive for the intended outcome. A student's learning goals may be part of a larger, more comprehensive individual learning plan. Personal learning goals are behavior, knowledge, or understandings that students consider important for learning. They can relate to common practices, specific topics, areas of study, or a combination of these. The personal learning goal is to improve student learning and performance and to enhance the student's ability to learn.

Its aim is to enable students to actively participate in the learning process, enable them to become self-regulated learners and motivate them to reach their full potential.

Previous research on student motivation and efficiency has shown that students tend to achieve more when they set their own learning goals than when they work toward teacher-set goals. Regardless of ability, students who set their own learning goals are more confident in taking on more difficult tasks. Their motivation to improve and complete task increases, and their self-esteem remains strong even when they fail. As students are supported to immerse themselves in their own thinking and learning process, they are encouraged to reflect on the effectiveness of the strategies they have used to achieve the selected learning goals. Planning what to do, monitoring progress along the way, and evaluating results help students gain greater control over their thinking and learning process and develop learning skills.

The development of personal learning goals consists of definite stages. First, students identify personal learning goals as well as strategies for achieving them. Then they try to monitor their progress the next stage is to report on the progress made. Finally, they refine or develop new goals (Bryson, 2011).

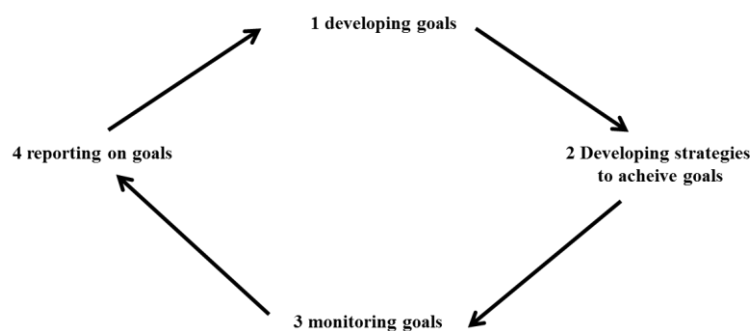


Figure 2: personal learning goals process.

All phases of the process are important and interconnected. As the figure above shows, the process is ongoing and cyclical. Students need to understand that the process of setting learning goals is a central part of the learning process. Learning objectives help students bridge the gaps in what they have achieved and what they want to achieve. It is important that students develop a sense of personal responsibility for their own learning goals. That gives them a sense

of commitment and a range of skills and strategies to achieve those goals. Effective personal learning goal is a goal that can be achieved by the students' own actions; and is likely to be achieved within the specified time period, and should include a definite plan. Students need to consider strategies to achieve their goals while developing their goals and throughout the monitoring process. Students need help developing clear, simple strategies and rely on different approaches. Strategies should reflect and build on student learning styles, their ability to learn autonomously, and the specific learning goals they set for themselves.

Monitoring requires reflection which leads to assumptions about the degree of success, and provides reasons for the lack of improvement. It also allows for future goal setting and offers a sense of achievement. When students report progress toward their personal learning goals, they should create a summary of their learning and to which extent they achieved their goals.

In its simplest form, students' learning goals determine what the student need, want, or are expected to learn, and setting them allows students to focus on the most important educational content. Goals should be formed using the acronym SMART (Bovend'Eerd et al, 2009) which stands for: specific, measurable, attainable, relevant, and timely bound. Specific means that the goal is clearly and simply stated. Measurable highlights that goals include a way to measure actions and determine if there is progress. Achievable goal is a realistic and reasonable goal. Relevant means it is meaningful and consistent. Time-bound means that each goal has a specific timeline for completion.

1.5 Personal learning goals and students learning

Most researchers point out that goal setting is essential to the success of the learning process (Anderman, 2011). It also encourages students' development in different aspects of their learning as it is an important aspect in decision making. Currently, the idea of goal setting theory is emphasized in education, it aims at improving the academic performance of students. Locke and Latham (2006) explained that goals are an aim of action that must be consciously realized. It includes the difficulty of the goal, the level of performance, and the amount of effort expended to achieve the desired result.

Achievement goal theory focuses on the impact of goals on student performance in the classroom context. The reasons why a student engages in a particular learning task or activity

and why they want to achieve the desired goal are the main components of achievement goal theory. This theory explains that a student's academic performance is directly related to the diverse and complex cognitive strategies that students employ in acquiring specific knowledge and skills (Covington, 2000). Most researchers on academic goals originally concentrated on two types of goals: performance goals (self-centered goals); are about proving one's competencies to others, and learning goals (mastery goals); are about improving one's competencies and mastery of the tasks (Valle et al., 2007).

Researches shows that students who demonstrates high levels of performance goals tend to attribute success to uncontrollable factors such as innate ability and intelligence rather than hard work and persistence (Seifert, 1995). They also employ superficial cognitive strategies (Ho & Hau, 2008), such as memorization or rote learning, in an attempt to achieve desired outcomes quickly. This can lead to surface-level understanding of the material and reduced engagement in critical thinking or conceptual understanding (Ames & Archer, 1988; Harackiewicz et al., 2002), are cautious to seek help (Butler, 2006), and exhibit academic dishonesty (Van Yperen et al. al., 2011), tending to experience an increase in negative grades, weak emotions (Huang, 2011) and low perception of success (Daniels et al., 2008). They tend to be more focused on avoiding failure rather than pursuing success. This fear of failure can lead to risk aversion, where students are reluctant to take on challenging tasks or explore new ideas due to concerns about potential negative outcomes. (Elliot & McGregor, 2001; Harackiewicz et al., 2002). However, students with high learning goals tend to have developing mindset, believing that their learning abilities are not innate and can be improved through hard work and perseverance (Buluş, 2011; Grant & Dweck, 2003).

Researchers also note that students with learning goals tend to gain greater insight into the subject and use stronger cognitive strategies that help them retain maximum knowledge and skills (Huang, 2011). As such, these students are more likely to apply what they have learned to new environments rather than memorizing assignments that are quickly forgotten. Furthermore, these goals are related to completing tasks properly, feeling sustained interest (Senko & Harackiewicz, 2005), feeling more comfortable, and experiencing fewer negative emotions (Huang, 2011). Although the impact of performance goals on outcomes is often studied in isolation, some researchers have proposed a multi-goal perspective in which the combination of student performance goals is most relevant to outcomes (Pintrich, 2000). People may pursue different goals or work towards desired results at the same time for

different reasons. Supporters of multiple goals argue that learning and performance goals are not in direct opposition with each other and can be pursued simultaneously.

1.6 Planning and time management

Time management is generally defined as the process by which a person applies management functions such as planning, organizing and controlling his activities in order to achieve goals in an efficient and productive manner (Aysegul, A, et al., 2017). It is also defined as recognizing activities that need to be accomplished within a certain period of time, the beginning and ending time should be determined in an efficient and productive way. (Aysegul, A. et al., 2017). Successful time management requires setting clear goals, having a good plan to reach those goals, and working hard to achieve them (Ozer, 2010). Successful time management requires setting a goal, making a plan to reach the goal, taking action to execute the plan, setting an exact end time, and continuing to work until the goal is reached (Ozer, 2010).

Planning is an important aspect of time management. There are three aspects of time management behaviours: long-term planning, short-term planning, and time attitude (Lourie & Hellsten, 2002). Long-term planning means having long-term goals and having a disciplined routine. Planning puts students in control of all activities (Kelly, 2004). Keeping track of how much work they need to do in a given span of time can be difficult, so it is important to have time commitments; it may even be the instantly measurable effect of planning. However, short-term planning is a time management activity surrounded by a daily or weekly time structure; it includes activities such as setting goals at the beginning of the day, planning and prioritizing daily actions and specific tasks. Time attitude includes the perception that the individual is in control of time, the perception that he is efficiently managing his time and the perception that he is making productive use of time (Karim et al., 2015).

1.7 Time management skills

The purpose of time management is to regulate time in order meet certain needs and expectations. Time management helps students manage themselves and use their time wisely. In order to do that, they need to know not only how to use time, but also what kind of problems prevent them from doing so and what causes those problems (Ozer, 2010). In this respect, students need to acquire time management skills. There are various techniques that

help students master time management; such as the goal approach, warrior approach, the ABC approaches, and the magic approach (Ozer, 2010).

To start with, the goal approach; is based on the fact that individuals should know what they want and strive to achieve it. Next, the warrior approach; it states that activities to be taken should be planned for the future besides prioritizing important activities and saving time. The ABC approach points out that it is impossible to do everything and argues that efforts should be focused on the most important activities. While the magic approach is based on the view that good planning and good tools are important for easy access to information. These techniques will enable students to manage their time wisely and effectively in order to achieve their goals and enhance their performance.

1.8 Planning as a learning skill

Planning skills are among the learning skills that students need to master. These skills facilitate the learning process by enabling learners to approach new information, tasks, or challenges in an efficient way. Planning skills are highly embedded in the learning process, so the level of planning skills is very important to student achievement. Planning has been evidenced to be an essential part of learning; and planning skills are, subsequently, required as means to develop abilities such as handling new information and organizing the overall learning process. One of the most effective ways to examine students' planning ability is to examine them within the framework of the concept of learning strategies (Weinstein & Mayer, 1986).

1.8.1 Learning strategies

Planning one's learning consists in setting a roadmap to direct one's course of actions and get to the ends of the learning activity with the least effort needed, the shortest time, and the sources and aids at one's hand. Thus, the adoption of a definite and clear strategy to go about the learning material imposes itself as the wisest step to take. Oxford (1989) defines learning strategies as **“the often-conscious steps of behaviours used by language learners to enhance the acquisition, storage, retention, recall, and use of new information.”** (Oxford, 1989, p: 4). Consequently, the choice of a particular learning strategy draws on the learner's idiosyncratic traits and preferences. Learning strategies are developed based on the way students are accustomed to information processing, controlling and evaluating their own activities. These strategies can be classified as cognitive and metacognitive strategies.

1.8.2 Planning as a metacognitive learning strategy

Cognitive strategies refer to the mental processes and activities involved in obtaining, processing, storing, and using information. It involves a wide range of mental activities, including, recalling, problem-solving, and decision-making. O'Malley, & Chamot describe cognitive strategies as those in which learners interact with the learning material by manipulating it mentally, for instance making mental images, or physically such as taking notes (1990). Cognitive strategies allow students to perceive and understand the world around them, make sense of their learning experiences, and engage in complex mental tasks.

Metacognitive strategies are strategies that enable learners to control and monitor their own cognition and to manage their learning processes through focusing, organizing, planning and evaluation (Oxford, 1990). These are high-level processes involved in planning, monitoring, understanding and generating learning, and evaluating achievement of learning objectives (O'Malley, & Chamot, 1990). Overall, metacognition involves the ability to reflect on and regulate one's own cognitive processes, leading to more effective learning, problem-solving, and decision-making. Briefly, cognitive strategies are used to study the learning material and metacognitive strategies are used to control the learning process. Planning learning strategies, like other metacognitive strategies, are common characteristics that allow control over one's own activities. Cognitive and metacognitive learning strategy level can be considered as predictors of planning strategies skills of students. That is to say, it is essential for students to develop their cognitive and metacognitive strategies in order to achieve high level of planning skills.

Planning is a metacognitive step and involves making decisions and organizing actions in advance. It is a cognitive process that allows individuals to set goals, determine the steps necessary to reach those goals, and allocate resources effectively. When planning, individuals use a higher level of thinking, considering various factors and possibilities before taking action. Planning begins with students establishing of clear and specific goals. These goals can be short-term or long-term, and they provide a direction for the planning process. Then, evaluate and select the most appropriate strategies. Planning also involves considering the resources required implementing the chosen plan as well as selecting the appropriate time. Generally, planning as a metacognitive step allows students to think ahead, consider various possibilities, and make informed decisions before taking action. It enhances efficiency, and increases the chance of achieving desired goals.

1.9 Planning as a vital step in self-regulated learning

Planning plays a crucial role in self-regulated learning (SRL) as it helps learners effectively manage their learning process. It allows students set their learning goals and strategies that would enable them achieve the desired goals.

1.9.1 Self-regulation in learning

Self-regulated learning (SRL) refers to the process through which learners take control of their own learning activities, monitor and manage their cognition, motivation, and behavior, and make adjustments to achieve their learning goals. (Zimmerman, 2000. , Winne & Hadwin, 1998). Self-regulation is regarded as an active process whereby students try to transform their mental abilities into academic skills (Zimmerman, Bonnor, & Kovach, 2002). It involves learners actively engaging in the learning process, setting goals, selecting and employing effective learning strategies, monitoring their progress, and reflecting on their learning experiences (Zimmerman, & Pintrich, 2000). SRL is an essential aspect of becoming a successful student. Students play an active role in the learning process; they contribute effectively in constructing their knowledge rather than reacting to teaching only. Zimmerman (2000) states that self-regulated learning refers to self-generated thoughts, feelings, actions, and behaviors intended to attain specific goals; Learners take ownership of their learning by employing strategies to regulate their cognition, motivation, and behavior.

Planning is a vital step within the process of self-regulated learning, playing a vital role in guiding learners towards their desired outcomes. As learners take control of their own learning activities, planning becomes a fundamental process that allows them to set clear goals, select effective strategies, and establish a roadmap for their learning journey. By engaging in considerate and careful planning, students can identify the resources and actions required to achieve their objectives. In essence, planning serves as the cornerstone of self-regulated learning, facilitating learners' ability to achieve and attain their learning goals with determination and efficiency.

1.9.2 Planning in self-regulated learning

Planning is the highest level of self-regulated learning. It is an active process where students set their learning goals and think about efficient strategies and skills that enable them to attain these goals, as well as monitoring their progress and judging their success in accordance with those goals. Skillful self-regulated learners devote large amount of time

thinking and planning before they act. This is a critical stage where students analyze the task and develop a plan to complete it effectively. Planning includes selecting appropriate strategies and allocating resources.

Planning involves different procedures to different people. It is so personal; nonetheless, there are some steps which are commonly adapted by learners either due to some previous instruction or due to trial and success. Redundant steps in planning include setting goals, drawing on relevant background knowledge, and planning for time. Students with a high level of planning skills are better able to assess the needs of a particular learning situation and select the best strategy for that situation. They consider what is required for successful action, set learning goals, break down complex tasks into feasible components, identify strategies for accomplishing them, and identify appropriate times.

1.10 Cognition and metacognition in self-regulated learning

Learning strategies are learners' tools for active, conscious, purposeful, and attentive learning that paves the way for the pertinent acquisition of competence, autonomy, and self-regulation (Oxford, 2002). They are categorized in different ways the most common of which is the cognitive-and-metacognitive dichotomy of strategies.

Cognitive strategies are related to input (the process of obtaining information). They are specific techniques or approaches used by learners to enhance their acquisition, processing, storage, and retrieval of information. These strategies involve conscious mental processes that learners employ to improve their understanding, problem-solving, and overall cognitive functioning. According to the National Research Council (NRC) (2000), cognitive strategies are **"specific methods or techniques for approaching learning tasks or problem-solving situations"**.

Metacognitive strategies are a set of strategies that allow learners to monitor their cognition using several techniques used in organizing, planning and evaluating ones along the learning process. It usually contains two main components; Cognitive Knowledge and Cognitive Regulation (Schraw & Moshman, 1995). On the one hand, Cognitive knowledge is what an individual knows about their own cognition or cognition in general. Typically, this involves three different types of metacognitive awareness. Declarative, procedural, conditional knowledge (Brown, 1987; Jacobs and Paris, 1987). Declarative knowledge refers

to knowledge “about” things. Procedural knowledge; is to know “how” to do things. Conditional knowledge refers to knowledge about the “why” and “when” aspects of cognition. (Brown, 1987; Jacobs and Paris, 1987). Cognitive regulation, on the other hand, refers to metacognitive activities that help control a person's thinking and learning. It involves three vital skills: planning, monitoring and evaluation (Jacobs and Paris, 1987; Kluwe, 1987). First, planning; at this stage, students choose appropriate strategies and materials, set learning goals, and manage their time. Second, monitoring; it refers to the skills students need to test themselves and control the learning process. Finally Evaluation; at this stage, students evaluate and judge their performance and achievements.

Hadwin and Winne (1998) proposed a modal of self-regulating learning that evolves in four relatively sequential, recursive phases. In the first phase, students search their external environment and memory to identify conditions that may influence the task they are about to initiate. This information represents the context understood by the student. In Phase 2, students develop goals to work on the task and devise a plan to move toward those goals. Phase 3 consists in the actual work on the task itself. In all three of these phases, self-regulating learners provide information about how learning was achieved using cognitive operations, learning approaches, and learning strategies, as well as the adaptation of internal and external conditions and different standards. In Phase four, students decide to acutely transfer their approach to future assignments.

Students' motivations and emotions are affected during all these stages of self-regulated learning. Motivation and emotional state play an important role. First, they are internal conditions for student surveys in phase one of the self-regulated work. Next, the standards used in metacognitive monitoring could be related to the presence of motivation and emotions. Further Students can set goals that regulate motivation and emotion in the same general way that they regulate cognition. The essence of self-regulated learning is that the student is in charge. Whatever the external conditions of support and pressure, and whatever the characteristics of the intervention aimed at facilitating elements of the self-regulated learning, students remain the decision makers and actors at the same time.

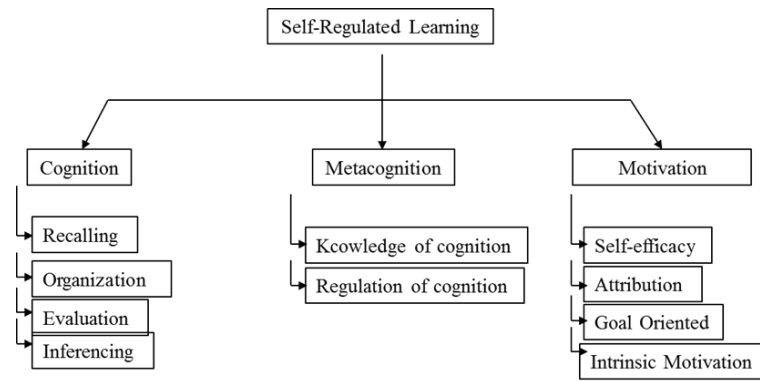


Figure3: cognition and metacognition in self-regulated learning.

1.11 Developing skills and abilities needed in self-regulated learning

Teachers and practitioners of education, in general, argue that the primary purpose of formal education is to teach students how to learn. This goal is achieved when students become able to self-regulate their learning, in other words, to turn knowledge and skills acquisition into an active, autonomous process. Developing planning skills is crucial for enhancing self-regulated learning abilities. It involves acquiring the necessary skills to set goals, devise effective strategies, and create a roadmap to guide one's learning process.

Winne and Perry (2000) discuss effective strategies for fostering planning skills within self-regulated learners. They highlight the significance of encouraging learners to set clear and specific goals for their learning tasks, this helps them define their objectives and provides a direction for planning their actions. In addition, teaching learners to break down complex tasks into smaller, manageable tasks. This helps them understand the requirements of the task and plan their approach accordingly. The selection of strategy is crucial; guiding learners in selecting appropriate strategies for different learning tasks. And encourage them to consider various options and choose strategies that are appropriate for attaining their goals. Help learners develop metacognitive awareness by encouraging them to think about their own thinking. This involves reflecting on their planning processes and evaluating the effectiveness of their strategies. These strategies can support the development of planning skills within self-regulated learners.

1.12 students with self-regulated learning deficiencies

In the context of language learning, students are free to manage the way they themselves learn, rather than waiting to be influenced by others. This means that students are playing an active role rather than being passive recipient of verbal information. However, it is clear that not all students are the same in this respect. Some learners attain higher levels of self-regulated learning than others. There can be various reasons for this; some of them are definitely affective and are discussed in the following section.

1.12.1 Amotivation

Amotivation refers to students' state of lacking motivation or having a complete absence of motivation to engage in a particular activity. It represents a complete lack of interest, or desire to pursue and participate in a task. Amotivation can arise when students perceive a task as irrelevant, meaningless, or beyond their control. It can also occur when they have experienced repeated failures or lack confidence in their ability to succeed in the task. In such cases, they may not see any intrinsic or extrinsic value in engaging with the activity, leading to a lack of motivation. Amotivation can have a significant impact on the planning for learning. When students are completely lacking motivation or interest in engaging with a learning task, they may not see the value or purpose in investing time and effort into planning their learning process. As a result, they may neglect or overlook the planning stage completely, leading to random or disorganized learning. Students who are amotivated may not see importance in setting clear learning goals or may struggle to identify them. Without clear goals, it becomes challenging to develop a organized and effective plan for learning. Without motivation, students may not feel required to invest effort in developing a detailed or comprehensive learning plan. They may lack the motivation to actively engage in the planning process, resulting in incomplete or superficial plans. Planning is a crucial component of self-regulated learning, which involves setting goals, monitoring progress, and making adjustments as needed. Amotivated individuals may struggle to engage in self-regulatory behaviors and fail to monitor or adjust their learning strategies, hindering their overall learning progress.

1.12.2 Lack of intrinsic reinforcement

Internal reinforcement is much more significant for learning than the external reinforcement. Students who have external reinforcement may attain better achievements, but only if they have internal reinforcement. Therefore, as soon as this reinforcement fades, the successful performance vanishes. Hence, only students with internal reinforcement can succeed in learning .furthermore. Self-regulation is expected to enable the gradual replacement of internal controls for external behavioral control. This replacement can occur in students with greater internal reinforcement (Bandura, 1989)

1.12.3 Inability to Set Goals

According to Zimmerman (1998), setting goals is an important part of self-regulation. It involves setting standards or objectives as the aim of one's actions. Effective goal setting involves setting long-term goals, breaking them down into short-term sub-goals, monitoring progress to assess skills, adjusting strategies and goals as needed, and When one goal is achieved another goal should be set. This multi stage plan is a key component for enhancing human performance, increasing motivation, and facilitating lifelong self-regulatory learning (Schunk, 2001). Goals exist at different stages of self-regulation. First, planning, such as setting goals and establishing target strategies. Next, performance management; for instance use of targeted actions and performance monitoring. This means students are assessing their progress toward their goals and adjusting their strategies to ensure success (Zimmerman, 1998).

1.13 Students planning in the process of self-regulated learning

Planning is one of the crucial aspects of self-regulated learning. Planning involves students' creation of mental representation of their goals and organizing and managing strategies to achieve them. Goal setting does not always lead to goal striving and goal achievement. Once the decision to get started is made, the stage is set for translating the learning goals into a series of self-directed tasks. Such involvement in the preparation of action plans and their execution involves states of cognitive entrainment (Gollwitzer, 1993, 1996). Annual and daily planning reports allow students to generate the self-monitoring and feedback they need for self-regulation. This feedback encourages students to try to reduce

inequalities by changing plans and strategies and modifying aspects of their goals. Time is a critical aspect of planning and regulation. Limited time is an additional aspect that students need to consider when making decisions and choosing alternative interventions; Time management is influenced by behavioral factors such as personal goal setting, and self-efficacy.

1.14 Conclusion

Planning for learning refers to the process of developing a structured approach to acquire knowledge, skills, or competencies. It involves setting learning goals, organizing resources, and creating a roadmap to guide one's learning journey. Planning for learning is crucial as it helps students stay organized, focused, and motivated, leading to more efficient and effective learning. The chapter above has tried to provide a sight about planning for learning and its importance, planning as metacognitive skill, and planning within the process of self-regulated learning.

Since this research aims at assessing master 1 and 2 students of Ibn Khaldoun University awareness of planning for learning and its importance, a background of data was collected to support our claims and widen our sight, in this perspective for investigating the phenomena and trying to proof the hypotheses and enhance learning English in our universities.

The upcoming chapter; the field work investigates students' and teachers' conception of planning for learning and its significance. Moreover, it provides the analysis of the collected data of both students' questionnaire and teachers' interview.

Chapter Two

Field Work

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2.1 Introduction

It is challenging for students to be self-regulated learners when learning is already planned and monitored by someone else. Thus, students should take responsibility for planning, monitoring and evaluating their own learning. In this response, teachers should equip their students with activities and tasks that improve not only their language but also planning, monitoring, and evaluation of their own achievements. It is noticed that students who have good planning, monitoring, and evaluating skills are effective proficient learners. From this perspective we built our research that aims at finding out whether students and teachers of Ibn Khaldoun University are aware of planning for learning and its significance.

The present empirical research attempts to present as well as analyze the data gathered using selected research tools. In order to answer the research questions, as well as verify and validate the research hypotheses as tentative answers to the research questions, we implement the following instruments: an online questionnaire handed to 108 masters 1 and 2 students at Ibn Khaldoun University department of English. And an interview administered to 9 teachers of English. The questionnaire was deployed to test students' awareness of the importance of planning for learning. While the interview aimed at investigating whether teachers are pertinently aware of planning for learning and if they encourage their learners to plan and have control over their own learning.

2.2 Research design

In order to reveal all the desired variables, we adopted a combination of quantitative and qualitative approach. Our ultimate aim is to check for teachers' and students' awareness of the significance of planning for learning and sensitize them of its importance in case they ignore it. The data have been collected from students through questionnaire, and from teachers through interview.

2.3 Students-addressed questionnaire

The questionnaire addressed to students attempts to reveal how much students are aware of planning for learning. Twelve questions have been set to check whether students are familiar with the notion of planning for learning, and if they actually plan for their learning.

2.3.1 The Questionnaire in details

The questionnaire is administered to 108 Master 1 and 2 students at Ibn Khaldoun University of the two specialties: Didactics and Linguistics. It consists of 12 questions that could enable us to gather as much information as we can. It is divided into two parts: the first part is dedicated for personal information. It contains 3 close ended questions to get information about their gender, level, and specialty. The second part contains 9 questions, 2 of them elicit details and justifications, while the rest are close-ended questions addressing students awareness of planning for learning.

2.3.2 Questionnaire sample

The questionnaire was administered to master 1 and 2 students of English. The reason behind choosing them is that they are supposedly mature enough as they should have spent about 3-4 years in the same university under the same circumstances. Further, they have certain knowledge that enables them to answer properly. The informant number was 108 students, which facilitates the research task and lead to the obtaining of the quantitative data needed to understand the issue under study. In fact their answers have been of high importance and much enhancing to the success of our study.

2.3.3 Questionnaire results

The questionnaire has enabled the collection of data. These have been represented in graphs to give clear view of the findings. The questionnaire starts by 3 questions, the first is about their gender, and the second is about their level while the third is about their major. The results are as follows:

Section one:

Personal information:

1. Gender

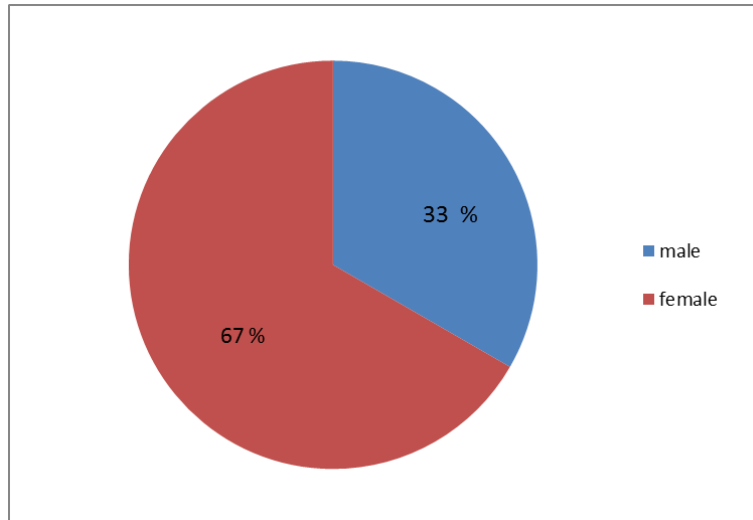


Figure1 :students' gender

Females ranked first in their participation in a percentage of 67%, and only 33% of males participated.

2.Level:

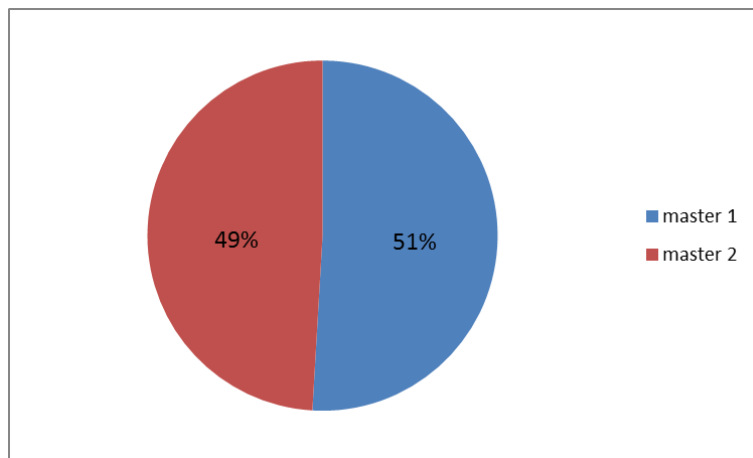


Figure2 : students' level.

51% of the informants are students of master 1, while 49% of them are of master 2.

3.Specialty:

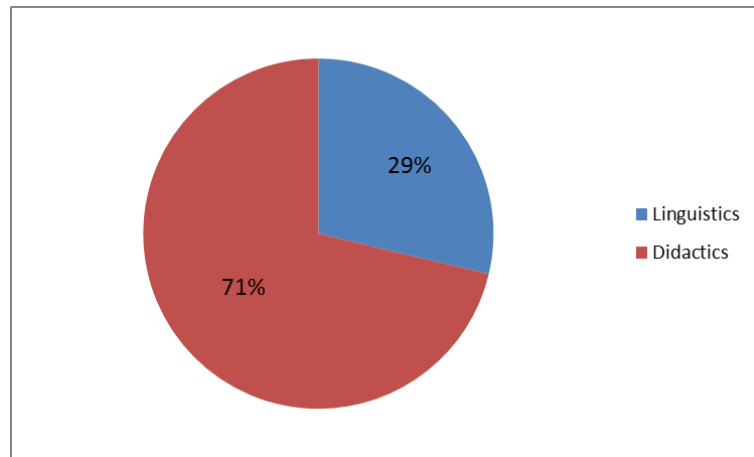


Figure3: students' specialty.

Didactics students are graded first in their participation in percentage of 71%, and only 29% of Linguistics students participated.

Section two:

Question1: Do you control and monitor you own learning process?

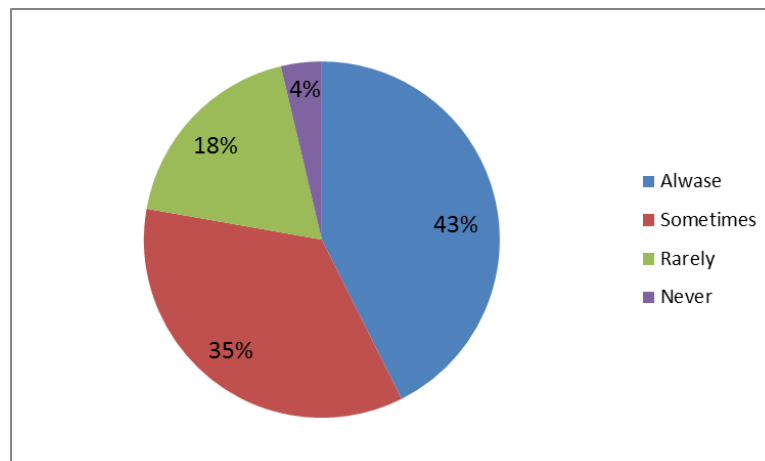


Figure4: students' control of their learning process.

43% of the informants confirm that they always control and monitor their learning process, while 35% of them state that they sometimes do; 18% admit that they rarely do, while the last 4% have never tried to do.

Question2: Does your teacher encourage you to have control over your learning?

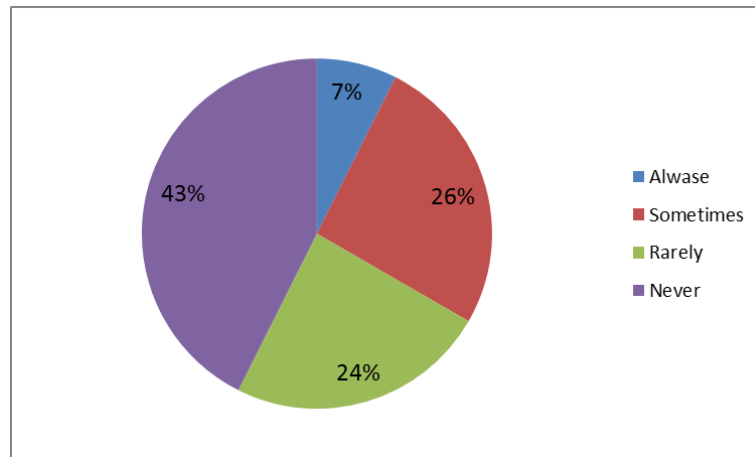


Figure5: teachers' encouragement of their students to control their learning

43% of respondents said they never receive encouragement to have control over their learning, 24% said they rarely receive such encouragement, 26% said they sometimes receive it, and 7% said they always receive encouragement in this regard.

Question3: Do you select the strategy before completing a learning task?

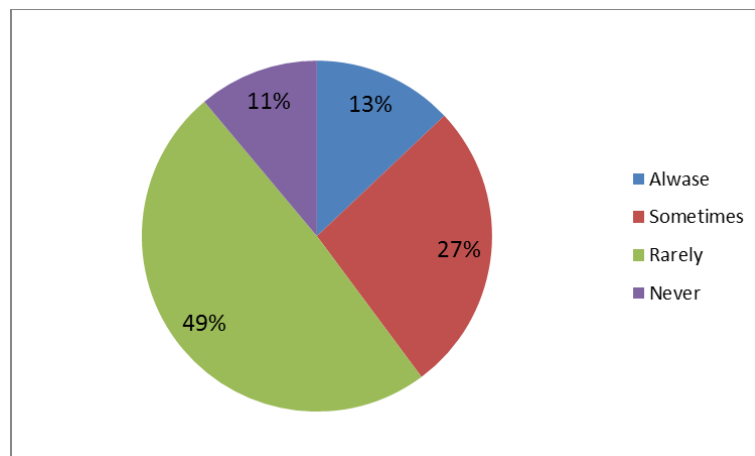


Figure 6: students' selection of the strategy before completing a task.

49% of the participants declared that they rarely select a strategy before completing a learning task, while 27% of them sometimes do. Besides 13% of them state that they always

select strategy before completing a task, while the rest 11% of them have never selected a strategy.

Question4: what is the strategy that you often use?

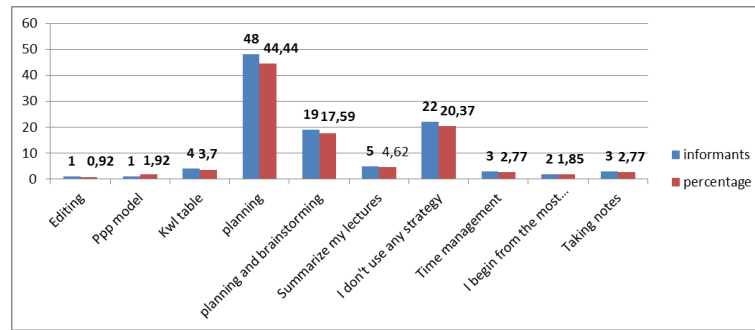


Figure 7: strategies used by students.

The figures show that 44.44% of the participants often use planning strategy. However 20.37% of them do not use any strategy. In addition to 17.59% participants adopt planning and brainstorming. Moreover, 4.62% of them state that they summarize their lectures, while 3.7% of them use KWL table (what I know, want to know, what I learnt). Besides, those who adopt time-management strategies and those who take notes rank the same with a sum of 3(2.77%) participants. Thus, 2 (1.85%) respondents claim that they start by the most difficult task and proceed towards the easiest one. Moreover, only 1(0.92%) respondent use editing strategies. And only 1(0.92%) of them implement PPP modal (presenting, practicing, producing).

Question 5: Do you change the strategy when you realize you fail using it?

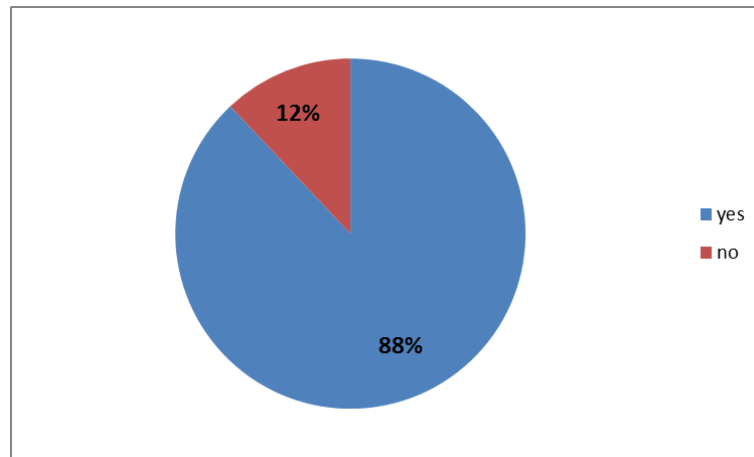


Figure 8: students' changing of the strategy when failing using it.

The majority of the respondents (88%) claim that they change the strategy when they realize that they do not learn much using it, while 12% of them don't.

Question 6: Do you seek information by yourself or you rely on the teacher?

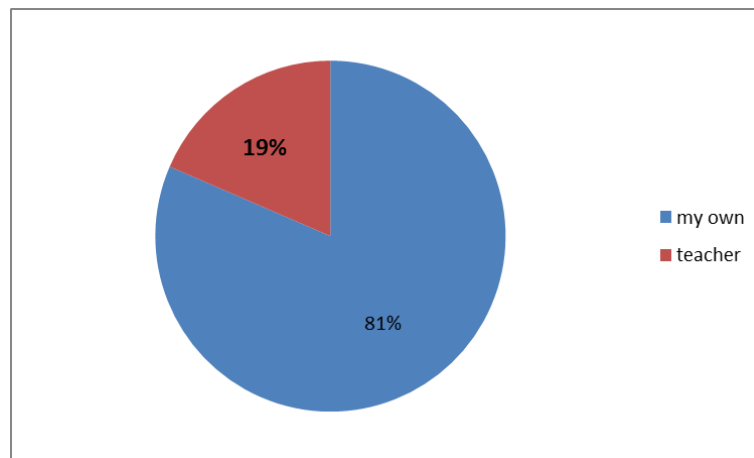


Figure 9: students' seeking of information.

81% of the respondents declared that they seek information by themselves. While only 19% of them rely on their teachers.

Question 7: Do you define a goal/aim before completing a learning task?

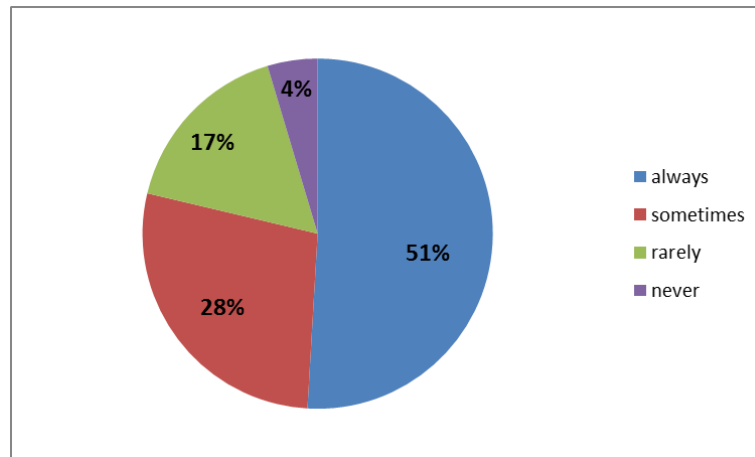


Figure 10: students' definition of goals before completing a learning task.

51% of the informants claim that they always define a goal before completing a learning task, while 28% of them sometimes set aims. In addition to 17% who rarely do and only 4% state that they never define aims before completing their tasks.

Question8: Do you select the appropriate time for completing a task?

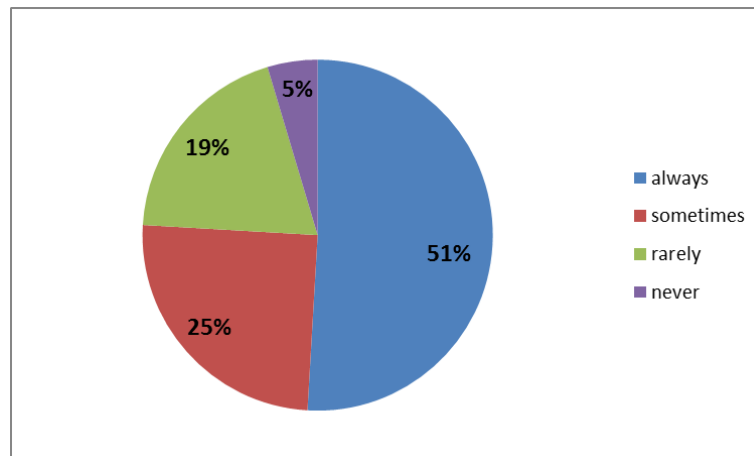


Figure 11: students' selection of the appropriate time for completing a task.

51% of the participants declare that they always define the appropriate time for completing a task; besides, 25% of them rarely select time before completing tasks; while 19% rarely do and 5% have never set an appropriate time for tasks.

Question 9: Do you select the appropriate materials for completing a task?

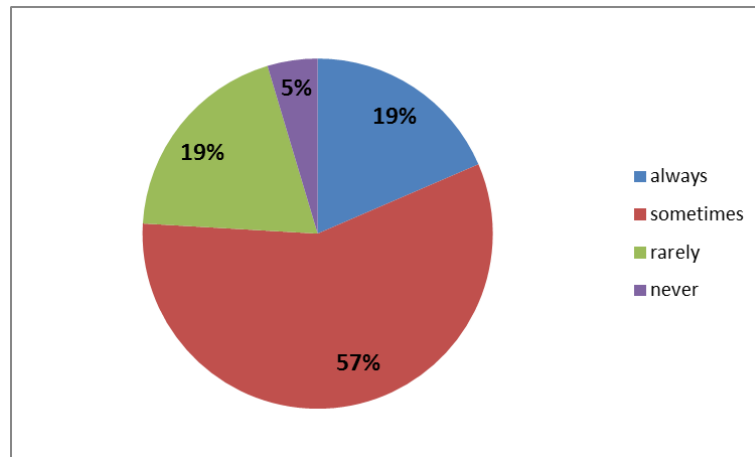


Figure 12: students' selection of materials for completing tasks.

The majority of informants (57) always select the appropriate materials for tasks while those who always select materials and those who rarely do have responded equally with a percentage of 19%. Thus, only 5% of them never select material needed for completing tasks.

Question 10: Do you set learning plans?

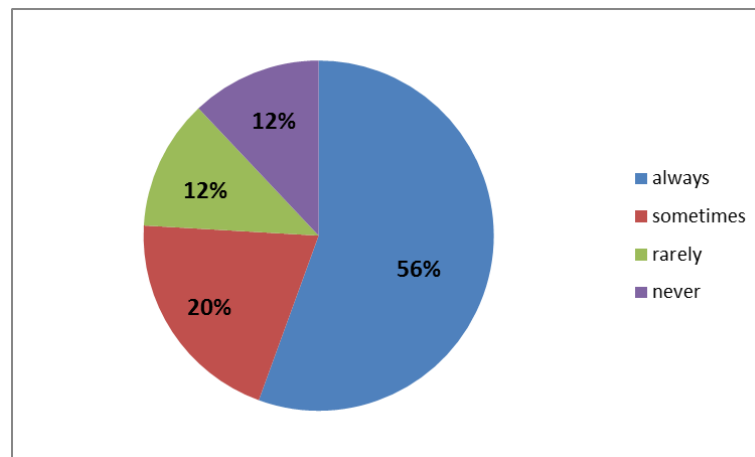


Figure 13: students' setting of learning plans.

56% of the respondents stated that they always set learning plans, 20% of them said they sometimes do. However those who rarely set learning plans and those who never do responded equally with a percentage of 12%.

Question 11: Do you think that planning your own learning is important?

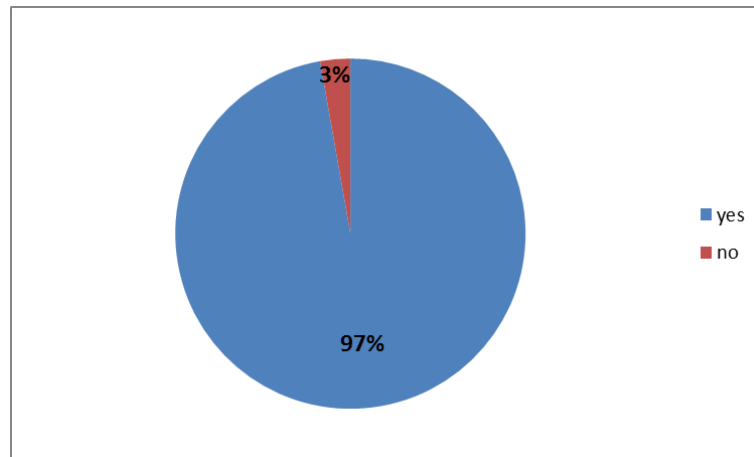


Figure 14: students' awareness of the importance of planning.

The vast majority (97%) of the students declared that they think that planning for their own is important. While only 3% state that it is not important.

What importance do you attach to planning one's own learning?

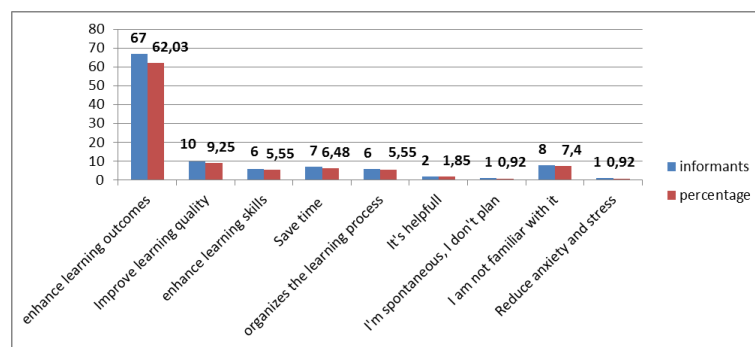


Figure15 : importance of planning according to students.

As shown in the figure, 67(62.03%) of the informants declare that planning for learning is important because it enhances their learning outcomes. Besides, 10(9.25%) of them state that it improves the learning quality. In addition to 8(7.4%) of them claim that they are not familiar with planning for learning i.e. they don't know how important it is; 7(6.48%) admit that it helps them save time, while those who think it would enhance their learning skills and those who think it would organize their learning process responded equally with a sum of 6(5.55%) informants. However 2(1.85%) respondents state that it is helpful for them to plan for their learning. Furthermore, only 1(0.92%) informant declare that it reduces the amount of anxiety and stress, in addition to 1(0.92%) respondent who states that he is spontaneous and that he hates planning.

***please if you have other suggestions and recommendations feel free to speak your mind**

The overwhelming majority of the informants did not respond to this question. However one of the respondents suggested that planning for learning should be a module for university students; besides, another respondent state that research has shown that effective lesson planning improves one mental health. It provides you with in-depth knowledge about the topic you're dealing with.

2.3.4 Preliminary overlooks upon the questionnaire results

The questionnaire has been successfully conducted with students; precisely master 1 and 2 students who contributed responsibly and effectively. They showed great interest and were indeed cooperative in answering the given questions. The questionnaire allowed for the investigation of students' awareness of planning for learning and its importance. In an initial look at the questionnaire results demonstrated in graphs, one can see students' awareness of planning for learning and its significance. The primary results showed that the majority of students are aware of the importance of planning for learning; however they sometimes try to plan for their learning.

2.4 Teachers-addressed interview

As mentioned before, the primary data of this study was collected using different sources: a teacher-addressed interview and a student-addressed questionnaire. The face to face interview was conducted with teachers of Ibn Khaldoun University of English department from several specialties, for the sake of checking for their awareness of planning for learning and its significance as well as finding out about whether they encourage their students to plan for their learning. We designed certain questions that would help an understanding of the extent of teachers' consciousness of planning for learning and their attempts to direct their students to plan for their own learning process.

2.4.1 Interview sample

A sample of teachers from the English department at Ibn Khaldoun University is selected to take part in this interview. The interview has been addressed to 9 teachers from different generations, teaching several subjects just to ensure that the theme of research is investigated from different perspectives and through different visions in an attempt to get insightful about the significance and actual use of planning for learning.

2.4.2 Interview results

The face-to-face interview has helped the collection of significant data. The topic is well known by the majority of teachers, they showed interest in the topic as well as in the questions. The interview has been crucial in getting necessary information about planning for learning and its significance. The interview results are enlisted hereafter, response by response, to demonstrate every view.

Question1: do you recognize the importance of planning for learning? Can you share with us your view please?

The aim of this question is to see whether teachers are conscious about the significance of planning for learning.

Teacher1: it is important to the extent that a teacher must prepare the lecture according to the needs of his students.

Teacher2: of course, any learning or content meant for learning should be planned and should have an objective behind.

Teacher3: no answer.

Teacher4: to some extent, everything in our lives requires careful planning and so does learning. For efficient learning activity students must prepare a yearly well-designed program.

Teacher5: yes of course, planning for teaching is a comprehensive customizable multi-day instruction and assessment, teachers are required to vary their instruction and connect it to learning outcomes, by so doing, learners' skills and competencies are enhanced.

Teacher6: definitely, planning for learning is crucial, as it makes learners cognitively and affectively ready to get new learning through an anticipatory activation of the appropriate prior knowledge and prerequisites.

Teacher7: I think that planning for learning is a milestone in the students' active learning since it equips them with the appropriate skills and competencies to engage in self-regulated learning.

Teacher8: yes, it helps to make lessons clear and well timed.

Teacher9: yes I do, planning is necessary for successful education because it helps to save time and efforts.

All the interviewed teachers claim that they recognize the significance of planning for learning.

Question2: do you try to direct your students to plan for their own learning?

The objective of asking teachers whether they direct their students to plan for their own learning was to assess the level of emphasis placed on student autonomy and self-directed learning within their teaching practices.

Teacher1: always, a good and organized planning helps them learn effectively.

Teacher2: part of being autonomous is to plan; I do encourage my students to plan and be clear about the objectives their learning should attain.

Teacher3: I do my best to guide and direct them.

Teacher4: yes.

Teacher5: yes I do.

Teacher6: as I strongly believe in constructivism, I oftentimes activate my students' schemata through a precursor task or stimulating questions so they can easily grasp new learning.

Teacher7: yes, I encourage them by asking them to set their learning objectives out of the classroom, and I ask them to have their own repertoire of learning resources to develop their autonomy and lifelong learning skills.

Teacher8: really not, because they are so different in their learning styles and their habits in learning.

Teacher9: sometimes.

Most of the teachers state that they encourage their students to plan for their learning. Alongside, one teacher claims that he sometimes do, while another teacher states that he does not encourage them to plan.

Question3: do you find a positive echo among your learners when you sensitize them of the importance of planning for learning?

The aim of this question is to know if students react positively to their teachers' encouragement to plan their learning.

Teacher1: it depends on the learner.

Teacher2: of course no, it depends on how serious is the student about his learning process.

Teacher3: my students are already aware of the importance of planning for learning and they are positive about it.

Teacher4: yes.

Teacher5: whenever objectives and expected outcomes are identified their measurement is obvious.

Teacher6: yes, this would depend on establishing routines so that they get familiar with its metacognitive strategy. Maybe, it may be hard at the early beginning but after it becomes a normal practice.

Teacher7: yes, of course. Self-Reliant students internalize this step and manage to have their learning path that is beyond what is covered in the classroom.

Teacher8: I haven't advised them to do so far, so no.

Teacher9: yes, but just with half of them.

6 teachers out of 9 argue that they find positive outcomes of their efforts. However, 2 teachers state that they have not seen positive results while 1 teacher says that he didn't motivate them to plan for their learning.

Question4: acquiring the ability of planning is the first step of self-regulated learning, to what extent you find this idea credible?

The aim behind asking this question is to see teachers' views about the role of planning for learning in producing a self-regulated learner.

Teacher1: I am not aware of the concept but I believe it provides credibility to the lecture.

Teacher2: autonomy and self-regulated learning are the same.

Teacher3: no answer.

Teacher4: totally agree with this concept, knowing the how and the what to do is extremely important for good outcomes.

Teacher5: the main goal of planning for learning is to focus on the development of cognition, metacognition, and motivation components. Learners' self-regulation skills are components of emotional intelligence that relates to how well they manage their thoughts and actions, e.g.: emotional self-regulation and behavioral self-regulation.

Teacher6: it actually is, for self-directed learning is based on metacognitive strategies the first pillar of which is planning for and awareness of learning.

Teacher7: to a high extent since those who are self-regulated can advance in their academic career compared to those who stick to what is prescribed in the classroom.

Teacher8: I think acquiring the ability of planning in learning is a key behaviour that helps us get on in life, whether personally or professionally simply put; it is being open to, or seeking out-new experiences skills and information that improve our abilities and enjoyment

Teacher9: I totally agree with this statement because really if a learner succeeds to plan his learning, he will end up in the right path of being responsible of his learning.

All the interviewed teachers state that planning for learning is crucial for students to become self-regulated learners.

Question5: do you teach your students practical strategies to plan for their learning?

The aim of this question is to find out about whether teachers train their students to plan for their learning.

Teacher1: yes, especially in the module of academic writing.

Teacher2: I do urge them to keep portfolios and to critically assess their progress in learning.

Teacher3: I don't have the chance to teach them unfortunately.

Teacher4: no.

Teacher5: yes I do, to keep learners engaged and on the track I usually inform them of what they will be learning.

Teacher6: I do it implicitly or explicitly fused in my interactive lecture. Since it is a metacognitive skill, it can be taught, but remains rather experienced and performed through Dewey's learning by doing.

Teacher7: yes, particularly techniques of reflection, critical reading, taking and making notes.

Teacher8: really not, but sometimes I share with them personal strategies as I was student.

Teacher9: no, I don't.

5 teachers out of 9 claims they teach their students practical strategies to plan for their learning. However, 3 of them state that they don't. Only 1 teacher argues that he does not teach them those strategies but instead share with them his personal strategies which he used to use as he was a student.

Question6: do you believe in the power of planning for learning in reducing the amount of debilitating anxiety in learning?

The aim behind this question is to know teachers' awareness about the significant role of planning for learning in reducing the amount of anxiety.

Teacher1: yes.

Teacher2: of course, the student is anxious because he is not aware of what to do, if he plans, things becomes easy to handle.

Teacher3: no answer.

Teacher4: somehow yes.

Teacher5: definitely, planning for learning is efficient in reducing anxiety and helping learners overcome learning obstacles.

Teacher6: of course I do.

Teacher7: yes the power for learning makes students active partners in the classroom.

Teacher8: yes, I agree with that.

Teacher9: yes I do believe.

Most of the teachers (8 teachers) find planning efficient ~~for~~ in reducing the amount of debilitating anxiety in learning. However, 1 teacher didn't answer.

- **How?**

The objective of this question is to know how planning for learning reduces the amount of anxiety.

Teacher1: students and teachers come to class ready when they prepare.

Teacher2: if he outlines his tasks and sets clear simple objectives then, he can decide on which tools can help him best.

Teacher3: no answer.

Teacher4: planning for learning can be an effective strategy to reduce anxiety by providing students a sense of control and structure over the learning process, students can anticipate what they need to do, manage time and engage in effective learning, this can increase their motivation and reduce their anxiety.

Teacher5: since planning for learning targets learners' self-reliance, autonomy and self-regulation. Learners gain self-esteem and get rid of anxiety.

Teacher6: as I said earlier, learning mainly is twofold: cognitive and affective, both are important, because if the learners' affective filter is low, they will be cognitively ready to learn; thus, the lower the affective filter the higher the cognitive readiness to learn. Accordingly planning for learning means being cognitively and affectively ready for any learning intricacies.

Teacher7: they take the lesson and the discussion to the next level instead of letting the teacher spoon-feed them.

Teacher8: I believe studying an hour in one day is better than studying many hours probably days of exams.

Teacher9: knowing what to do in advance put the learner in a state of self-confidence, this result in less anxiety while learning.

Although the interviewees respond differently concerning how planning for learning reduces the amount of anxiety, most of them (8teachers) agree that planning for learning

provides students a sense of control and structure over the learning process, and enables them to anticipate possible obstacles, which gives them a sense of comfort. On the other hand, 1 teacher didn't answer.

Question7: do you find your students aware of planning for learning?

The goal behind asking this question is to check whether students are acquainted with planning for learning or not.

Teacher1: no they may know it but they do not apply it.

Teacher2: yes, in a general terms, they appear to have an idea about it, but they are not enough trained on which strategies to implement.

Teacher3: they are probably aware but I don't think they have enough information.

Teacher4: unfortunately the vast majority of the students are not aware of this concept.

Teacher5: in fact, now they are capable of planning, monitoring, and evaluating their own learning.

Teacher6: they are not aware; their awareness mainly depends on their former learning experiences with their former teachers' strategies and beliefs or on their prior readings.

Teacher7: some of them are intrinsically-motivated students.

Teacher8: I don't know, because we don't deal with the concept.

Teacher9: they are not, however some practice it unconsciously and partly.

4 teachers out of 9 states that; their students are not aware of this concept planning for learning. While 2 of them say that they have not been acquainted with the concept. Besides, 1 teacher claims that his students are aware of planning for learning; and 1 teacher states that his students are familiar with it but are not trained enough to use it.

Question8: do you find it easy to teach your students planning strategies?

The aim of this question is to find out whether teaching planning strategies is easy or difficult in the teachers' views.

Teacher1: in my module I don't include that.

Teacher2: it is a bit demanding because it depends on their motivation and readiness.

Teacher3: sometimes.

Teacher4: this depends on students learning styles.

Teacher5: too much time-and-effort demanding

Teacher6: actually I find it easy, because it a part of my teaching, learning and assessment practice and routine. Any skill including planning for learning can be fostered through reiterated performance.

Teacher7: they should have a module called study skills.

Teacher8: no, because it is a matter of styles and habits in learning.

Teacher9: it is very difficult.

3 teachers claim that teaching strategies of planning for learning requires much time and efforts and it depends on students' learning styles, while 1 teacher finds it easy to be taught. Alongside, 1 teacher finds it very difficult; 1 teacher states that it is sometimes difficult; 1 teacher claims that students should have a module called study skills, and 1 teacher states that he doesn't include planning strategies in his lectures.

Question9: do you think that planning for learning can be ingrained in as a habit in learning?

The objective of this question is to reveal whether planning for learning can be imparted in learners and acquired some automaticity.

Teacher1: it could be.

Teacher2: yes it is practiced from early years of learning.

Teacher3: no answer.

Teacher4: yes.

Teacher5: yes.

Teacher6: definitely, all my aforementioned arguments confirm this claim.

Teacher7: definitely.

Teacher8: no, I don't think so.

Teacher9: no answer.

6 teachers think that planning for learning can be ingrained as a habit in learning. Thus, 2 teachers didn't answer while 1 teacher didn't agree with this statement.

Question10: in your opinion, is there a particular procedure that teachers should implement in order to make students aware of planning for learning?

The aim behind this question is to discover if there are specific techniques that could be implemented by teachers to raise their students' awareness of planning for learning.

Teacher1: I'm not sure of the existence of such procedures.

Teacher2: setting goals, keeping portfolios, writing reports, and keeping learning diaries.

Teacher3: no answer.

Teacher4: there is no one particular procedure of planning strategy; it differs from a teacher to another.

Teacher5: they should teach them metacognitive skills and introduce them to define planning terms such as goals, objectives, and they should provide feedback and support.

Teacher6: yes the best of which are metacognitive procedures.

Teacher7: helping them being autonomous.

Teacher8: yes.

Teacher9: take explicit instruction and objectives for each lesson or activities.

The majority of teachers (6 teachers) argue that there are specific procedures that should be implemented in order to make students aware of planning for learning such as guiding them to setting goals and teaching them metacognitive skills. Besides, 1 teacher states that he is not certain while another teacher claims that it depends on every teacher; 1 teacher didn't respond.

Question11: from your experience as a teacher and an ex-student, can you sum up the importance of planning for learning?

The reason behind asking this question is to find out about teachers' conceptualizations as to planning for learning both as teachers and ex-students. This is meant to gain a comprehensive understanding of the importance of planning for learning.

Teacher1: planning can contribute to an effective learning process and this will scaffold the process of understanding.

Teacher2: it is crucial to plan in order to memorize the learning results and skills.

Teacher3: no answer.

Teacher4: it is a must. I think it should start with parents since their early childhood.

Teacher5: planning skills can enhance understanding, organization, and overall academic performance.

Teacher6: to sum it up planning for learning can better help students be cognitively and affectively ready to confront any learning difficulties, assist them to monitor and evaluate their own learning through consciously detecting and facing potential misconceptions. All in all, it boosts learners' self-reliance and autonomy. It also develops reflective and anticipatory thinking.

Teacher7: successful students and teachers are perfectionists and good planners.

Teacher8: it a personal approach, I think planning in learning helps us live organized. Planning should help us sort out things on basis of importance and urgency.

Teacher9: again, planning for learning saves time, efforts, and leads directly to the point, it also helps to prepare learners psychologically.

8 teachers out of 9 consider planning for learning significant based on their experience; as a teacher and a former student. All of them agree that it helps them save time, stay organized and focused. However, 1 teacher didn't answer.

2.4.4 Preliminary overlooks upon the interview results

The face-to-face interview has been a source of enlightenment for the present enquiry. It has helped an extensive understanding of the concept of planning for learning and exposed various perceptions about it. The interviewed teachers have shown high sense of cooperation and responsibility in answering the questions. The interview aimed at investigating teachers' awareness of planning for learning and its importance besides finding out about whether teachers guide and motivate their students to plan for their learning. The primary results showed that the majority of teachers are conscious and aware of planning and its significance in enhancing the learning process. However, most of them try to synthesize and direct their students to plan for their own learning just occasionally.

2.5 Conclusion

The second chapter is intended mainly to define the research methodology implemented in this study, including the research design, investigation tools, and the target population. Both quantitative and qualitative methods have been used; a questionnaire for students and an interview for teachers. The students' questionnaire provides insights on students' perception of planning for learning and its significance, besides the teachers' interview supports the students' data, and affords further detailed information from their experience.

The collected data needs further analysis, understanding and explanation. The upcoming chapter tries to understand and interpret the results obtained through both tools: students' questionnaire and teachers' interview.

Chapter Three

Discussion and Interpretations

Chapter Three

Discussions and Interpretations

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3.1. Introduction

After obtaining results through different research tools in both quantitative and qualitative approaches, this chapter aims to elaborate discussion and interpretation of the findings of this study, which is concerned with planning for learning. In addition to that, it suggests recommendations and solutions that can be helpful; for both teachers and students to implement planning for learning. This chapter also states the limitations of the study and difficulties we faced while realizing it.

3.1 Interpretation of results

In this section, we dig into the interpretation of the results obtained from both the questionnaire administered to students and the interviews conducted with teachers. The focus of the analysis revolves around the topic of planning for learning, aiming to uncover valuable insights and perspectives from both student and teacher viewpoints.

3.1.1 of the questionnaire result

The questionnaire is divided into two sections; section one addresses students' gender, level, and specialty, while the second section includes questions that intended to elicit students' perception of planning for learning. The analysis of the questionnaire results follows the same order.

3.2.1.1. Students' gender

The number of female participants exceeds massively that of the male participants. This could be due to factors such as time availability and suitability which can generally affect online questionnaires in a way or another, and this could be mostly relevant to females who may have additional responsibilities or commitments that limit their availability. Another possible factor is that online surveys provide a level of anonymity and privacy, which can make respondents, mainly females, feel more comfortable in sharing their opinions and experiences. This increased comfort may lead to higher participation rates among female participants.

3.2.1.2 Students' level

The participation rates between the two groups were relatively balanced, with a slightly higher representation of Master 1 students. It could be due to timing; the questionnaire was conducted at a point where there was a larger number of Master 1 students online compared to Master 2 students. This could be due to factors such as the academic calendar.

3.2.1.3 Students' specialty

The vast majority of respondents were Didactics students. It could be that the questionnaire topic or focus was more directly related to the field of Didactics, which led to a higher level of participation from that group. Didactics students may have perceived the questionnaire as more relevant to their studies or professional interests, motivating them to participate more actively. On the other hand, the lower participation rate among Linguistics students could suggest that the questionnaire's content or framing was not as closely aligned with their area of specialization. It's also possible that Linguistics students may have had other commitments or priorities that limited their participation.

3.2.1.4 Students' monitoring of their learning

Based on the responses, it can be interpreted that a significant percentage of the informants actively control and monitor their own learning process. Approximately 43% of the respondents admit to always control and monitor their learning process, indicating a high level of self-awareness and active engagement in their learning. Additionally, 35% of the informants state that they sometimes have control over their learning, suggesting that they may not constantly monitor their learning process but still exert some degree of influence when needed. This group likely varies in their level of involvement depending on the specific circumstances or subject matter. On the other hand, 18% of the respondents mention that they rarely control and monitor their learning process. This group may show a more passive approach to learning, potentially relying more on external factors, teachers principally, to guide their learning experience. Lastly, the smallest percentage, 4%, indicates that they have never tried to control their learning process. This group may have a more traditional view of

learning, where they rely greatly on formal instruction and external guidance of their teachers without actively taking ownership of their learning.

3.2.1.5 Teachers' encouragement of students' monitoring of their learning

A significant percentage of the informants feel that their teachers do not actively encourage them to assume control over their learning process. The highest percentage reports that their teachers have never encouraged them to monitor their learning. This suggests a lack of emphasis on student autonomy and self-directed learning in the teaching approach employed by these teachers. Following that, 24% of the respondents state that they are rarely encouraged by their teachers to have control over their learning. This implies that there may be occasional instances where teachers provide some guidance or motivation for self-monitoring, but it is not regularly emphasized. Furthermore, 26% of the informants mention that their teachers sometimes motivate them to control their learning. This suggests that there are cases where these teachers recognize the importance of student agency and actively encourage their students to take control of their own learning process. However, this encouragement may not be always present. Lastly, the smallest percentage, 7%, indicates that they have never been motivated by their teachers to have control over their learning process. This suggests a lack of emphasis on student autonomy and self-directed learning in the teaching practices of these teachers. Overall, the findings indicate that a significant percentage of the informants perceive a lack of encouragement from their teachers to take control over their learning process. This suggests a potential gap in fostering student autonomy and self-directed learning in the educational context. Encouraging students to have control over their learning can promote intrinsic motivation, engagement, and lifelong learning skills. It may be beneficial for teachers to explore strategies that empower and support students in monitoring and steering their learning journey.

3.2.1.6 Students' selection of strategy before completing tasks

The answers reveal that the majority of participants do not typically select a strategy before completing a learning task. The largest percentage reports that they rarely select a strategy before completing a learning task. This suggests that these individuals may approach their learning tasks without a careful plan or predetermined strategy in mind. They may rely on more spontaneous or intuitive approaches to tackle the task at hand. Following that, 27% of the participants mention that they sometimes select a strategy before completing a learning task. This group demonstrates some level of variability in their approach, indicating that they

may consider different strategies depending on the nature of the task or their familiarity with the topic. On the other hand, 13% of the respondents state that they always select a strategy before completing a learning task. This suggests a more intentional and systematic approach to learning. These individuals are likely to analyze the task requirements, consider various strategies, and make a conscious decision about the most effective approach to adopt. Lastly, 11% of the participants mention that they have never selected a strategy before completing a learning task. This group may have a more spontaneous or less structured approach to learning, where they rely on their instincts or prior knowledge to navigate the task without explicitly planning a strategy.

In general, the findings indicate a range of approaches when it comes to selecting a strategy before completing a learning task. While a significant portion rarely or never do so, a notable percentage does demonstrate a deliberate and systematic approach. Encouraging students to develop metacognitive skills, such as planning and setting learning goals, can help them become more effective and efficient learners.

3.2.1.7 Students' strategies

Responses indicate that there is a variety of strategies used by the participants when approaching their learning tasks. The most frequently reported strategy in planning involves organizing and structuring the learning process, setting goals, and outlining the steps needed to achieve those goals. While 20.37% of the participants indicate that they do not use any specific strategy when approaching their learning tasks. This suggests that they may rely on more intuitive or spontaneous approaches without consciously employing a particular strategy. On the other hand, 17.59% of the participants mention that they adopt both planning and brainstorming strategies. This combination involves both organizing and outlining the learning process (planning) and generating ideas and possibilities (brainstorming) to approach the task. 4.62% of the participants report that they frequently use the strategy of summarizing their lectures. This strategy involves condensing and consolidating the information from lectures into concise and meaningful summaries.

Besides, 3.7% of the participants mentioned using a KWL table. KWL stands for "What I Know, What I Want to Know, What I Learned," and it is a strategy that helps individuals organize their prior knowledge, identify knowledge gaps, and reflect on what they have learned. Moreover, both time-management and note-taking strategies were mentioned by 2.77% of the participants. These strategies involve effectively managing time, setting

priorities, and taking comprehensive and organized notes during the learning process. Furthermore, 1.85% of the participants mention starting with the most difficult task and then progressing to easier ones. This strategy can help individuals tackle challenging tasks when they have the highest level of focus and motivation. In addition, only 0.92% of the participants report using editing strategies. This strategy involves reviewing and revising written work to improve clarity, coherence, and grammar. Similarly, only 0.92% of the participants mentioned using the PPP (Preview, Process, and Post view) model. This model involves previewing the material, engaging in the learning process actively, and reflecting on the learned content.

Overall, the findings indicate that participants employ a range of strategies when approaching their learning tasks. Strategies such as planning, brainstorming, summarizing, time-management, note-taking, and starting with the most difficult task are mentioned, among others. Recognizing and implementing effective learning strategies can enhance learning outcomes and support the development of effective study habits and skills.

3.2.1.8 Students' change of useless strategy

The majority of respondents are willing to change their strategy when they realize they are failing to use it effectively. This indicates a level of flexibility and adaptability in their approach to learning. Changing a strategy when it does not yield the desired results can be a sign of metacognitive awareness and reflectiveness. It suggests that these individuals recognize the importance of monitoring their own progress and adjusting their approach when necessary. By being open to change, they are more likely to find alternative strategies that may better suit their learning needs and lead to more successful outcomes. On the other hand, a small number of the respondents mention that they do not change their strategy even when they realize they are failing to use it effectively. This group may show a more fixed mindset or they are resistant to change.

The findings highlight the importance of metacognitive skills and the willingness to adapt learning strategies. Being able to recognize when a strategy is not working and making appropriate adjustments can enhance learning effectiveness and efficiency. Encouraging students to engage in metacognitive processes, such as self-reflection and self-regulation, can support their ability to identify and adapt their strategies for improved learning outcomes.

3.2.1.9 Students' seeking out of information

A significant majority of respondents seek out information by themselves rather than relying exclusively on their teachers. This indicates a positive and independent approach to acquiring knowledge and information. The high percentage of students who seek out information by themselves suggests a self-directed-learning orientation. They take the initiative to plan, explore and gather information on their own, possibly through various sources such as books, online resources, and research articles. This active behaviour evidences a sense of self-motivation, and the ability to take control and planning for one's learning process. However, few of the respondents mention that they rely on their teachers for information. This indicates a more dependent approach to learning, where students mainly rely on their teachers as the main source of information. Such students may evince more trust and confidence in the expertise and guidance of their teachers and prefer to seek information directly from them.

The findings suggest a different choice of learning approaches among the respondents. While a significant majority seeks information by themselves, a smaller percentage still relies on their teachers. Encouraging students' planning for their learning can empower students to take an active role in their learning and broaden their knowledge beyond what is provided in the classroom.

3.2.1.10 Students attitude towards defining tasks aims

Majority of the informants, consistently define a goal or aim before completing a learning task. This indicates a positive and planned method to learning, where individuals set clear objectives for themselves before engaging in the task at hand. Additionally a small number of the informants report that they sometimes set aims before completing a learning task. This suggests variability in their goal-setting behaviour, potentially depending on the specific task, their familiarity with the topic, or the perceived importance of the task. Furthermore, 17% of the informants mention that they rarely define aims before completing a learning task. This group may have a more spontaneous or less structured approach, where they do not regularly set specific goals or aims before engaging in their learning activities. Lastly, only 4% of the informants state that they never define aims before completing their tasks. This suggests a lack of goal-setting behavior in this particular group. They may not perceive the need to set specific objectives or may rely more on teachers' instructions to guide their learning process.

The findings highlight the varying approaches individuals take when it comes to defining goals or aims before completing learning tasks. While a significant percentage

actively sets goals, others may have a more flexible or less structured approach. Setting clear goals can provide a sense of direction, focus, and motivation, leading to more effective and purposeful learning. Encouraging individuals to define goals before engaging in learning activities is likely to help them clarify their intentions and monitor their progress more effectively.

3.2.1.11 Students' attitude toward selecting appropriate time

The majority of the participants consistently select the appropriate time for completing a task. This indicates a proactive approach to time management, where students prioritize and assign specific time periods for completing their tasks. Additionally, 25% of the participants mention that they rarely select the appropriate time before completing tasks. This suggests a more flexible or less structured approach to time management, where students may not consistently set specific timeframes for their tasks. They may rely more on their immediate availability or external factors to determine when to complete their tasks. Furthermore, 19% of the participants state that they sometimes select the appropriate time for completing tasks. This group demonstrates variability in their time management behavior, indicating that they may consider the timing of their tasks to varying degrees depending on the specific circumstances or importance of the task. Lastly, 5% of the participants mention that they have never set an appropriate time for tasks. This suggests a lack of emphasis on time management within this particular group. They may rely more on completing tasks whenever they feel like it or when they recognize a sense of urgency.

The findings highlight the varying approaches students take when it comes to selecting the appropriate time for completing tasks. While a significant percentage actively considers and sets appropriate timeframes, others may have a more flexible or reactive approach. Effective time management can help individuals prioritize tasks, allocate sufficient time for completion, and enhance productivity. Encouraging students to develop time management skills can support their ability to meet deadlines, manage assignment, and balance their learning and other responsibilities effectively.

3.2.1.12 students' attitude towards selecting tasks materials

Most of the informants consistently select the appropriate materials for completing tasks. This shows that these students make conscious choices about the materials they need in order to effectively complete their tasks. Additionally, 19% of the informants mention that they

always select the appropriate materials for tasks, while another 19% respond that they rarely do so. This suggests some variability in their behavior, with some students consistently making appropriate material choices and others doing so less frequently. The reasons for this variability could include factors such as task complexity, familiarity with the subject matter, or the availability of suitable materials. Furthermore, 5% of the informants state that they never select the materials needed for completing tasks. This suggests a lack of attention or awareness regarding the importance of selecting appropriate materials. These students may struggle to gather the necessary resources or may not fully understand the impact of using suitable materials on task performance and outcomes.

The findings highlight the adaptable approaches individuals take when it comes to selecting appropriate materials for completing tasks. While the majority does so consistently, there is still a faction that either rarely or never selects appropriate materials. Encouraging students to develop research skills in relation to selecting materials can enhance their task completion efficiency and effectiveness. Providing guidance and support in understanding the relevance and impact of using suitable materials can also contribute to their success in completing tasks.

3.2.1.13 Students' attitude towards setting learning plans

Most of the respondents admit that they constantly set learning plans. This indicates that they engage in deliberate and intentional planning for their learning activities, which can help them structure their learning process, set goals, and allocate resources effectively. Additionally, 20% of the respondents mention that they sometimes set learning plans. This suggests inconsistency in their planning behavior, possibly depending on the nature of the learning task, the level of complexity, or other factors that may influence their motivation or apparent need for a plan. Furthermore, 12% of the respondents mention that they rarely set learning plans, while another 12% state that they never do. These individuals may adopt a more spontaneous or flexible approach to their learning, relying on immediate circumstances rather than structured planning.

Overall, the findings highlight a range of approaches to setting learning plans among the respondents. While a majority actively engages in planning, others may vary in the frequency or consistency of their planning behavior. Setting learning plans can help individuals stay organized, manage their time effectively, and maintain a clear focus on their learning goals. Encouraging individuals to develop and practice planning skills can enhance

their learning outcomes and promote a more systematic and strategic approach to their learning activities.

3.2.1.14 Students' perception of the importance of planning for learning

The vast majority of students believe that planning for their own learning is important. This overwhelming majority suggests a strong recognition of the value and significance of planning in the learning process. The high percentage of students who view planning as important indicates an understanding of the benefits that come with organizing and structuring their learning activities. They likely recognize that planning can help them set clear goals, prioritize tasks, allocate time and resources effectively, and maintain focus and direction in their learning journey. On the other hand, only 3% of the students state that they do not consider planning for their own learning to be important. It is worth noting that this percentage represents a small minority. These individuals may have alternative perspectives or approaches to learning, where they may rely more on spontaneous or intuitive methods rather than structured planning.

To sum up, the findings suggest an extensive acknowledgment among students of the importance of planning for their own learning. Encouraging students to develop planning skills, such as setting goals, creating schedules, and organizing resources, can empower them to take ownership of their learning process and optimize their academic growth. By emphasizing the benefits of planning, educators can support students in becoming more self-directed and effective learners.

3.2.1.15 Students' opinion about how could plan improves their learning

Planning for learning is perceived as beneficial by the respondents. The majority of respondents believe that planning for learning is important because it can enhance their learning outcomes. This suggests that having a plan helps them stay organized, focused, and more likely to achieve their learning goals. A smaller percentage of respondents, 9.25%, state that planning for learning can improve the quality of their learning. This implies that by having a plan, they can engage in more effective learning strategies and approaches, resulting in a higher level of understanding and retention. 6.48% of respondents recognize that planning for learning can save them time. By mapping out their learning activities in advance, they can allocate their time more efficiently and avoid unnecessary delays or inefficiencies. Another 5.55% of respondents believe that planning for learning can enhance their learning skills and

help them organize their learning process. This suggests that having a plan can promote metacognitive awareness, self-regulation, and strategic thinking, leading to improved learning strategies and approaches. A very small percentage of respondents, 0.92%, mention that planning for learning can reduce anxiety and stress.

Having a plan in place can provide a sense of structure and clarity, reducing the uncertainty and overwhelming feeling often associated with unstructured or disorganized learning. It's worth noting that there were a few respondents who expressed unfamiliarity with the importance of planning for learning or had a negative view towards planning. These perspectives may reflect a lack of understanding or a preference for more spontaneous or intuitive learning approaches.

The findings highlight the perceived benefits of planning for learning; including improved learning outcomes, enhanced learning quality, time-saving, skill development, and reduced anxiety. Emphasizing the importance of planning and providing guidance on effective planning strategies can support students in maximizing their learning potential and achieving their academic goals.

The findings from the questions and results indicate that while a significant fraction of participants demonstrate proactive control and monitoring of their learning process, there appears to be room for improvement in terms of teacher encouragement in this regard. Strategy selection and adaptation vary among participants, with planning being the most commonly used strategy. Participants generally seek information by themselves and recognize the importance of setting goals and aims. They also tend to prioritize selecting appropriate materials and allocating appropriate time for tasks. Overall, the overwhelming majority of participants believe that planning for their own learning is important, citing its potential to enhance learning outcomes, improve quality, save time, enhance skills, and organize the learning process.

The results highlight that a significant number of participants have awareness of planning for learning and its importance. The majority of respondents recognize the value of planning in enhancing learning outcomes, improving quality, saving time, enhancing skills, and organizing the learning process. This suggests that these participants understand the benefits that come with deliberate and intentional planning for their learning activities. It indicates a level of awareness among students regarding the role of planning in optimizing their learning experience and achieving their goals.

3.1.2 Interpretation of the interview results

The interview consist of 11 open-ended questions, it includes questions that would reveal teachers' perception of planning for learning. The analysis of the interview results will follow the same order of the questions.

3.1.2.1 Teachers' perception of planning for learning

The responses from the teachers interviewed provide valuable insights into their views on the importance of planning for learning. It reveals that teachers emphasize the need for design, recognizing that planning lectures according to students' needs is crucial; they strongly believe that learning and content should be planned with clear objectives in mind. They also highlight the need for careful planning for efficient learning suggesting the use of well-designed yearly programmers. Some of them emphasize the comprehensive nature of planning for teaching, connecting it to enhanced learner skills through varied instructions. Besides underlining the role of planning in predisposing learners cognitively and effectively for new knowledge, viewing planning as a milestone in fostering active student engagement and self-regulated learning. They also acknowledge the importance of planning for teaching, ensuring clarity and appropriate timing and recognizing planning as necessary for successful education, saving time and efforts. Collectively, these responses indicate that the majority of the teachers value planning for learning, seeing it as a valuable tool for effective instruction, student engagement, skill development, and efficient use of resources.

3.2.2.2 Teachers' efforts in directing students towards learning planning

The responses provided by the teachers shed light on their approaches to directing students in planning for their learning. Teacher1 expresses a consistent effort in guiding students towards effective learning through good and organized planning. He recognizes the value of planning in facilitating effective learning outcomes. While teacher2 believes that part of developing student autonomy lies in encouraging them to plan their own learning and set objectives. He views planning as an essential aspect of independent learning. Teacher3 on the other hand, indicates that he makes an effort to guide and direct his students in the area of planning for learning. While the extent of their involvement is not explicitly mentioned, he recognizes the importance of providing guidance. Further, teacher4 and Teacher5 affirm that

they do try to direct their students to plan for their learning, suggesting an active involvement in fostering planning skills. Teacher6 mentions his constructivistic approach which involves activating students' prior knowledge and schema through precursor tasks and stimulating questions. This approach contributes to preparing students for new learning experiences. Teacher7 highlights his encouragement of students to set learning objectives beyond the classroom and develop their autonomy and lifelong learning skills. He prioritizes empowering students to assume responsibility for their learning through planning. Moreover, teacher8 acknowledges the challenges of individual differences in learning styles and habits, suggesting a more personalized approach in supporting students' planning. Finally, teacher9 indicates that they make occasional efforts to direct students in planning for their learning implying a variable level of involvement.

Overall, the findings indicate that the majority of the teachers make active attempts to direct and guide their students in planning for their learning. They recognize the importance of planning in fostering effective learning outcomes, promoting student autonomy, and developing lifelong learning skills.

3.2.2.3 Students' Response to their teachers' Sensitization on the Importance of Planning in Learning

The responses provided by the teachers offer insights into the positive echo among their learners when sensitizing them about the importance of planning for learning. Teacher1 suggests that responses vary depending on the learner. Some students may respond positively to the importance of planning, while others may not show the same level of enthusiasm. Next, teacher2 states that the positive echo depends on the student's seriousness and dedication to their learning process. Students who take their learning seriously are more likely to recognize and appreciate the significance of planning. Moreover, teacher3 mentions that their students are already aware of the importance of planning for learning and hold a positive attitude towards it. This indicates that the students have a pre-existing understanding and appreciation for planning. While teacher4 simply affirms that they do find a positive echo among their learners when sensitizing them about the importance of planning for learning. Teacher5 points out that when objectives and expected outcomes are identified, the measurement of their progress becomes evident. This suggests that students are more likely to see the value of planning when they can observe their progress towards specific goals. Teacher6 on the other hand, believes that establishing routines and making planning a regular practice can lead to a

positive response from learners. While it may be challenging initially, with time, students become accustomed to the metacognitive strategy of planning. Teacher7 asserts that self-reliant students internalize the importance of planning and develop their own learning paths beyond what is covered in the classroom. This indicates a positive response from students who embrace planning as a means of self-directed learning. Teacher8, however, indicates that they have not provided advice to their students regarding planning, suggesting a lack of direct influence on their students' perception of its importance. Finally, teacher9 states that about half of their students respond positively to the sensitization about planning for learning. This implies that while there is a positive echo among some students, others may not fully embrace the significance of planning.

To sum up, the responses vary among the teachers. While some report a positive echo among their learners when emphasizing the importance of planning for learning, others indicate that it depends on factors such as the students' seriousness, pre-existing awareness, or the establishment of routines. Reading between the lines, teachers seem to be, themselves, affected by their students' responses to their sensitization of the importance of planning. The teachers who touch acquiescence among their learners keep urging them to take up planning as an efficient means to assure successful learning; others who find negative or neutral reaction rather lean towards ceasing to provide advice about planning.

3.2.2.4 Teachers' perception of the importance of planning for learning

The responses from the teachers provide insights into their views on the credibility of the idea that acquiring the ability to plan is the first step of self-regulated learning. Teacher1 indicates that they are not familiar with the concept of self-regulated learning but believe that it adds credibility to the lecture they deliver. However, teacher2 suggests that autonomy and self-regulated learning are interconnected, indicating a belief in the credibility of the idea that planning is the first step in self-regulated learning. Teacher3 does not provide a response, so their stance on the credibility of the idea is unknown; perhaps he is not familiar with planning for learning. Further, teacher4 fully agrees with the concept, emphasizing the importance of knowing how and what to do in order to achieve positive outcomes in learning. Teacher5 highlights the main goal of planning for learning, which is to develop cognition, metacognition, and motivation components. He links self-regulation skills to emotional intelligence, supporting the idea that planning is a crucial component of self-regulated learning. Additionally, teacher6 asserts that planning and awareness of learning are integral to

self-directed learning, supporting the credibility of the idea that acquiring planning abilities is the first step in self-regulated learning. Besides, teacher7 expresses a high level of agreement with the idea, suggesting that self-regulated learners have an advantage in their academic careers compared to those who solely rely on prescribed classroom activities. Teacher8 views acquiring the ability to plan in learning as a key behavior that contributes to personal and professional growth. He emphasizes the importance of seeking new experiences, skills, and information to improve abilities and enjoyment. Last of all, teacher9 strongly agrees with the statement, emphasizing the importance of learner responsibility and the positive outcomes that come with effective planning.

Overall, these findings point out that the majority of the teachers find the idea credible; believing that acquiring the ability to plan is indeed the first step in self-regulated learning. They recognize the importance of planning in achieving positive learning outcomes, developing autonomy, metacognition, and responsibility, and advancing in academic and personal pursuits.

3.2.2.5 Teachers' teaching of practical planning strategies

The responses from the teachers provide insights into whether they teach their students practical strategies for planning their learning. Teacher1 affirms that he does teach practical strategies for planning, specifically in the context of academic writing. This suggests that he provides guidance and instruction on how to effectively plan and organize their writing tasks. Teacher2 mentions that he encourages their students to maintain portfolios and critically assess their learning progress. This indicates that he promotes reflective practices and self-assessment as part of the planning process. However, teacher3 expresses regret that he does not have the opportunity to teach their students practical strategies for planning their learning. This implies a limitation in their teaching context. Teacher4 simply states that he does not teach practical strategies for planning. Teacher5 confirms that he does teach practical strategies for planning by informing learners about what they will be learning. This suggests that he provides a roadmap or outline of the learning process to keep students engaged and on track. Teacher6 indicates that he incorporates practical strategies for planning implicitly or explicitly in their interactive lectures. He believes that planning is a metacognitive skill that is best learnt through experiential and active approaches, supporting Dewey's philosophy of learning by doing. Teacher7 however, specifies that he teaches techniques of reflection, critical reading, and note-taking, which are practical strategies that facilitate effective

planning for learning. Teacher8 mentions that he does not explicitly teach practical strategies for planning, but he occasionally share his personal strategies based on his own experience as a student. This implies that he offers informal guidance rather than structured instruction. Lastly, teacher9 states that he does not teach practical strategies for planning, indicating a lack of focus on this aspect of learning in his teaching approach.

In a nutshell, the results show that the responses vary among the teachers. While some actively teach practical strategies for planning, others do not have the opportunity or choose not to prioritize it. However, there are instances where implicit or informal guidance is provided, demonstrating recognition of the importance of planning for learning.

3.2.2.6 Teachers' perception of the power of planning for learning in reducing deliberating anxiety

The responses from the teachers provide insights into their beliefs regarding the power of planning for learning in reducing debilitating anxiety. Teacher1 asserts that he believes in the power of planning for learning in reducing debilitating anxiety. This suggests that he recognizes planning as a valuable tool for managing and easing anxiety in the learning process. Teacher2 agrees with the idea, explaining that students may experience anxiety when they are uncertain of what to do. By providing a clear plan, students can feel more in control and capable of handling their learning tasks, thus reducing anxiety. Teacher3 does not provide a response, so their stance on the power of planning in reducing anxiety is unknown; maybe he does not believe in this idea. Beside, teacher4 expresses a partial agreement, indicating that planning may have some impact on reducing debilitating anxiety in learning. Teacher5 on the other hand, strongly believes that planning for learning is efficient in reducing anxiety and helping learners overcome obstacles. This suggests that he sees planning as a powerful strategy for promoting a positive and less anxiety-inducing learning environment. Further, teacher6 affirms their belief in the power of planning for learning in reducing anxiety, indicating that he recognizes its potential impact on alleviating stress and improving the learning experience. Whereas teacher7 states that the power of planning for learning makes students active partners in the classroom. While this response does not explicitly mention anxiety reduction, it implies that planning can empower students and foster a sense of control, potentially contributing to a reduction in debilitating anxiety. Moreover, teacher8 agrees with the belief in the power of planning for learning to reduce anxiety, indicating his position with the idea that planning can help lessen stress and anxiety in the learning process. Finally,

teacher9 expresses his belief in the power of planning for learning to reduce debilitating anxiety, further emphasizing their conviction in the positive effects of planning on learners' emotional well-being.

In general, the interpretation suggests that the majority of the teachers believe in the power of planning for learning to reduce debilitating anxiety. They recognize planning as a valuable tool for alleviating stress, empowering students, and creating a more positive and conducive learning environment.

The question about how planning for learning reduces anxiety among students, provides valuable insights. Teacher1 suggests that when students and teachers come prepared through planning, they are more likely to be ready and engaged in the learning process. This implies that planning fosters a sense of readiness and enhances the learning experience for both students and teachers. While, teacher2 explains that when students outline their tasks and set clear objectives, they can make informed decisions about the tools and strategies that will best support their learning. This highlights the role of planning in enabling students to make effective choices and optimize their learning process. Further, teacher3 still does not provide a response, leaving their stance on the topic unknown; this indicates that he is not familiar with this concept and its worth. Teacher4 on the other hand, emphasizes the effectiveness of planning for reducing anxiety by providing students with a sense of control and structure. By anticipating what needs to be done, managing time, and engaging in effective learning, students can increase their motivation and reduce anxiety. This supports the notion that planning can positively impact students' emotional well-being in the learning process. Teacher5 relate planning for learning with the development of self-reliance, autonomy, and self-regulation. Through planning, learners gain self-esteem and can alleviate anxiety. This further underscores the importance of planning in promoting learner independence and reducing anxiety. Additionally, teacher6 restates the importance of addressing both cognitive and affective aspects of learning. He suggests that planning for learning ensures learners are cognitively and affectively ready for the challenges of learning, thus reducing anxiety. This highlights the role of planning in preparing students holistically for the learning experience. Moreover, teacher7 expresses that when students take the lesson and discussion to the next level instead of relying solely on the teacher, it indicates a positive response to planning. This suggests that planning can empower students to actively engage in their learning, reducing dependency and potentially reducing anxiety. Moreover, teacher8 shares their belief that studying for shorter periods consistently is more effective than studying many hours into one

day. This indirectly suggests that planning and spacing out learning activities can contribute to better learning outcomes and potentially reduce anxiety associated with time pressure and cramming. Teacher9 highlights that knowing what to do in advance ingrain confidence in learners, leading to less anxiety during the learning process. This supports the idea that planning provides a sense of clarity and direction, which can positively influence learners' emotional states.

In summary, the additional responses further reinforce the notion that planning for learning can have a positive impact on reducing anxiety. The teachers emphasize how planning enables readiness, autonomy, control, self-regulation, and confidence, all of which contribute to a more positive and less anxiety-inducing learning experience.

3.2.2.7 Students' awareness about planning for learning

The teachers' responses provide insights on students' awareness of planning for learning. To begin with, teacher1 acknowledges that students may have knowledge about planning for learning, but they do not effectively apply it in practice. This suggests that while students may be aware of the concept, they struggle to implement planning strategies effectively. Alongside, teacher2 indicates that students have a general understanding of planning for learning, but they lack sufficient training and guidance on specific strategies to implement. This implies that although students exhibit some awareness, they require further support and instruction to develop their planning skills. Further, teacher3 suggests that students might have some level of awareness about planning for learning, but they may lack comprehensive information on the subject. This highlights the need for providing students with more explicit knowledge and understanding of planning strategies. In addition, teacher4 expresses that the majority of students are not aware of the concept of planning for learning. This implies a lack of understanding or exposure to the importance and strategies associated with planning in the learning process. Teacher5 on the other hand, provides a contrasting view, stating that students are now capable of planning, monitoring, and evaluating their own learning. This suggests that in their experience, students have demonstrated awareness and proficiency in implementing planning strategies effectively. Besides, teacher6 suggests that students' awareness of planning for learning is influenced by their previous experiences with teachers' strategies and beliefs or their prior readings. This indicates that students' level of awareness of

planning and its importance may vary depending on their past educational experiences. Additionally, Teacher7 mentions that only some students, mainly those who are intrinsically motivated, demonstrate awareness of planning for learning. This suggests that students' level of awareness may be influenced by their individual motivation and engagement in the learning process. Teacher8 admits that they do not deal with the concept of planning for learning, indicating that students in their teaching context may not be specifically exposed to or educated about planning strategies. Finally, Teacher9 acknowledges that students are not fully aware of planning for learning, but some may practise it unconsciously and to a limited extent. This implies that while some students may naturally incorporate planning elements in their learning, overall awareness and intentional application may be lacking.

All in all, the responses indicate varying degrees of students' awareness of planning for learning. While some teachers believe those students possess awareness and proficiency in planning strategies, others express concerns about limited knowledge, insufficient training, or a general lack of awareness among students. This suggests a need for further support, guidance, and explicit instruction to enhance students' awareness and application of planning for learning.

3.2.2.8 Ease in teaching planning strategies to students

Teachers' answers yield insights on the ease in teaching planning strategies for students. To start with, teacher1 states that teaching planning strategies is not included in their module or area of instruction. This suggests that he does not specifically focus on teaching planning skills to their students. However, teacher2 finds teaching planning strategies a bit demanding, as it depends on the motivation and readiness of the students. This implies that students' level of engagement and preparedness can impact the ease of teaching planning strategies. Teacher3 indicates that teaching planning strategies can be challenging at times. He does not provide further details indeed; this suggests that the ease of teaching may vary depending on the specific circumstances or students' predisposition. Further, teacher4 suggests that the ease of teaching planning strategies depends on students' learning styles. This implies that adapting the teaching approach to align with different learning styles may influence the effectiveness of teaching planning strategies. Moreover, teacher5 expresses that teaching planning strategies requires a significant amount of time and effort. This suggests that it may be perceived as a demanding task due to the resources and commitment required for effectively teach planning skills. However, teacher6 finds teaching planning strategies easy because it is, up to them,

integrated into their teaching, learning, and assessment practices. He believes that any skill, including planning for learning, can be developed through repeated practice. This suggests that the ease of teaching planning strategies may be influenced by the teacher's teaching approach and combination of planning elements. In addition, teacher7 suggests the need for a self-contained module dedicated to teaching planning strategies. This implies that he recognizes the importance of teaching students specific skills related to planning for learning. Besides, teacher8 believes that teaching planning strategies is not easy due to the individual learning styles and habits of students. This suggests that adapting the teaching approach to accommodate diverse learning styles may pose challenges in effectively teaching planning skills. Finally, teacher9 finds teaching planning strategies very difficult. The response does not provide further details, but it suggests that he perceives teaching planning skills as mostly challenging.

In brief, the teachers' responses indicate varying perceptions of the ease of teaching planning strategies. While some find it easy and incorporate planning into their teaching practices, others perceive it as demanding or challenging due to factors such as students' motivation, learning styles, time requirements, or the need for specialized study skills modules.

3.2.2.9 Ingraining planning for learning as a habit in learning process

Teachers' responses are more than a few. First, teacher1 believes that planning for learning has the potential to become ingrained as a habit in the learning process. Although he does not provide further elaboration, his response suggests that with practice and reinforcement, planning can become a habitual aspect of learning. Next, teacher2 asserts that planning for learning is already practiced from the early years of learning. This implies that he believes planning can be instilled as a habit since an early age, suggesting its long-term integration into the learning process. Teacher3 does not provide an answer, so their perspective on whether planning for learning can become a habit is not declared; he may not have sufficient knowledge or experience to be able to consider psychological issues about planning for learning to definitely make up a mind and confidently respond to the question. He may not have encountered this concept or may not have explored it extensively in their teaching practice. Further, teacher4 expresses agreement that planning for learning can be ingrained as a habit. He does not provide additional details, but his response indicates a belief in the habit-forming potential of planning in the learning process. Yet, teacher5 agrees that planning for learning

can become ingrained as a habit. While no further explanation is given, their response suggests a belief in the long-term integration of planning skills into the learning routine. Whereas, teacher6 confidently asserts that planning for learning can definitely become ingrained as a habit. He refers back to their previous arguments to support this claim, implying that planning is an essential aspect of the learning process that can be internalized and practiced consistently. Teacher7 concurs that planning for learning can be ingrained as a habit. His response does not provide further details, but it aligns with the belief that planning can become an automatic and routine part of the learning process. However, teacher8 holds a different perspective and believes that planning for learning cannot be ingrained as a habit. He does not offer additional explanation, but his response suggests a differing opinion on the habit-forming potential of planning. Finally, teacher9 does not provide an answer, may not have sufficient knowledge or experience with planning for learning to confidently speak his mind.

The teachers' responses are shared on whether planning for learning can be ingrained as a habit. While some express confidence in its habit-forming potential, citing its early introduction or reinforcing its importance, others do not provide a definitive answer or hold the belief that planning may not become an ingrained habit in the learning process.

3.2.2.10 Procedures for enhancing students' awareness of planning for learning; teachers' insights

The responses provided by the teachers suggest a range of procedures that can be implemented to make students aware of planning for learning. Some common procedures mentioned include: setting goals; teachers can guide students in setting clear and achievable goals for their learning. This helps students understand the purpose and direction of their learning activities. Further, keeping portfolios; encouraging students to maintain portfolios where they can collect and reflect on their work can promote self-awareness and planning for future learning. In addition to writing reports and keeping learning diaries; these practices enable students to reflect on their learning progress, identify areas for improvement, and plan their next steps accordingly.

Besides, stands teaching metacognitive skills; teachers can explicitly teach students metacognitive strategies, such as planning, monitoring, and evaluating their own learning. This helps students become more aware of their thinking and learning processes. Also,

providing feedback and support can help a lot; teachers should offer constructive feedback and support to students as they engage in the planning process. This helps students refine their planning strategies and build confidence in their abilities. Moreover, promoting autonomy is very promising; teachers can foster a sense of autonomy and responsibility in students by encouraging them to take ownership of their learning and make informed decisions about their learning goals and strategies. Providing explicit instruction and objectives: Teachers can provide clear instructions and objectives for each lesson or learning activity, ensuring that students understand what is expected from them and how to plan their approach. It is worth mentioning that the specific procedures may vary depending on the teaching context and individual student's needs. Different teachers may have different approaches and preferences when it comes to making students aware of planning for learning.

1.2.2.11 Summing up the importance of planning for learning; insights from teachers

Based on the questions and answers provided, there are several key points that can be summarized regarding the importance of planning for learning. To start with, Planning contributes to creating a structured and organized approach to learning, which in turn supports the process of understanding and comprehension. Besides, Planning helps in memorizing and retaining learning outcomes and skills by providing a systematic framework for practice and reinforcement. In addition, planning skills improve overall academic performance by promoting organization, time management, and goal-oriented learning. It also planning equips students with the ability to proactively identify potential challenges or misconceptions in their learning journey. This enables them to effectively monitor and evaluate their progress and address any difficulties. Planning for learning fosters students' independence and autonomy in managing their own learning process. It encourages them to take responsibility for their learning and make informed decisions. Planning promotes reflective thinking skills by encouraging students to reflect on their learning experiences and anticipate future learning needs. This enhances their metacognitive abilities. Further, Successful students and teachers often possess good planning skills and exhibit a perfectionistic approach to their work. Planning contributes to living an organized life and prioritizing tasks based on importance and urgency. Planning for learning helps save time and effort by providing a clear roadmap and focus for learning activities. It allows learners to streamline their efforts and engage in targeted and efficient learning. Planning for learning also has a psychological aspect. It helps

learners prepare themselves mentally and emotionally for their learning journey, creating a sense of readiness and confidence. In summary, the importance of planning for learning lies in its ability to support effective learning processes, enhance performance, develop critical thinking skills, foster autonomy, and save time and effort. It plays a significant role in optimizing the learning experience and promoting academic success.

In summary, the importance of planning for learning is widely recognized by teachers. It plays a crucial role in effective teaching by allowing instructors to tailor their lessons to meet students' needs and achieve specific learning objectives. Planning empowers students to take ownership of their learning, develop autonomy, and become self-regulated learners. It reduces anxiety by providing students with a sense of control, structure, and direction in their learning journey. While some students may already be aware of the significance of planning, others may need guidance and explicit instruction to understand and implement planning strategies effectively. Despite the challenges, planning for learning is considered a valuable skill that promotes academic success, organization, and reflective thinking among students.

3.1.1 Recommendations as to planning for learning

To promote effective planning for learning among both teachers and students, it is important to consider a range of solutions and recommendations. Teacher programmers should include training on effective planning strategies. This can enhance teachers' understanding of the importance of planning and provide them with practical tools and techniques to guide their instructional practices. Additionally, schools can establish a supportive environment that encourages collaboration and sharing of best practices among teachers, allowing them to learn from one another and refine their planning skills.

For students, clear instruction on planning should be integrated into the curriculum. Teachers can teach students metacognitive skills and provide them with step-by-step guidance on how to set learning goals, create timelines, and monitor their progress. Implementing learning portfolios or journals can also help students reflect on their learning process and track their achievements. Encouraging students to engage in self-reflection and self-assessment can further promote their awareness and ownership of planning for learning.

Furthermore, technology can be effective to facilitate planning for learning. Educational platforms and digital tools can provide students with accessible resources, planning models,

and cues to help them stay organized and on progress. Teachers can also use technology to monitor and provide feedback on students' planning efforts, fostering a collaborative and supportive learning environment.

It is essential to create and foster a culture that values and prioritizes planning for learning among students. Schools and educational institutions can establish clear expectations and guidelines that emphasize the importance of planning in the teaching and learning process. Celebrating and showing successful examples of effective planning can inspire both teachers and students to adopt these practices.

By implementing these solutions and recommendations, teachers and students can develop strong planning skills, leading to improved learning outcomes, increased self-regulation, and reduced anxiety in the learning process.

3.3.4 Limitations of the study

During the process of conducting this study, several difficulties and tribulations have been encountered, which posed challenges to the realization of the research objectives. A significant challenge has been the lack of necessary resources; uneasy access to specific articles, books, support hindered the full search of certain aspects and potentially restricted the depth of study.

Another notable obstacle which has been encountered on the course of research has to do with data collection. Accessing and engaging with both students and teachers proved challenging as they were not voluntarily available to respond to the questionnaire and participate in interviews. This limited the sample size and possible insights that could have been gained from their perspectives. The lack of accessibility hindered the researchers' ability to gather extensive data and gather direct insights into the experiences and perceptions related to planning for learning. As a result, the findings may be limited in capturing the full range of perspectives and experiences within the target population. Despite these limitations, findings, rather esteemed important, have actually been reached. This is by no means meant to claim perfectness; the phenomenon of planning remains insatiable and makes constant appeal for further and deeper research to unfold its intricacies and explore it optimally in the field of education, foreign language education in particular.

3.3.5 Conclusion

In conclusion, the data analysis and interpretation of both the student-addressed questionnaire and teacher-meant interviews shed light on the importance of planning for learning and the various perspectives surrounding it. The findings indicate that while some teachers are actively promoting planning for learning and recognize its benefits, there are also challenges in effectively implementing and teaching planning strategies. Students' awareness and understanding of planning for learning varied, with some demonstrating a positive response and incorporating planning into their learning process, while others show limited awareness or application of planning strategies. Despite the limitations faced during the study, such as the difficulties met in data collection, the insights gained highlight the need for further support and guidance for both teachers and students in fostering effective planning for learning. This chapter sets the stage for subsequent discussions and recommendations aimed at improving planning practices in education and maximizing its impact on students' learning outcomes.

General conclusion

General Conclusion

Teaching, as a science and an art at the same time, is a delicate business that requires careful examination on the part of the educator and attentive engagement from the learner. The success of this effort depends on the mutual understanding of its objectives, subject matter, activities, approaches, and the unique responsibilities assumed by each member. By carefully organizing these components, a coherent framework emerges, leading to the attainment of the desired educational outcomes. This is the essence of planning for learning; establishing a well-organized pathway towards achieving success in the realm of teaching and learning.

This study aimed to explore the awareness and application of planning for learning among Algerian EFL students. The findings shed light on the importance of planning in optimizing learning outcomes and highlighted potential gaps in students' understanding and utilization of planning strategies. The research revealed that a significant proportion of Algerian EFL students are not fully aware of the importance of planning in learning and tend to engage in planning activities infrequently.

To address these challenges, the study recommends the implementation of training programs to enhance students' planning skills and strategies. Furthermore, fostering a culture of self-regulated learning and encouraging students to take responsibility for their own learning process can help promote effective planning habits. By equipping students with planning tools and providing guidance, educators can empower them to become more autonomous learners and facilitate their academic progress.

The study's methodology involved collecting data through both qualitative and quantitative methods, including a questionnaire administered to students and interviews conducted with practitioners. This approach allowed for a comprehensive understanding of students' perspectives and provided valuable insights into the current practices and perceptions surrounding planning for learning.

However, it's important to acknowledge the limitations of this study. The research was limited to Algerian EFL students, and the findings may not be generalizable to other contexts or populations. Additionally, the study relied on self-reported data, which may be subject to response biases. Future research could expand the scope to include a more diverse sample and

employ additional data collection methods to ensure a comprehensive understanding of planning for learning.

In conclusion, this research contributes to the existing knowledge by emphasizing the importance of planning for learning and highlighting the need for targeted interventions to enhance students' awareness and application of planning strategies. It is hoped that the findings will inform educational practices and support the development of effective teaching and learning approaches that foster students' planning skills, autonomy, and self-regulation.

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Appendences

Teachers' interview

Dear teachers,

We will be extremely thankful if you accept to take part to this interview that serves as a data collection tool for our master research work on planning for learning. It aims at investigating whether people within Ibn Khaldoun University circle mind the concept of planning for learning and if students are encouraged to deliberately take it up to conduct their learning activity the most efficiently possible. Your answers which emanate from long experience in teaching will certainly provide reliable data for our research.

1. Do you recognize the importance of planning for learning? Can you share with us your view please?
2. Do you try to direct your students to plan for their learning?
3. Do you find positive echo among your learners when you sensitize them of the importance of planning in learning?
4. Acquiring the ability of planning for learning is the first step self-regulated learning, to what extent do you find this idea credible?
5. Do you teach your students practical strategies to plan for their learning?
6. Do you believe in the power of planning for learning in reducing the amount of debilitating anxiety in learning?
*how
7. Do you find your students aware of the concept of planning for learning?
8. Do you find it easy to teach your students planning strategies?
9. Do you think planning for learning can be ingrained in as habit in learning?
10. In your opinion, there particular procedures that teachers should implement in order to make students aware of planning for learning?
11. From your experience as a teacher and an x-student, can you sum up the importance of planning for learning?

Summary:

This study examines the awareness and use of learning planning among English language learners in Algeria. It explores the importance of planning in achieving optimal learning outcomes and identifies gaps in students' understanding and application of planning strategies. The research adopts a mixed-methods approach, using a questionnaire administered to Master's level students at Ibn Khaldoun University in Tiaret and conducting interviews with teachers to gather students' opinions and practices related to learning planning. The results indicate that a significant number of English language learners in Algeria lack awareness of the importance of planning and rarely engage in planning activities. These findings suggest that limited awareness and infrequent use of planning strategies among English language learners in Algeria may hinder their learning outcomes. This study highlights the need for targeted interventions to enhance students' understanding and use of planning strategies. It recommends implementing training programs to improve students' planning skills and emphasizes the importance of fostering a self-regulated learning culture by providing students with effective planning tools and promoting independence. Educators can support students' academic progress and enhance learning outcomes by implementing these recommendations.

ملخص

تتناول هذه الدراسة مدى إدراك واستخدام التخطيط للتعليم بين طلاب اللغة الإنجليزية كلغة أجنبية في الجزائر. وتستكشف أهمية التخطيط في تحقيق نتائج التعلم المثلى وتحدد الثغرات في فهم الطلاب وتطبيقهم لاستراتيجيات التخطيط. اعتمد البحث منهجًا مختلطًا، حيث استخدم استبيان موجه إلى طلاب الماستر 1 الماستر 2 في جامعة ابن خلدون بتيارت، ومقابلات موجهة للمعلمين، لاستطلاع آراء الطلاب وممارساتهم المتعلقة بالتخطيط للتعليم. تشير النتائج إلى أن عددًا كبيرًا من طلاب اللغة الإنجليزية كلغة أجنبية في الجزائر يفتقرون إلى الوعي بأهمية التخطيط ويشاركون بنادرة في أنشطة التخطيط. تشير هذه النتائج إلى أن الوعي المحدود والاستخدام غير المتكرر لاستراتيجيات التخطيط بين طلاب اللغة الإنجليزية كلغة أجنبية في الجزائر قد يعيق نتائج تعلمهم. كما تسلط هذه الدراسة الضوء على ضرورة التدخلات المنتبهة لتعزيز فهم الطلاب واستخدامهم لاستراتيجيات التخطيط. وتوصي بتنفيذ برامج تدريبية لتحسين مهارات التخطيط لدى الطلاب وتؤكد أهمية تعزيز ثقافة التعلم الذاتي المنظم من خلال تزويد الطلاب بأدوات تخطيط فعالة وتعزيز الاستقلالية، يمكن للمربين دعم تقدم الطلاب الأكاديمي وتحسين نتائج التعلم.

Résumé

L'étude examine la sensibilisation et l'utilisation de la planification de l'apprentissage chez les étudiants algériens d'anglais langue étrangère (ALE). Elle explore l'importance de la planification dans l'optimisation des résultats d'apprentissage et identifie les lacunes dans la

compréhension et la mise en œuvre des stratégies de planification par les étudiants. La recherche a adopté une approche mixte, utilisant un questionnaire adressé aux étudiants de master 1 et master 2 de l'Université Ibn Khaldoun de Tiaret, et des entretiens adressés aux enseignants, afin de recueillir les perspectives et les pratiques des étudiants concernant la planification de l'apprentissage. Les résultats indiquent qu'un nombre important d'étudiants algériens d'ALE ne sont pas conscients de l'importance de la planification et s'engagent rarement dans des activités de planification. Ces résultats suggèrent que la sensibilisation limitée et l'utilisation peu fréquente des stratégies de planification chez les étudiants algériens d'ALE peuvent entraver leurs résultats d'apprentissage. L'étude met en évidence la nécessité d'interventions attentives pour améliorer la compréhension et l'utilisation des stratégies de planification chez les étudiants. Elle recommande la mise en place de programmes de formation pour améliorer les compétences en planification des étudiants et souligne l'importance de favoriser une culture de l'apprentissage autorégulé. En dotant les étudiants d'outils de planification efficaces et en favorisant l'autonomie, les éducateurs peuvent soutenir leur progression académique et optimiser les résultats d'apprentissage.