

Annexe

Questionnaire pré imprimé utilisé pour recueillir les réponses écrites des étudiants répondants volontaires.

Dans notre culture le corps (anatomique) est objet de pudeur et pour cela il est caché ou voilé.

Q1 : retrouvez-vous la même conception dans la langue étudiée.

Q2 : qu'est-ce qui vous frappe dans la présentation du corps dans la langue étrangère ?

Q3 : comment réagissez-vous à la nudité des tableaux, images ou figures décrites ou accompagnant le texte étranger ?

Q4 : l'exhibitionnisme (publicité, photo de revue, artiste...) vous fait-il réagir ? Comment arrive-vous à comprendre la conception occidentale ?

The Teacher as a Course Planner

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Introduction

Teaching cannot be hazardous but, more than any other profession, it needs planning. Planned courses help the teacher to avoid classroom mistakes but to be aware of them at each step of the course as well. Moreover, planning makes his task and makes it less demanding. Education is not easy even the best curriculum in the world will be in vain if the courses which it comprises have little or no relation with the curriculum. A good teacher, then, needs to be a planner. He needs planning his course and needs to give it an order. But who needs planning, the neophyte or the professional?

Orange (2005) answers the question and says that planning is necessary for all teachers, even veteran teachers.

1. The pre-planning

In this stage, the teacher has to be aware of two main factors:

- *Students' background:*
- *Skills to improve:*

Students' background

The teacher needs to know his audience that is, his students. He has to know their schemata and previous knowledge background. Knowing what the students already know makes him avoid repetition which may lead to boredom and lack of interest. Being aware of his learners' prerequisites, help the teacher provide them with the new knowledge the need.

Learning Skills

Course planning depends essentially on the skill which needs improvement. Therefore; the teacher has to be careful when designing activities, either for listening, speaking, reading or writing. An activity which objective is to improve comprehension is different from one which objective is improving com-

need, and how long they had planned to spend on these activities.» Harmer (2004:311)

2.1. Determining the course goals

A course goal is a global statement about the purpose of the course. Course goals help the teacher to know what he wants his students to accomplish in addition, they assist him in determining the methods and assessments.

Clearly defined goals and objectives form the basis for selecting appropriate content, learning activities and assessment measures. If the learning objectives are not clear, the teacher and learners, teaching and learning will be less effective.

When the teacher knows what the desired learning outcomes are, course planning and development will be more effective. Thus, every aspect of the course should be designed to guide the students toward the desired learning outcomes. David Nunan (1991) considers that:

The answers to these three questions can form the basis of the entire course planning process. They guide the course design and process. Therefore, they should be taken into consideration when taking every single decision, concerning the choice of the material, activities, the nature of assignments and evaluation.

2.2. Selecting the content, learning activities, and teaching material that are relevant to the course goals

Content

The teacher has to define clearly what he expects his students to know by the end of the course. He should take into consideration the amount of content he can cover and the time he can afford to this content.

After determining the course content, the teacher can select the topics that match the course content. He has "to choose a content which has a good chance of provoking interest and involvement." Harmer (2004:309)

The teacher may choose the course book's topics or replace them with others. Knowing his students, the teacher can easily

Teaching material

A major element in the teaching and learning process is the teaching material which includes textbooks, video, audio, and visual aids. In fact, these may enhance learning. According to Crystal (1988):

"In modern foreign language learning and teaching, the design and implementation is a major enterprise where the principles of applied linguistic theory, the realities of classroom practice, and the realities of communication lie uneasily together." (1988:376)

Assignments

These include tests, exams, quizzes, projects, presentations and performance of skills. The purpose of assignments is to determine whether the students were successful in achieving the learning objectives. Therefore, the type of assessment should be chosen according to the learning objectives. Moreover, after evaluating the students, the teacher can evaluate his teaching and his course planning was efficient or not. In case the assessment methods revealed that the course objectives were not reached, the teacher has to review his course plan.

3.1 Objectives can help in the choice of the learning activities

When selecting the learning activities the teacher has to take into consideration various parameters. One of these parameters are objectives. The objectives help the teacher select the appropriate activities that match each learning objective, whether be a lecture, small- group discussion, games, problem- solving etc...

3.2 Objectives can facilitate the choice of the teaching material

Once the objectives have been identified, it will be easier for the teacher to select, adapt or adopt the teaching material in order to attain those objectives effectively. Indeed, objectives serve as criteria for the choice of the teaching aids such as: texts, films, articles etc... Thus, the teacher must seek to ensure that the teaching aids are appropriate to the objectives set.

3.3 Objectives provide a means of clarifying the purpose of

4. Bloom's Taxonomy for observing and measuring

There are different types of objectives. Some require only recalling information but others require problem- solving and analysis. Bloom's objectives for the cognitive domain includes the simplest to the most difficult:

Knowledge: it is concerned with the students' ability to organize and recognize certain facts. At this level the students are required to define and remember facts and items.

Comprehension: it involves the ability to understand, rephrase and paraphrase. The students are required to understand, compare and describe.

Application: it includes activities in which the students are required to apply concepts or rules. The students are required to solve problems.

Analysis: the students are required to identify a problem or a problem, analyse and draw conclusions.

Synthesis: it involves blending and combining. The students should be able to predict, design and develop.