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Design Lessons Objectives with reference To Bloom's Taxonomy of Educational objectives

Case of study: Secondary school teachers in Khenchela

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Dedication

Praise to Allah for having given me the ability to achieve this Work.

I dedicate this work to my dearest father and my beloved Mother, May Allah bless them.

To my dear brothers and sisters, who gave me love and support when I need, to my best freind **Marwa.**

Thank you all**.**

« Belaidi Manel »

Dedication

All thanks and prises are to Allah

The candles who always enlighten my life; my dear parents, thank you for giving me the support to reach my dreams. Accomplishing this would hopefully make you proud of me as much as I am proud of having you as my parents. My beloved brother **Aymen** and sisters,

To my best freind Aya who I shared the university life with its lights and shadows.

« Benleulmi Sarra »

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Abstract

Bloom’s taxonomy is a classification system used to define and distinguish different levels of human cognition, thinking, learning, and understanding,it is diveded to three domains: The cognitive domain refers to the student’s ability to think and use their brain power wich devided into six levels level knowledge, comprehension, application ,analysis, synthesis and evaluation. The psychomotor domain is the learning and combination of oldand new skills that involve physical movements , and The Affective domain Includes background information, definitions ,and the ability to resolve conflict and their emotional stability and growth.Because of the effectiveness of bloom’s taxonomy in designing leeson plan objectives, we based our research on it to know wheather teachers give it an importance in teaching or not and how they use it .In the first chapter with its two parts we talkled about Bloom’s taxonomy and lesson planning and importance of the taxonomy on writingg effective lesson plan objectives ,than the second chapter we discuss our two tools of investegation that we used to acheive our aim of this study ,which are a questionnaire addressed to secondary schools teachers in Khenchela and an analysis to their teaching cards,after the results we got, we find that teachers use Bloom’s taxonomy as a reference to write lesson plan objectives ;that’s confirmed our hypothesis.

List of Abbreviation

OT**:** Original Taxonomy

RT: Rivised Taxonomy

BT: Bloom's Taxonomy

Q: Question

N: Number

%: Percentage

SMART**:** Specific, Measurable, Achieviable, Realistic, Time-bouned

Obj: objective

&: and

List of tables:

List of Figures

Table of contetns:

Content

General Introduction

Effective teaching depends largely on careful lesson planning. A good teaching plan will make teachers happy and keep students motivated and interested. emphasized the importance of English teacher curriculum planning: "It is generally believed that the success of teachers teaching courses depends on the effectiveness of the curriculum plan." Richard (1998,p.103) . When a classroom event means that a change of direction is appropriate in teaching And when it is guaranteed, the teacher's lesson plan is not a script that the teacher must follow assiduously. In fact, the lesson plan is a written description of how students achieve specific goals.

An effective curriculum plan must first have clear goals. These goals provide teachers with a framework to determine appropriate content and actions for their teaching. David Nunan pointed out: "In reality, goals are just a certain way of expressing or expressing content and behaviour." (1988 ,p.24) Indeed, one of the challenges teachers face in lesson planning is to set goals based on observable and measurable verbs. Therefore, this article discusses one aspect of the lesson plan-mission statement. Blooms' Educational Goals Taxonomy is a powerful model for analyzing how university teachers formulate curriculum goals. It can be used as a tool to design and classify educational goals into three areas: cognitive , affective , and psychomotor. We will analyze according to taxonomy to determine whether teachers are setting specific, measurable, achievable, relevant and time-bound goals. In this way, we can test teachers' understanding of the importance of Bloom's taxonomy for education.

Aims of the study

This dessertation uses Blooms' "taxonomy of Educational Objectives" as a benchmark to examine the ability of teachers to formulate curriculum goals. It is hoped that this research aims to identify clearly defined goals as a key factor in the success or failure of the lesson plan. And the teaching or learning process.

Statement of the problem

One of the main roles the teacher plays before entering the classroom is to make a lesson plan. A detailed or concise teaching plan should have clearly defined goals (written according to Bloom's taxonomy) and therefore SMART (specific, measurable, achievable,

relevant and time bound). These goals help to choose the right materials, methods and activities.

Thus, our question for this work is :

- How teachers formulate lesson plan objectives according to the classification of Bloom?

-To what extent teachers include Bloom's three domains (cognitive, affective and psychomotor) during a giving classroom lesson?

Hypothesis

- We assume that teachers formulate teaching objectives according to Blooms' taxonomy of educational objectives.

-we suppose that teachers include Bloom's three domains during a giving classroom lessom basically, noticeable and purposeful way.

Tools of investigation

In order to test this hypothesis, a questionnaire survey was conducted on a number of secondary school teachers in Khenchela, and their flashcards were analyzed, showing that they have the ability to formulate curriculum objectives based on Bloom's taxonomy of educational objectives.

Chapter One : Bloom's Taxonomy as an Aid to Write Lesson Plan Objectives.

Part One : Domains of Bloom's Taxonomy : Cognitive, Affective and Psychomotor.

Introduction

In 1950's and 1960's Bloom was the head of a group that created the classic definition of the levels of educational activity, from the very simple (like memorizing facts) to the more complex (such as analyzing or evaluating information). The three types, or domains, of knowledge they defined are cognitive (knowledge), affective (attitudes) and psychomotor (physical skills). And each of these three domains is divided into levels ranging from simple to more difficult objectives.

Bloom B., B. Mesia, and D. Krathwohl (1964). Taxonomy of Educational Objectives (two vols: The Affective Domain & The Cognitive Domain). New York. David McKay.(article).

Section One: Bloom's Taxonomy of Educational Objectives

01-historical overview of Bloom's Taxonomy

The idea of this scoring system came from an informal meeting of college examiners who attended the American Psychological Association meeting in Boston in 1948. At this meeting, people expressed interest in a theoretical framework that could be used to facilitate communication among examiners. The framework can do many things to share test materials and test ideas.In addition, it helps to promote the relationship between examination research and examination training. After a long time of debate, it is agreed that it is best to achieve such a theoretical basis through a classification system of educational objectives, because educational objectives are the basis for curriculum and examination design, and are also the starting point for most of our educational research. ...This meeting is the first in a series of informal annual conferences of university auditors. The group meets at different universities every year, and its composition changes to study issues related to the ranking of educational

goals. Many other educational research and examination tasks.This is the first product of these conferences. The task of the committee named on the cover is to organize and write the various parts of the "cognitive" part of the taxonomy, and the group continues to work hard to develop the "emotional" part of the taxonomy.Classification. However, so far, the group is still informal, with no membership fees, permanent membership and official staff.In such an environment, the committee and editors should be responsible for the product, although ideas, suggestions, and legitimate criticism should be more widely disseminated to anyone who has participated in one or more group meetings.(Bloom 1956,p.04).

Before creating a classification scheme, it must be clear what is to be classified. Therefore, performance assessors and educational researchers are interested in classifying the expected behavior of students: the way that individuals should act, think or feel as a result of attending a unit or class, i.e. They are concerned with the changes that are made in individuals as a result of educational experiences, rather than the classification of the teaching methods used by teachers, the way teachers interact with students. , the different types of teaching materials they use, or the specific topic. It should be noted that the expected behaviors determined by the educational goals do not include many behaviors that psychologists want to classify and study. For example, certain natural or non-social behaviors that psychologists may be interested in may not fall into the category of taxonomy. The intentional or expected behavior contained in the educational objectives usually does not include the undesired or abnormal behavior that is not approved by the society.(Bloom 1956,p.11)

02-Definition of Bloom’s taxonomy

The word Taxonomy is refrred to as « set of standard classifications ». It is an attempt to classify the educational system goals (Bloom,1965,p.01). It focuses on classifying student’s intended behaviours over teachers’ instructional methods. To put it another way, Bloom’s taxonomy is concerned with the way students act, feel and think rather than the instructional methods or material teachers use to relate themeselves with the students(ibid,1956,p.02).

By and large, Bloom’s taxonomy is « a framework for classifying statements of what we expect or intend students to learn as a result of instruction »(Krathwohl,2002,p.213).

03-Characteristics of Bloom’s taxonomy :

Bloom's taxonomy is an ancient, if not archaic, system of classification. It is as old as the hills. It demonstrated a severe, if not critical, « signs of aging ». It is « almost taxidermy » (Bennette, 2012,p.110). However, it is still considered as an inspiring system of classification for most of the curriculum designers because of its intrinsic traits and characteristics which are follows :

a) **Simple and useful :** Bloom's taxonomy is considered to be very simple because the principles, on which it based, are simple too. To put it another way, BT as well as the principles are simple, clear and straight forword . In view of that , it is « gradually being supplemented--- and may perhaps even supplanted one day --- by new insights into the workings of human thought and learning made possible by advances in brain imaging and cognitive science. » Yet, given its logical simplicity and utility, Bloom's taxonomy will continue to be widely used by educators » (Bloom's taxonomy,2014)

b) **Inclusive and universal :**one of the advantages of BT is that it can be incorporated in almost all fields and domains. As Marzano and Kendall(2007) stated : « Bloom's taxonomy has been used by educators in vertually every subject area at virtually every grade level » (p.01). Regarding its significance, BT became widely used and it has been translated into twenty-two languages (Krathwohl,2002,p.213). Despite the occurrence of several educational taxonomies, BT remained the « de facto standard » (Forehand,2012,p.41).

c) **Flexible and dynamic :**BT is a flexible system of classification that could be changed throughout history. It remained in pace with time whereby it adapted new changes and witnessed several modifications, yeti t did not lose its main intrinsic bases (Sideeg,2016,p.161).

04-Purpose of using bloom's taxonomy:

As history has shown, this familiar and extensive framework fills the gaps and provides educators with one of the earliest classifications of thinking and learning systems. A cumulative hierarchical structure composed of six categories, each of which requires the realization of previous skills or abilities. It is easy to understand before the next more complicated one. If necessary, teachers should assess the abilities of students. In order to do this accurately, it is necessary to classify the level of intellectual behavior that is important for learning. Bloom's taxonomy greatly changed this measurement standard. In the past five years of society, Bloom's revised taxonomy has provided a more powerful tool to meet the needs of

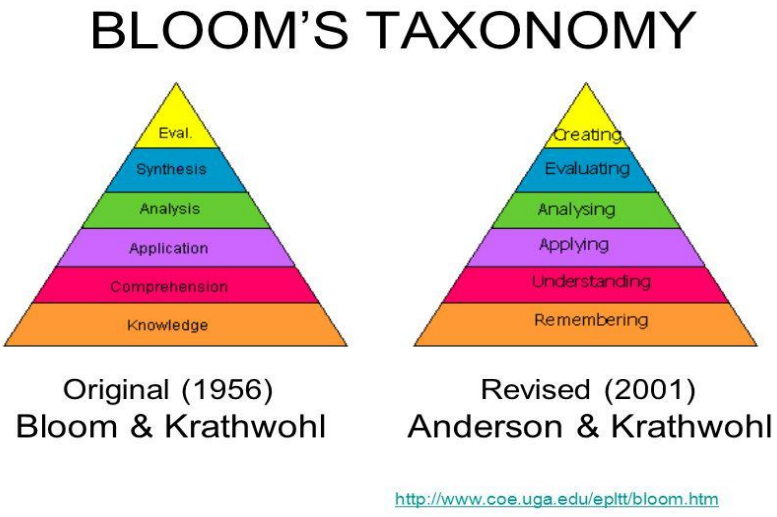
today's teachers. The structure of the Revised Taxonomy Table matrix "provides a clear, concise visual representation" (Krathwohl, 2002) of the alignment between standards and educational goals, objectives, products, and activities.

Forehand, M. (2005). Bloom's taxonomy: Original and revised.. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. Retrieved <insert date>, from http://projects.coe.uga.edu/epltt/

05-Original Taxonomy vs Revised Taxonomy:

In the 1990s, Bloom's former student Lorin Anderson hosted a new congregation that convened to update the taxonomy, hoping to make it more relevant to 21st-century students and teachers. This time there are "representatives from three groups: cognitive psychologists, curriculum theorists and teacher training researchers, as well as testers and evaluators" (Anderson & Krathwohl, 2001, p. 25). Like the original group of people, they worked assiduously and took six years to complete their studies. The 2001 version contains several seemingly minor but significant changes. There are several good sources detailing the reasons for the ratings and changes.

The change in terminology between the two versions is probably the most obvious difference and can also cause a lot of confusion. Essentially, Bloom's six main categories have changed from nouns to verb forms. The original knowledge at the bottom has also been renamed and made remembering. Finally, Understanding and Synthesis was renamed Understanding and Creativity. To avoid confusion, a comparison image is shown below.



The new terms are defined as:

• Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

• Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

•Applying: Carrying out or using a procedure through executing, or implementing.

• Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing

• Evaluating: Making judgments based on criteria and standards through checking and critiquing.

• Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

(Anderson & Krathwohl, 2001, pp. 67-68)

At first glance, the structural changes may seem dramatic, but upon closer inspection, they are completely logical. Bloom's original cognitive classification is one-dimensional. With the addition of products, the revised Bloom taxonomy takes the form of a two-dimensional table. One of the dimensions defines the dimension of knowledge. (Or the type of knowledge to be learned), the second defines the dimensions of the cognitive process (or learning process), as shown in the following tables:

The knowledge Dimension	**The Cognitive Process Dimension**					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knewledge	List	Summarize	Classify	Order	Rank	Combine
Conceptual knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural knowledge	Tabulate	Predict	Calculate	Differenciate	Conclude	Compose
Meta-cognitive knowledge	Appropriate use	Excute	Construct	Achieve	Action	Actualize

Table N°01: The cognitive process Dimension verbs

The focus is on the third and final type of change. As mentioned above, Bloom himself admitted that countless groups that never considered themselves readers of the original publication "accidentally" used taxonomy. Pay special attention to using it as a "more reliable course planning, training and evaluation tool".(oz-TeacherNet, 2001).

Section Two: cognetive, affective and psychomotor domain.

01-Cognitive domain:

The cognitive domain includes learning skills primarily related to mental processes (thinking). The cognitive learning process includes a series of skills, including information processing, understanding construction, knowledge application, problem solving and research. There are

six levels of cognitive complexity. : Knowledge, comprehension, application, analysis, synthesis, evaluation Bloom's taxonomy focuses on describing achievement levels rather than process skills, and basically does not consider how students move from one level to another. Form a complete, short and supplementary list of the most important learning skills for each process. The latest version of the Bloom Learning Taxonomy (2001) includes many additional features that are very useful for teachers who are trying to create the best learning experience.

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02-Affective domain:

Most people think that learning is an intellectual or mental function, but learning is not only a cognitive (mental) function; attitude, behavior, and physical ability can also be learned. The affective domain includes our feelings, emotions, and relationships.

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03-Psychomotor domain :

Psychomotor objectives are those specific to discreet physical functions, reflex actions and interpretive movements. It is interesting to note that while the cognitive taxonomy was described in 1956, and the affective in 1964, the psychomotor domain were not fully described until the 1970s.

The Journal of EFL Education and Research (JEFLER) **Volume 2 Number 2 September 2016: ISSN-2520-5897** www.edrc-jefler.org (p.50)

Table 02: Cognitive Domain of Learning

Major Categories	Description	Key Words
Knowledge	Remembering previously learned material, from specific facts to complete theories, but all that is required is recall. That is, ability to recall previously learned material.	Defines, describes, identifies, knows, labels, lists, matches, names, recalls, recognises, reproduces, selects, states.
Comprehension	The ability to grasp or construct meaning from material. (Lowest level of understanding).	Comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
Application	Ability to use learned material, or to implement material in new and concrete situations.	Applies, changes, demonstrates, discovers, constructs, manipulates, modifies, relates, operates, predicts, prepares, solves, uses.
Analysis	Separate concepts or material into component parts and show relationships between parts. Distinguish facts from inference.	Analyses, compares, contrasts, differentiates, discriminate, identifies, illustrates, infers, separates.
Synthesis	The ability to put parts together to form a coherent or unique new whole, with emphasis on creating a new meaning, structure or relationships.	Categorises, combines, compiles, composes, creates, designs, explains, modifies, organises, plans, relates, revises.

Evaluation	The ability to judge the worth of material against defined or stated criteria	Appraises, compares, concludes, contrasts, criticises, defends, describes, explains, discriminates, evaluates, interprets, justifies, relates, summarises.

Source: Adapted from Bloom, *et al.,* (1956)

Table 3: Affective Domain of Learning

Receiving	Awareness, willing to devote attention to Active participation where	Asks, chooses, describes, follows, gives, Particular topic or activity. holds, identifies, locates, names, points to, Selects, sits, erects, replies, uses. Answers, assists, aids, complies,
Responding	motivation is not to just to attend, but to become involved with activity and gain satisfaction from engaging in it.	Conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
valuing	Places value on subject and activity. Motivated not by desire to simply comply, but by commitment to underlying value guiding behaviour.	Completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
organisation	Organises values by contrasting them, resolving conflicts between them, and creating own value system.	Adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
Internalizing values	Adopt values and behaviours that become pervasive, consistent, predictable, and characteristic of learner.	Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

Source: Adapted from Krathwohl, Bloom and Masia, (1964)

Table 4: Psychomotor Domain of Learning

Perception	The ability to use sensory cues to guide motor Chooses, describes, detects, differentiates, activity. This ranges from sensory stimulation, distinguishes, identifies, isolates, relates, Through cue selection, to translation. selects.	
Set	Readiness to act. It includes mental, physical, and emotional sets.	Begins displays, explains, moves, proceeds, reacts, shows, states, volunteers.
Guided response	The early stages in learning a complex skill that includes imitation and trial and error.	Copies, traces, follows, react, reproduce, responds
mechanism complex Overt Response	This is the intermediate stage in learning a complex skill.	Assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
	The skilful performance of motor acts that involve complex movement patterns.	Assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
Adaptation	Skills are well developed and the individual can modify movement patterns to fit special requirements.	Adapts, alters, changes, rearranges, reorganizes, revises, varies.
Origination	A learners ability to create new movement patterns to fit a particular situation or specific problem.	Arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.

Adapted from Martin (2006)

Part Two : Writing lesson planning objectives

Introduction :

Planning can be seen as a process of change, in which teachers develop great ideas for the classroom based on the understanding of students' needs, concerns and interests, and classroom content. Daily lesson preparation is very important for teachers, because it can help them think about content, materials, sequence, materials, and activities. It is also beneficial to students because it takes into account students' different experiences, interests, learning styles and abilities. In class, whether it is a detailed outline or a short note to the teacher. They should be used as teaching reference materials in the classroom.(Methodology in language teaching Richard & Rinandya,p.33-31).

Section One: Lesson Planning

01-Definition of lesson planning:

lesson planning is the art of combining several different elements into a cohesive whole, so that the classroom has a personality, and students can identify, use and respond to any metaphors that teachers can use to visualize and use the identity to create. Goals and predictions of potential problems are suggestions for actions, not scripts that must be followed blindly, whether it's detailed documents or scribbled notes.(The practice of language teaching Jeremy Harmer,p.308).

02-Good Lesson Plan (lesson shapes):

A good lesson should include a meaningful blend of persistence and diversity. Consistency means that students can see logical patterns in the classroom. For example, even if there are three separate tasks, there must be a connection between them, or at least one tangible reason for the change of direction. In this case, it doesn't make sense for students to listen to the audio track, ask someone questions about comprehension, and then switch the activity to something completely unrelated to listening. Five minutes before we try something completely different again, we might as well call this lesson incoherent. However, the impact of 45 minutes of exercise is equally devastating. The lack of diversity, coupled with the recklessness of this approach, will make real student participation difficult. Class time should be different. In an effective classroom, teachers carefully consider (and think about) the balance between participation, learning, and activation, and how to guide others in different

ways. The moment we think about the curriculum in this way, we can almost guarantee diversity and consistency.(How to teach English, Jeremy Harmer,p.157).

Table N° 05: good lesson plan

Lecturer's name:	**Date:**
Course: Cert Ed/PGCE year 1	**Duration:** 2 hours
Subject/Unit: 7LLS415- PEL	**Level:** 4
Topic: Lesson planning	
Aims of lesson: To plan & structure learning activities through developing a lesson plan	
Lesson objectives: Students will be able to… Write a lesson plan to structure effective student learning	
Assumed prior knowledge: Trainees are existing teachers & may have some knowledge about the subject Aims & objectives covered in the morning session	
Resources: Whiteboard pens; flip paper; blue tac; register; 4 handouts; 1 worksheet; 2 lesson plan pro-formas per person; Powerpoint presentation & memory stick; Copy of Powerpoint as handout; computer & projector to be booked; assignment handout	
Assessment (how learning will be recognised) Lesson planning in class; tutor observation; draft lesson plan produced and lesson plan for microteaching	
Differentiation (addressing all learners' needs) Planned groups Different learning styles - **Visual**- Powerpoint presentation & handouts; **Auditory** –listening & speaking in pairs & class discussion Targeted questioning	
Skills for Life / Key Skills to be addressed **Communication/literacy** analyzing information regarding strengths & areas for development in draft lesson plan; speaking & listening in pairs; selecting appropriate verbs to use as objectives;	
Number/ numeracy- none in this lesson	
Information Technology- - lesson plan to be word processed as assignment. Resources to be accessed on Moodle	

Time	Content & Teacher Activity	Student Activity	Resource
12:45	• Register • Recap on aims & objectives- put into pairs; monitor pair work	Explain to each other the difference between aims & objectives & give an example of each linked to their subject	Register
12:52	• Tell students aims of session • Allocate groups of 3- - discuss how you plan your lessons at present- monitor work	Watching & listening Buzz activity	Powerpoint & Handout
12:55	• Teacher input & Q&A- on how to plan lessons	Listening & watching & answering questions	Powerpoint; lesson plan pro-forma; 2 handouts
13:10	• Allocate pairs- look through lesson plan sample & analyze the strengths & areas for improvement for the lesson plan- monitor work	Working in pairs- using the pro-forma to compare what should be there	Lesson plan sample
13:20	• Feedback- 1 good point & 1 area for improvement from each pair	Feedback	
13:25	• Working individually or in pairs around subject specific areas- plan a 1 hour lesson for your subject using the pro-forma- monitor & support work	Lesson planning	
14:25	• Feedback – any questions/issues • Sum up & review objectives of lesson	Feedback, ask questions Watch & listen	Powerpoint Assignment handout
14.45	• Go through assignment & clarify date to be handed in	Watch & listen & ask questions	My lesson plan handout as example
14.55	• Recap of today's session- ask each 1 thing they have learnt today • Next session we are going to look at analysing who your learners are towards and their motivation	Offer answers listen	
Homework/assignments set: Draft lesson plan-		**Hand in date:**	

Adapted from : http:/harrow.ac.uk

03-Importance of lesson planning:

The lesson plan describes how to deal with specific aspects of the work item. Individual courses should be interrelated in terms of content and language skills development. Strategies, such as using question answering techniques to repeat words, consistent use of visual aids, use of homework to fill the gap from one class to the next, self-esteem and peer assessment, goal setting, and of course regular grading can help smoothly Transition from one lesson to another. , MFL students plan at the micro level, that is, (part of) individual courses, rather than the macro level, the work unit level.These (part of) lesson plans should be firmly embedded in the work unit plan. When planning a course, the most important question is not "What can I do in class tomorrow?" but "What is the most important thing for you now? Can you successfully complete the paper?',' the most effective way to do this is And what is the most economical way?'The most important thing is,'If they succeed, what should I do first?' No.More time is spent on developing sufficiently new, stimulating or harmless actions, but they represent the most extensive and easiest problem to deal with, and they are also one of the most effective means to achieve goals. It is very important for one-to-one courses to have clear goals. It is a good idea to explain the goal to students at the beginning of the course. However, there may be some lessons that elements of surprise or discovery offset this approach. Goals need to be defined and clearly expressed becauseThey remind students and tell them what to do at the end of the course. They help students understand where they are going, what is required of them, and what (future) uses they might have. At the end of the course, you will be able to...make a statement to help students understand the value of work outside of the classroom environment. Goals and activities.It can be seen that this method makes it easier for students to understand why they want to engage in certain activities, what they can do after completing the activity, what knowledge, skills and/or understanding they will gain, and how they will work in the activity. Classroom This will help them achieve their overall goals and pass the exam smoothly. The choice of targets must be firmly anchored in the context of the entire work unit.(Learning to teach modern FL in secondary school,p.73..2nd ed).

Models of lesson planning :

There are a number of approaches to lesson planning. The dominant model of lesson planning is :

Tyler's Model (1949) rational_linear framework. Tyler's model has steps that run sequentially: (1) specify objectives; (2) select learning activities ; (3) organize learning activities ; and (4) specify methods of evaluation. Tyler's model is still used widely in spite of evidence that suggests that teachers rarely follow the sequential, linear procass outlined in the steps (Borko & Niles, 1987). For example, Taylor (1970), staudied what teacher actually did when they planned their lessons and found that they focused mostly on the interests and needs of teir students. More important, he found that teachers were not well prepared in teachers-education programs for lesson planning.

Yinger's model, developed an alternative model in which planning takes place in stages, the first one, it consists of « problem conception » in which planning starts with a descovering cycle of the integration of the taecher's goals, knowledge and experience , the second one ,it sees the problem formulated and a solution achieved, the third one, it involves implementing the plan along with its evaluation. (Richard & Renandya, p.32).

Factors in lesson planning:

1-Schemes of work : Before planning a single lesson in depth, it is important to understand that the lesson plan should "fit" to the larger workflow previously developed by your department. These plans are sometimes broken down into "units of work", which are important in the planning process.Each scheme is essentially an overall plan, usually for a term or half a term of the academic year. (Graham Butt 2nd ed, p09).

Most schemes of work contain some statements on:

Aims and objectives:

What the plan is trying to achieve in terms of professional knowledge, understanding, skills, values and attitudes. Subject areas may have some "skills" as part of the learning objectives that are easier to achieve, but this level of detail is usually determined by each lesson plan.(Graham Butt 2nd ed,p.13).

Content

Class planners should choose content that is likely to generate interest and participation. Because they know the students personally, they can choose the content that suits them. Even though the choice of topic and content partly depends on the textbook, I can still judge when and whether I should use the topics in the tutorial or replace them with other things. However, if the accompanying activities and tasks lack imagination, the most interesting content will become boring. If a good planner spends time thinking about how students can perform better, then fun can have a great effect.(The practice of language teaching ;p.309)

Timing :

How many lessons are available for this course. These estimates are usually conservative because the current school semester and half semester are different in length (think about how long the fall semester is in most schools compared to the spring semester). It is always "lost" in all school activities, such as exams, fire drills, excursions for other subjects, or special events. It should also be remembered that the total time spent on different subjects may vary from school to school.(Graham Butt 2nd ed,p.14).

Resources:

The key resources for the delivery plan (or specify the resources to be created) involve not only teaching materials, but also employees who can provide training, including department employees and classroom assistants/teachers and assistants. Different subjects usually have very different central teaching resources. For example, the physical education department will use very different textbooks from the mathematics department.(Graham Butt 2nd e,p.14).

Assessment and evaluation:

Assessment is the process of collecting information about student performance in order to make informed learning decisions. This information can be collected in a variety of formal and informal ways. Assessments are used to promote learning by providing teachers with continuous feedback on the effectiveness of their learning. Because if the course does not work, the teacher must adjust the course (change the course) to ensure that the students make progress in other ways.(Marie Menna.Pagliaro ,p.41).

Evaluation is the process of making judgment or assigning student performance. For example, Grading assigns scores after collecting information. Generally, there are three types of assessments: diagnostic, formative, and summative.(Marie Menna.Pagliaro,p.42)

Section Two: Lesson planning Goals and Objectives

1-Definition of Goals and Objectives:

Goals are a way of expressing the main purposes and expected results of the course. When we use the travel analogy, difference is the goal and travel is the lesson. Goal setting helps focus your vision and course priority. These are general statements, but they are not popular.(Graves,p.75).

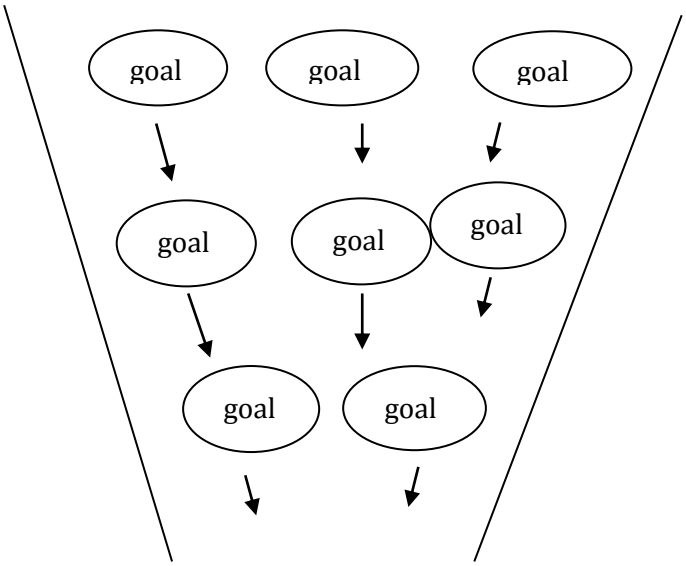


Figure N02: Making choices about Goals (Graves, p.76)

Objectives are statement about how to achieve the goal. Objectives divide goals into learnable units and teachable units. These are the different points you pass through on the journey to the distination.(Graves,p76).

2-The Relationship between Goals and Objectives:

A goal states an aim that the course will explicitly address in some way. If, for example, one of the goals of course is to help students develop learning startigies or interpersonal skills, then class time will be explicitly devoted to that goal. Because class time is limited and the number of goals is not, choice is importatnt. At the same time, goals are future oriented. In his book on curriculum design, J.D.Brown proposes that goals are « what the students should be able to do when they leave the program » (1995, p.71). The following is an example of a goal from a writing course using computers which illustrates this point: « By the end of the course students will have developed the ability to use the computer for a variety of purposes ».Finally, goals are the benchmarks of success for a course. The course can be deemed successful and effective if the goals have been reached. (Graves, p.75)

The objective must relate to the goal. For example, in a first pass at formulating goals for his course, one teacher stated one goal as « students will be able to interact comfortably with each other in English ». One of the objectives he listed under that goal was for students to learn to tell stories. There is nothing wrong with students learning to tell stories, but telling stories generally does not require interaction, and so far this teacher's goal, learning to tell stories was not the most appropriate objective. The teacher asked himself, « will achieving this objective help to reach the goal? When he determined that the answer was no, he eliminated that objective and sought other, more appropriate objectives. (Graves, p.76).

Thus another aspect of the relationship between goals and objectives is that of cause and effect. If students achieve A ,B,C objectives, then they will reach Y goal. Figure 02 tries to capture the cause and effect relationship between goals and objectives. In principle, this is a good idea. In practice, students may not achieve the goal or may achieve other goals the teacher hadn't intended. If the goal remains important and is not achieved through the means or objetives described, then the objectives may need to be examined and changed or refined so that the goal can be reached.(Graves,p.77).

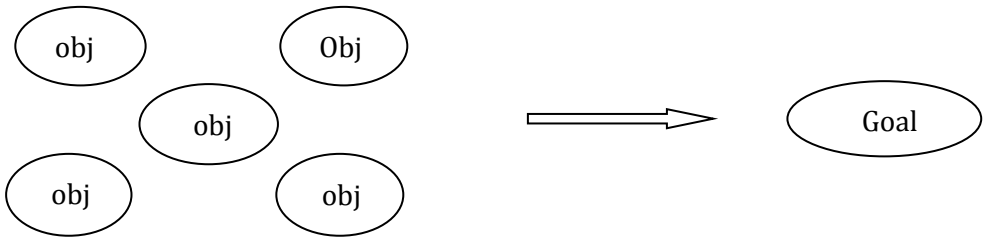


Figure N03: Cause and effect Relationship between Goals and Objectives (Graves,p.77)

Objectives are in a hierarchical ralationship to goals. Goals are more general and objectives more specific. Brown (1995) points out that one of the main differences between goals and objectives is their level of specificity. For every goal there will be several objectives to help achieve it, as depicted in Figure 03. Goals are more long term, objectives more short term. Some teacher have found it helpful to have three layers of goals and objectives. The important point is that each layer is more and more specific.(Graves,p.77).

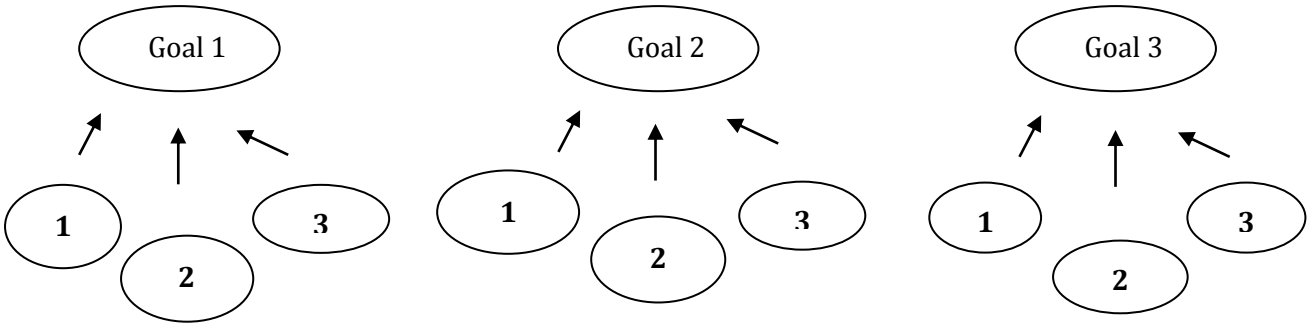


Figure N04 : Multiple specific objectives for General Goals(Graves,p.77).

3-Characteristics of a good objective:

When preparing project documents, a distinction is made between a "goal" and an "objective." An objective is derived from a goal, has the same intention as a goal, but it is more specific, quantifiable and verifiable than the goal. Remember, every objective must start with the word , "To." An easy way to remember the characteristics of a good objective, is the acronym, "SMART." It stands for "Specific, Measurable, Achievable, Realistic and Time-Bound." When identifying objectives as part of an exercise in preparing a project design or proposal,

use the SMART acronym as a check list, to see if the objective is a good objective. (Making sure each objective begins with the word, "To.") The objectives must be derived from, and consistent with, the intention of the identified goals.(967, 1987, 2007 Phil Bartle Web Design by Lourdes Sada —»«— Last update: 2011.09.28).

-*Specific*: clear about what, where, when, and how the situation will be changed.

-*Measurable*: able to quantify the targets and benefits.

-*Achievable*: able to attain the objectives (knowing the resources and capacities at the disposal of the community).

-*Realistic*: able to obtain the level of change reflected in the objective.

-*Time bound*: stating the time period in which they will each be accomplished.

4-Formulating Goals and Objectives :

Formulating goals and objectives helps to build a clear vision of what you will teach. Because a goal is something toward which you will explicitly teach, stating goals help to define priorities and to make choices. Clear goals help to make teaching purposeful because what you do in class is related to your overall purpose. Goals and objectives provide a basis for making choices about what to teach and how. Objectives serve as a bridge between needs and goals . Stating goals and objectives is a way of holding yourself accountable throughout the course. Goals are not a « wish list ». For example, if one of your goals is for students to be able to identify areas of improvement in their writing, then you will need to design ways for students to evaluate their writing as well as ways to assess their effectiveness in identifying those areas they need to improve. Finally, a clear set of goals and objectives can provide the basis fo your assessement plan.(Graves,p.79)

Importance of Bloom’s Taxonomy in writing objectives :

Blooms taxonomy aims tp provide teachers with a common language to discuss and share teaching and assessment methods. Specific learning outcomes can be drived from taxonomy, although it is most commonly used to measure learning at different cognitive levels. The goal of teachers who use Bloom’s taxonomy is to encourage students to think at a higher level by developing lower -level cognitive skills.Cognitive and behevioural learning outcomes are provided to show how to incorporate Bloom’s taxonomy into larger educational goals or

guidlines. The key phrases can be used (e.g., Example Assessments) to prompt for these skills during the assessment process. (http://fctl.ucf.edu"course –design).

Cognitive Domain

Remember	Understand	Apply
arrange cite define describe draw duplicate identify indicate label list match memorize name point order outline quote read recite recognize record relate recall repeat reproduce select state tabulate tell trace write	associate classify compare compute contrast convert defend describe differentiate discuss distinguish estimate explain express select extend extrapolate generalize give example identify indicate infer interpret locate paraphrase predict report recognize restate rewrite review summarize translate	apply calculate change choose complete compute demonstrate discover dramatize employ examine illustrate interpolate interpret manipulate modify operate order practice predict prepare produce relate report restate review schedule show sketch solve translate use utilize write
Analyze	**Evaluate**	**Create**
analyze appraise breakdown calculate categorize compare contrast criticize debate diagram differentiate discriminate distinguish examine experiment identify illustrate infer inspect inventory model outline point out question relate select separate subdivide summarize test	appraise argue assess attach choose compare conclude contrast critique defend describe determine diagnose discriminate estimate evaluate explain grade judge justify interpret measure rank relate predict rate recommend review revise score select summarize support test value	arrange assemble categorical collect combine comply compose construct create design detect develop devise explain formulate generate generalize integrate manage organize plan prepare prescribe produce propose rearrange reconstruct relate reorganize revise rewrite set up specify summarize synthesize tell write

Table N°06: Verb list of cognitive domain

Source Verbs: Duke University Community and Family Medicine Faculty Development Module

Psychomotor Domain

Simple				Complex		
add adjust	expel	pipet	shake	build calibrate	incise	palpate
agitate	filter	place	smear	construct	inject	percuss
aspirate	guide	plot pour	smell	create	inoculate	perform
cleanse	handle	prepare	stain	demonstrate	make	produce
collect	imitate	prick	start	exercise	maintain	remove
combine	invert	puncture	stop	illustrate	manipulate	suture
copy dilute	label lyse	record	stopper		operate	
dispose	mark	repeat	streak			
drain draw	measure	rinse	tilt			
duplicate	mix	scrape	titrate			
emulsify	mount	seal	transfer			
	obtain	select set	use			
	pass	up	wash			
			wipe			

Table N°07 :verb list of psychomotor domain.

Source Verbs: Duke University Community and Family Medicine Faculty Development Module

Affective domain

Accept	Initiate	Read
Adopt	Investigate	Realize
Advocate	Join	Recommend
Annotate	Keep (preserve)	Reflect
Ask	Obey	Reject
Attempt	Object	Seek
Attend	Offer	Select
Challenge	Organize	Specify
Choose	Participate	Share
Consult	Persevere	Suggest
Delay	Propose	Support
Design	Promote	Test
Dispute	Qualify	Try
Evaluate	Query	Visit
Exemplify	Questions	Volunteer
		Weigh (judge)

Table N°08 :verb list of affective domain.

Source Verbs: Duke University Community and Family Medicine Faculty Development Module

Table N ° 09 : VERBS TO BE AVOIDED WHEN WRITING OBJECTIVES

appreciate	Enjoy	really understand
be acquainted with	fully appreciate	realize
be aware of	grasp the significance of	remember
be familiar with	have faith in	sympathize with
believe	know	understand
comprehend	learn	

Source Verbs: Duke University Community and Family Medicine Faculty Development Module

CHECKLIST QUESTIONS FOR WRITING LEARNING OBJECTIVES

• *Observable* : Does the learning objective identify what students will be able to do afterthe topic is covered?

• *Measurable* : Is it clear how you would test achievement of the learning objective? Can students reasonably determine from the objective whether or not they have achieved it?

• *Achievable* : Can the objective be realistically accomplished at the end of the class/course?

• *Clear & specific* : Do chosen verbs have a clear meaning?

• *Alignment with expectations* : Is the verb aligned with the level of cognitive

understanding expected of students? Could you expect a higher level of understanding?

Source of Checklist Questions: Carl Wieman Science Education Initiative

Conclusion

The intent of this chapter is to bring the reader closer to Bloom's taxonomy and convert it from an empty term to one that the reader fonds workable and applicable to his own situation. This chapter begins with a brief explanation of the taxonomy in addition to its hestorical background. Moreovre, the three main domains of the taxonomy represent an important part of this chapter in which the sub-categories of each domain were also axplained. This is followed by the characteristics of BT and an examination of its role and significance as part of teaching process.At the end, writing lesson objectives were highlighted along with some recommendations for further research works and invistigations.

Chapter Two:

Feild work

Introduction:

After finishing with the chapter one, in which we dealt with Bloom's taxonomy and its role in writing lesson plan objectives .This chapter is designed to move to the practical part of this study. We use two tools of investigation to know how teachers formulate lesson plan goals and to what extent they use the classification of Bloom and its domains as a reference to write them .the first tool is a questionnaire and The second tool is an analysis of their teaching card

01- Data Gathering Tools

To collect data of our research we used the mixed method research ;means the use of both quantitative and qualitative method ,the instrument we use dis the questionnaire. *a questionnaire is a form which is prepared and distributed for purpose of securing responses. Generaly, these questions are factual and designed securing information about certain conditions or practices, of which is presumed to have knowledge. Singh (2006: 191).*this questionnaire is devided into different types of questions : Dichotomous,and Closed-ended .

The first one, Dichotomous question is question with two choices: (**yes / no.)**
The second one Closed-ended: this kind of questions means to choose limited choices
Example: always/sometimes/rarely/never.

2-Data Analysis and Interpretation :

2-1-Teacher's Questionnaire

2-1-1 Description of the Questionnaire :

The questionnaire was addressed to 33secondary school teachers in khenchela we choose them randomly and they answered on ligne.It aims at investigating about the role of refering to bloom 's taxonomy in writing lesson plan objectives.It's devided into three sections ;section one titled background information ;contain three closed-ended question, section two titled lesson planning strategie include six questions (three closed-ended,one dichotomous,and two multiple choice question).the last section titled reference to bloom's taxonomy in design lesson plan,include also six questions (five dichotomous,one multiple choice question) .

3-Analysis and Interpretation of The Result

Section One: Background Information

Q1: Teachers' Gender

Table N°10: Teacher's Gender

Options	N	%
Males	16	48,5
Females	17	51,5
Total	33	100

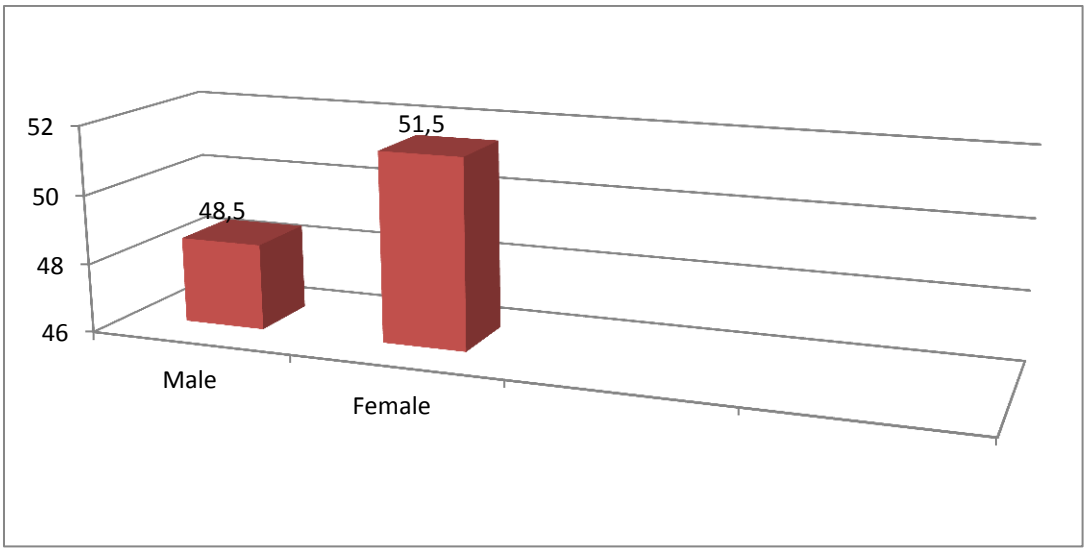


Figure N°05: Teacher's Gender

As shown in this figure, male who answer the questionnaire are (48, 5%).while females are (51, 5%)

Q2 : How long have you been teaching english?

Table N°11 : Teacher's Experience

option	N	%
From 1-5 years	6	18,2
From 5-10 years	14	42,4
More than 10 years	13	39,4
Total	33	100

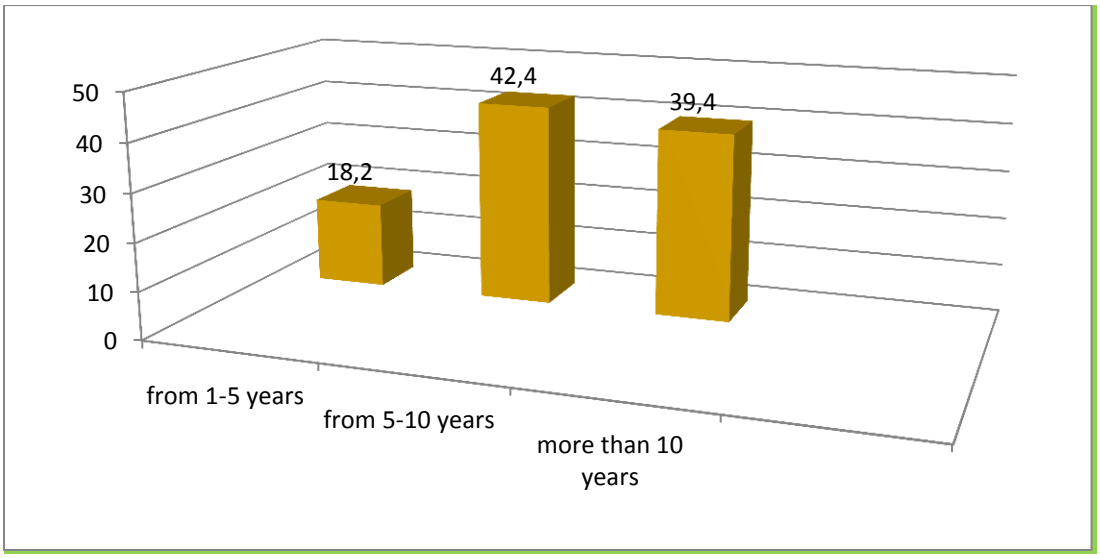


Figure N°6 :Teacher's Experience

The figure show that most of teacher's who answered (42,4%) they have teached from 5-10 years ,than who have teached more than 10 years (39,4%),finally who have teched from 1-5 years (18,2%) .

Q3 : What is you educational level ?

Table N°12 : Teacher's Educational level

option	N	%
Bachelor's/licence degree	18	54 ,5
Master degree	15	45,5
Total	33	100

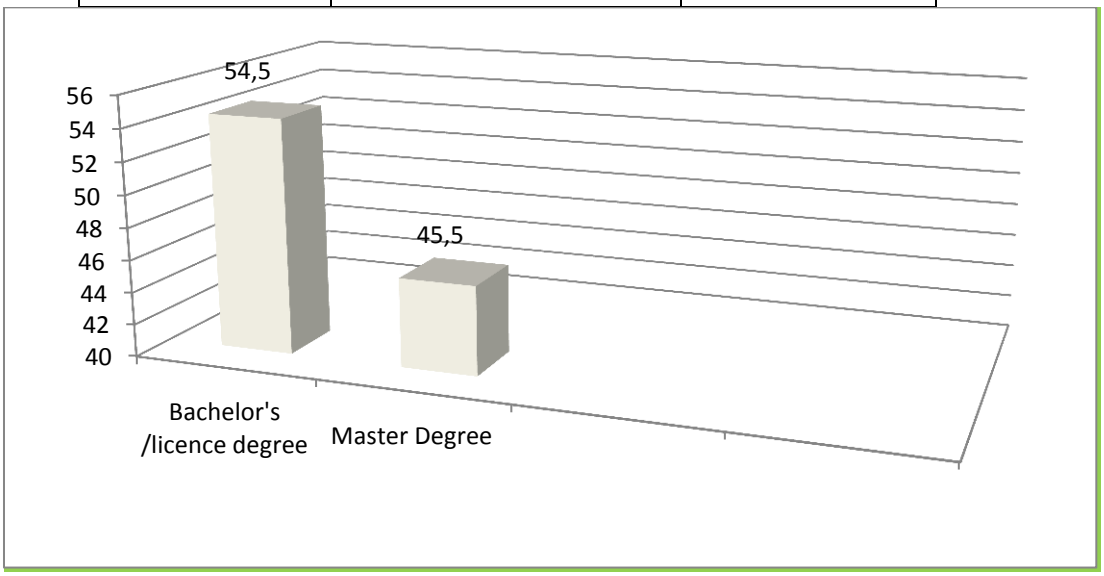


Figure N°7: Teacher's Educational level

The results show that most teachers have Bachelor's/Licence degree(54,5%).while (45,5) of them have Master degree .

Section Two : Lesson Planning Strategie

Q1: How often do you prepare your lesson plan ?

Table N°13 :Frequency of preparing lesson

Option	N	%
Every day	15	45,5
Sometimes	18	54,5
Never	0	0
Total	33	100

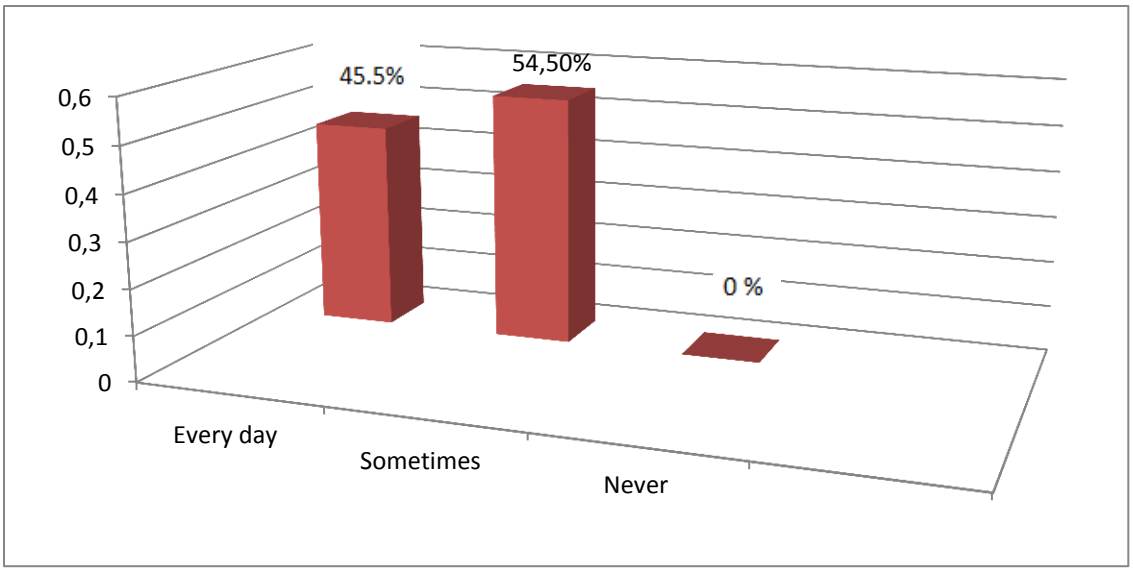


Figure N°8 : frequency of preparing lesson

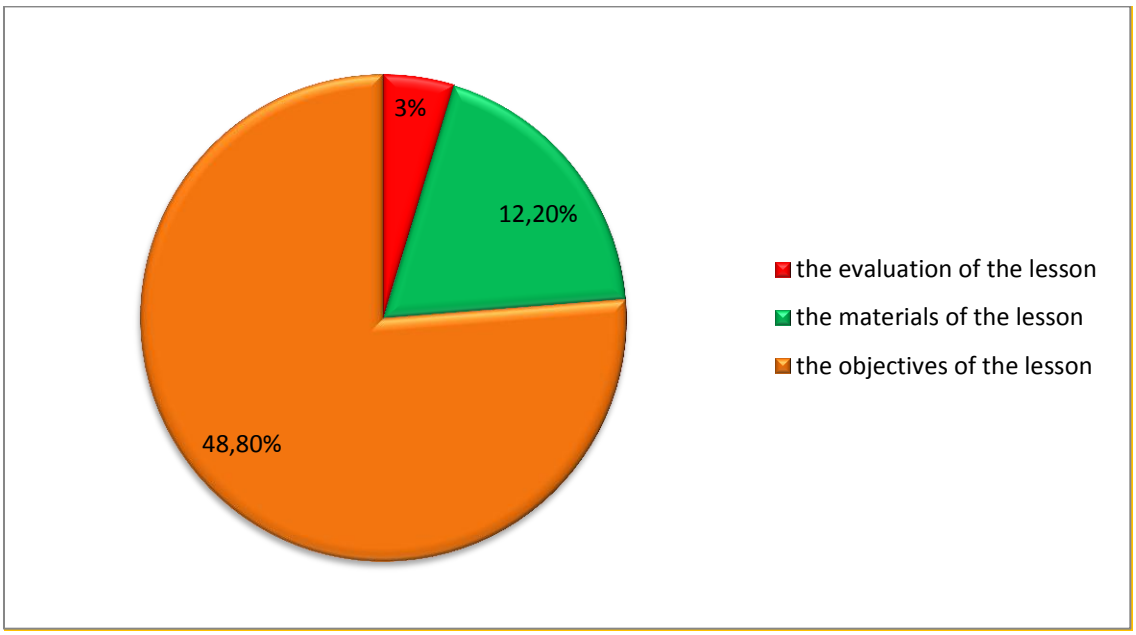
The results show the majority of teachers prepare their lesson daily (54,5%)and some of them prepare them somtimes (45,5%),and show that there is no teachers who don't prepare their lessons ,so it means that all teachers give importance to lesson planning .

Q2 : which of these components are more important for your lesson plan ?

Table N°14 : Lesson plan components

Option	N	%
The evaluation of the lesson	1	3
The materials of the lesson	4	12,1
The objectives of the lesson	28	84,8
Total	33	100

Figure N °9: Lesson plan components



The figure shows that the objectives of the lesson are the most essential for teachers in planning lesson(84,8%),then the materials(12,2%),than the evaluation of the lesson (3%).according to this results ,we confirmed that the design of objectives is the first and the important stage in lesson planning .

Q3: What do you do when writing your lesson plan objectives?

Table N°15 : Objectives source

option	N	%
Adapt the textbook objectives	2	6,3
Adopt the textbook objectives	2	6,3
Both	28	87,5
Total	32	100

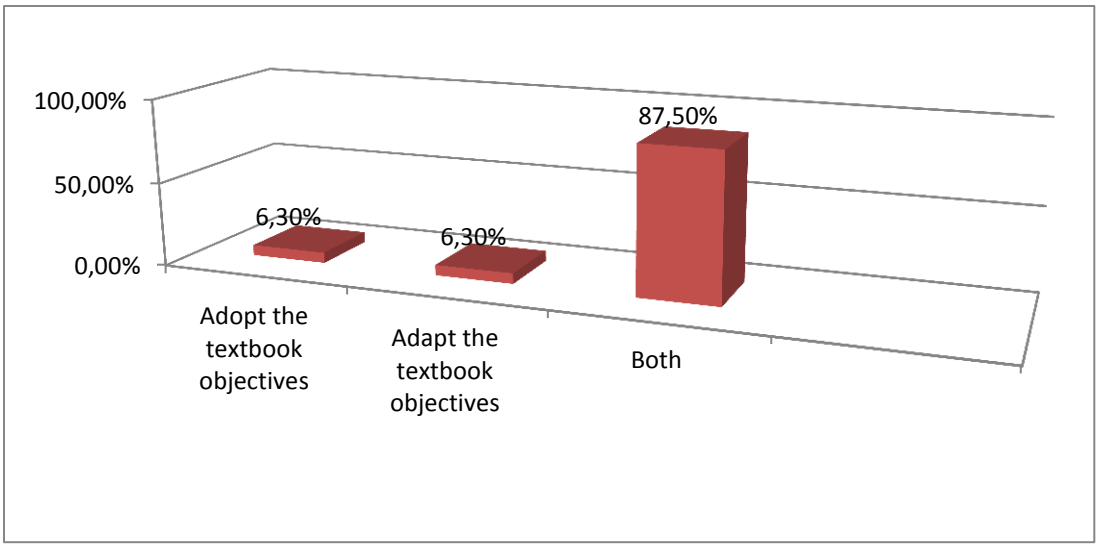


Figure N°10: Objectives source

The results show that the majority of teachers adapt and adopt the textbook objectives (87,5%),and who adapt the textbook objectives are (6,3%),and also (6,3%) adopt the textbook objectives .teachers refer to textbook objectives ,but in case they become defficult for learners they adapt to reflect learners needs and that's important to develop critical thinking of learners .

Q4 : How do you express your lesson plan objectives ?

Table N°16: Ways of transmitting lesson plan objectives

Option	**N**	**%**
state them orally	22	66,7
write them on the board	1	3
never express them	10	30,3
Total	33	100

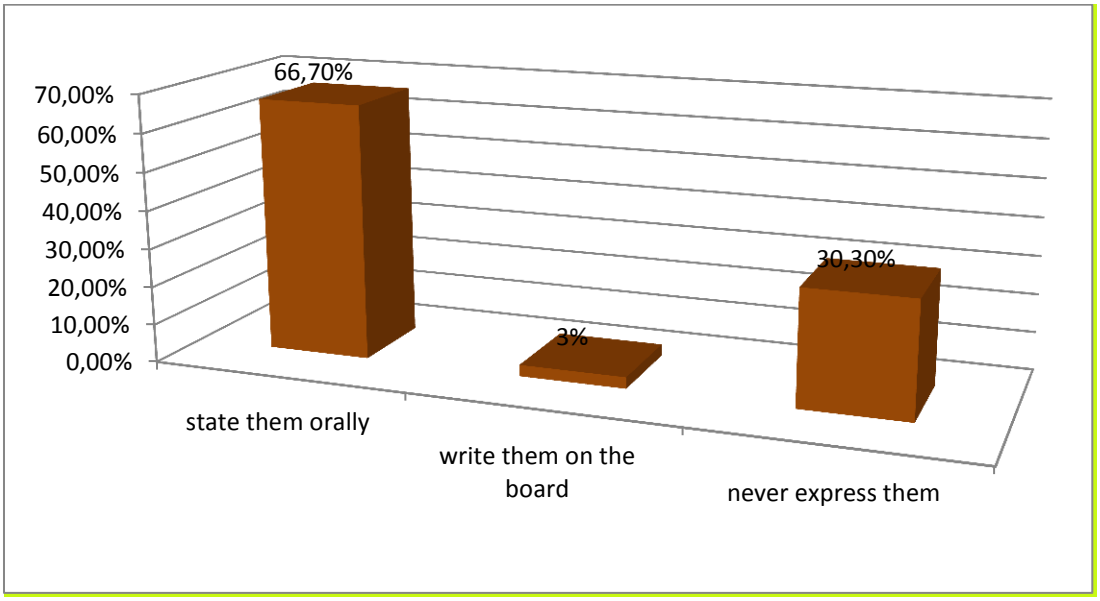


Figure N°11 : Ways of transmitting lesson plan objectives

The results show that most of teachers state their lesson objectives orally (66,7%),while (30,3%) of them never express them ,however only (3%)of them write the objectives on the board.So it important for teachers to state the objectives of every lesson for learners to give them ideas about what they will do in every session .

Q5: Do you explain the objectives of the lesson to the learners?

Table N°17: Explanation of lesson objectives to the learners

Option	N	%
Yes	24	72,7
No	11	33,3
Total	33	100

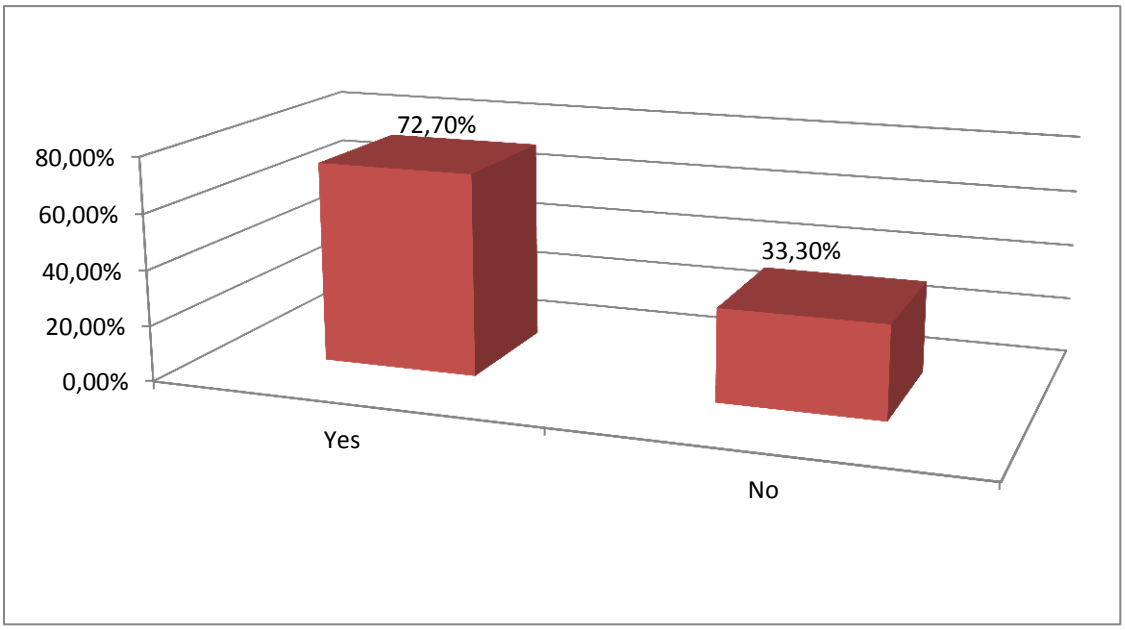


Figure N°12: Explanation of lesson objectives to the learners

As the figure show, majority of teachers explain the objectives to the learnears (72,7%),while (33,3%)don't explain them .so teachers are aware to the importance of explaining the objectives of lesson to learners because it motivate them and be active in the session .

Q6 : which of these defficulties you face when writing your lesson plan objectives ?

-Timing of the lesson

-Learners level

-Many objectives for specific task

-lack of materials for some lessons

Table N°18: Defficulties faced when writing lesson objectives

Option	**N**	**%**
Timing of the lesson	7	21,2
Learners level	18	54,5
many objectives for specific task	2	6,1
lack of materials for some lessons	6	18,2
Total	33	100

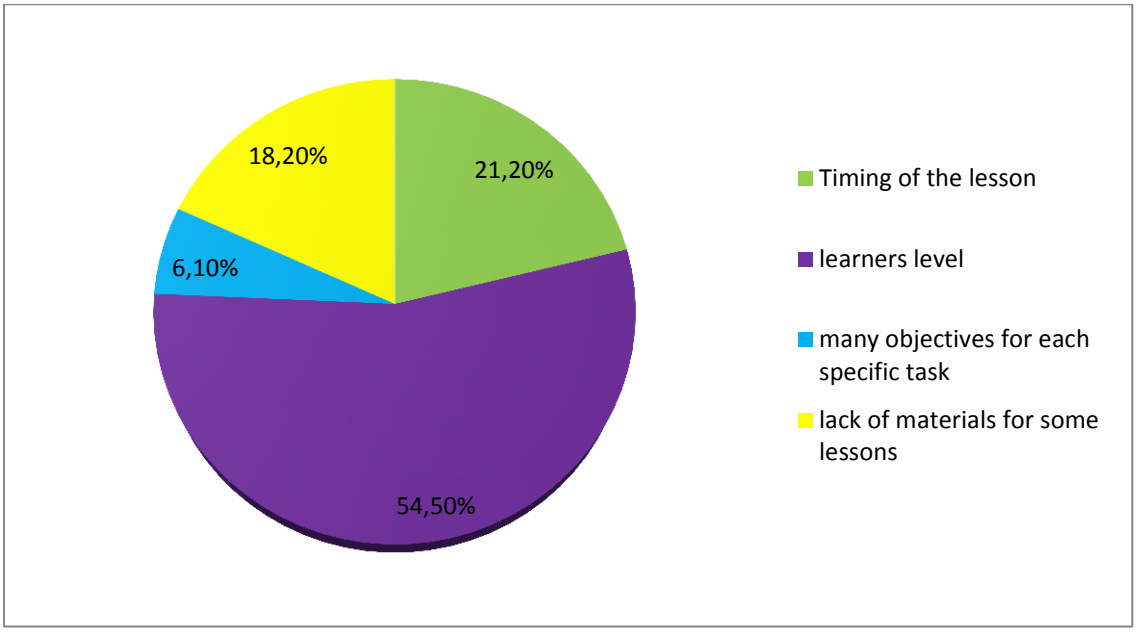


Figure N°13: Defficulties faced when writing lesson objectives

As the results show ,most of teachers find defficulties in writing lesson objectives because of learners level (54,5%),while (21,2%) find defficulties because of shortage time of lesson ,and (18,2%) find diffucties because of lack of materials for some lessons ,and (6,1%)find defficulties because of each task may have more than one objectives.

Section Three :Referance to Bloom's taxonomy in design lesson plan

Q1 : Do you know the classification of bloom's educational objectives ?

Table N°19: Knowledge of the classification of Bloom

Option	**N**	**%**
Yes	30	90,9
No	3	9,1
Total	33	100

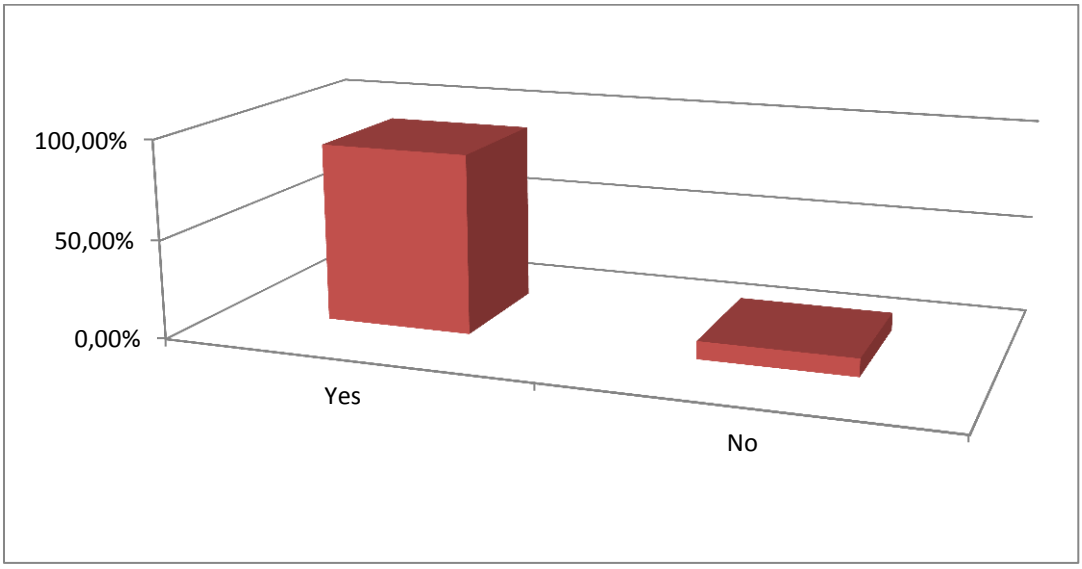


Figure N°14 : Knowledge of the classification of Bloom

According to the figure,(90,9%) of teachers know the classification of bloom ,while (9,1%)don't know it .it means that the majority of teachers write their lesson objectives with reference to bloom's taxonomy .

Q2 : Which of these bloom's taxonomy levels do you use in your lesson plan ?

Table N°20 :Bloom's taxonomy levels

Option	**N**	**%**
Evaluation	**5**	**15,6**
Synthesis	**2**	**6,3**
Analysis	**4**	**12,5**
Application	**7**	**21,9**
Comprehension	**9**	**28,1**
Knowledge	**5**	**15,6**
Total	**32**	**100**

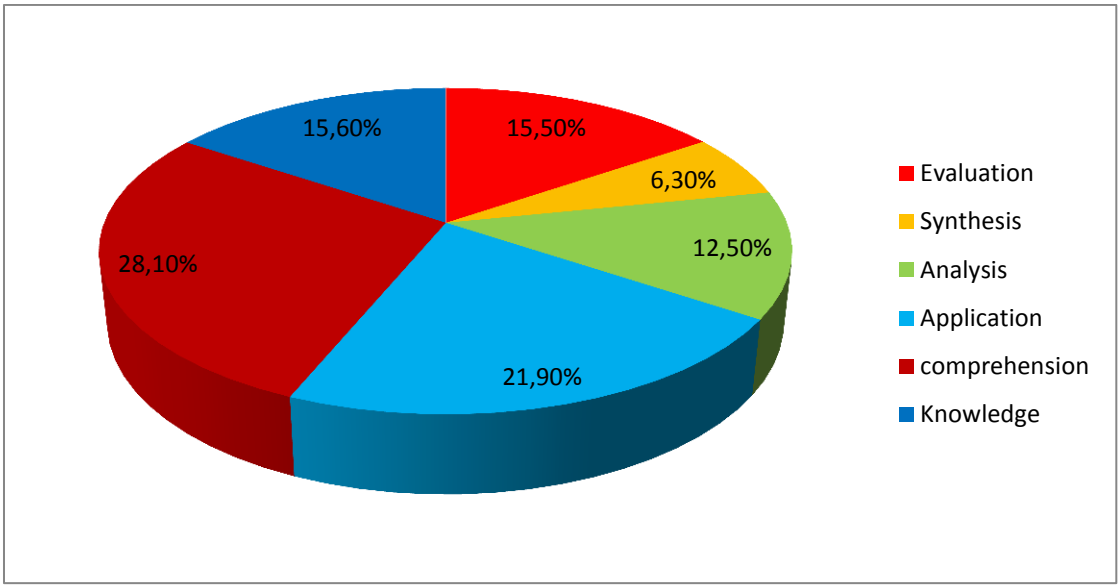


Figure N°15 : Bloom's taxonomy levels

The results show that the majority of teachers base on comprehension(28,1%)and on application(21,9%) ,while few of them bases on synthesis(6,3%) and (15,5%)of them base on evaluation and knowledge .then (12,5%) of them bases on analysis .It is good that teachers base on compehension and application because they are important for learners to aquire the language.

Q3 : Do you write your lesson plan objectives according to cognitive domain of bloom's taxonomy ?

Table N°21: stating objectives based on cognitive domain

Option	N	%
Yes	22	71
No	9	29
Total	**31**	**100**

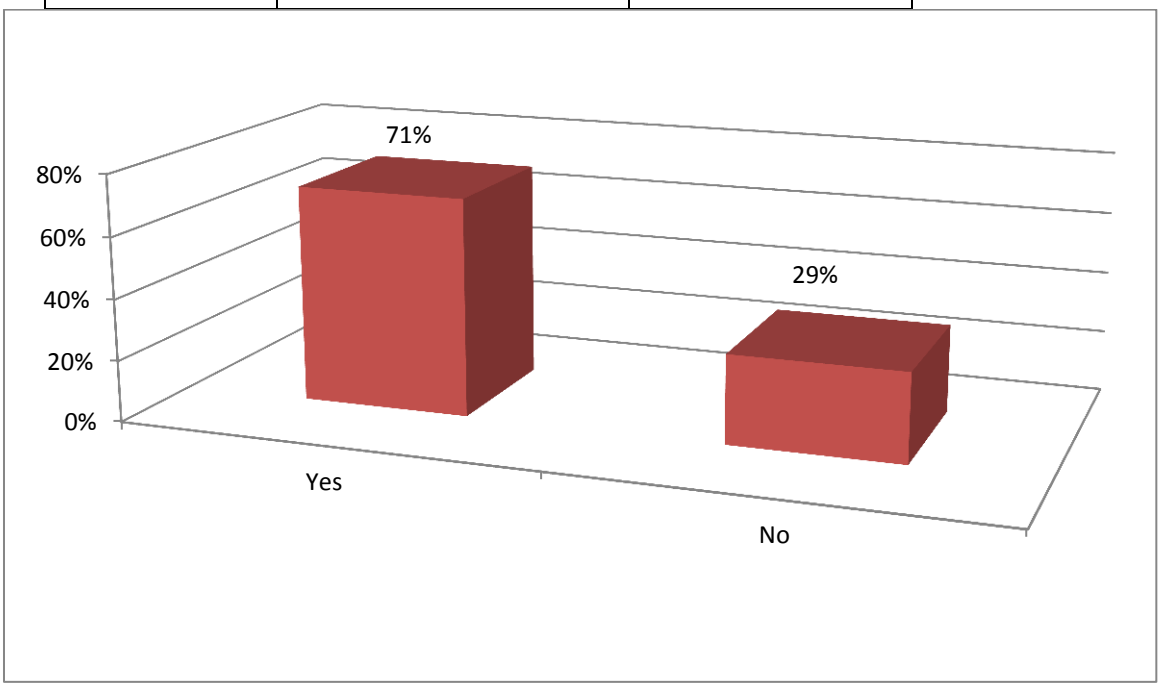


Figure N°16 : stating objectives based on cognitive domain

The figure showes that the majority of teachers write their objectives according to the cognitive domain of bloom's taxonomy (71%)while (29%) of them don't use it .so teachers are aware to the importance of writing lesson objectives with reference to the cognitive domains ,because it helps to develop mental capacities in learners.

Q4 : Do you write your lesson plan objectives according to affective domain of bloom's taxonomy ?

Table N°22 : stating objectives based on Affective domain

Option	**N**	**%**
Yes	24	80
No	6	20
Total	**30**	**100**

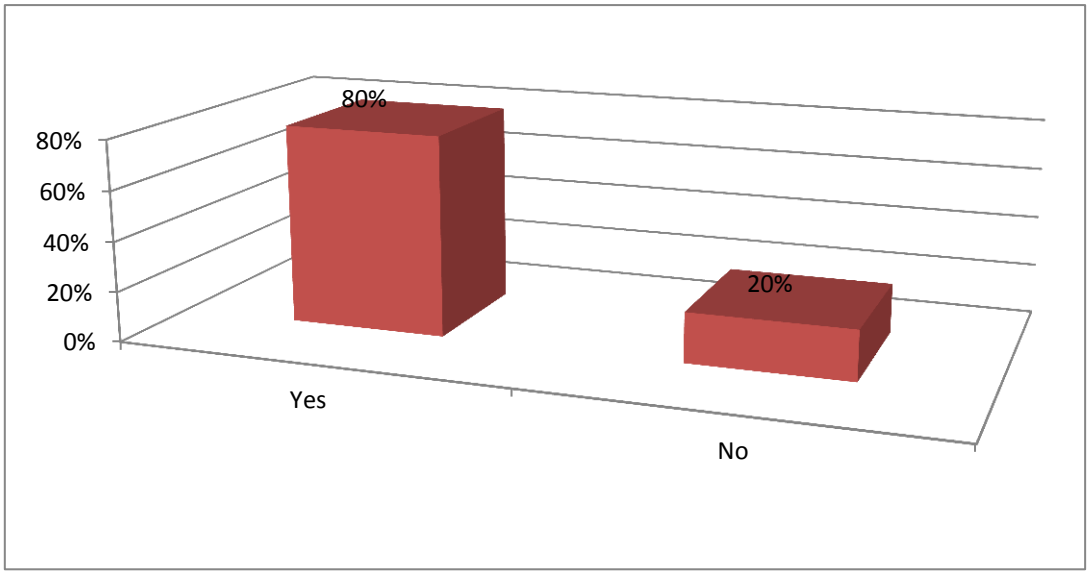


Figure N°17 : stating objectives based on affective domain

The figure showes that the majority of teachers write their objectives according to the affective domain of bloom's taxonomy (80%)while (20%) of them don't use it .so teachers are aware to the importance of writing lesson objectives with reference to the affective domain ,because it helps in motivating and activating learners with lesson .

Q5: Do you write your lesson plan objectives according to psychomotor domain of bloom's taxonomy?

Table N°23: stating objectives based on psychomotor domain

Option	**N**	**%**
Yes	9	29
No	23	74,2
Total	**31**	**100**

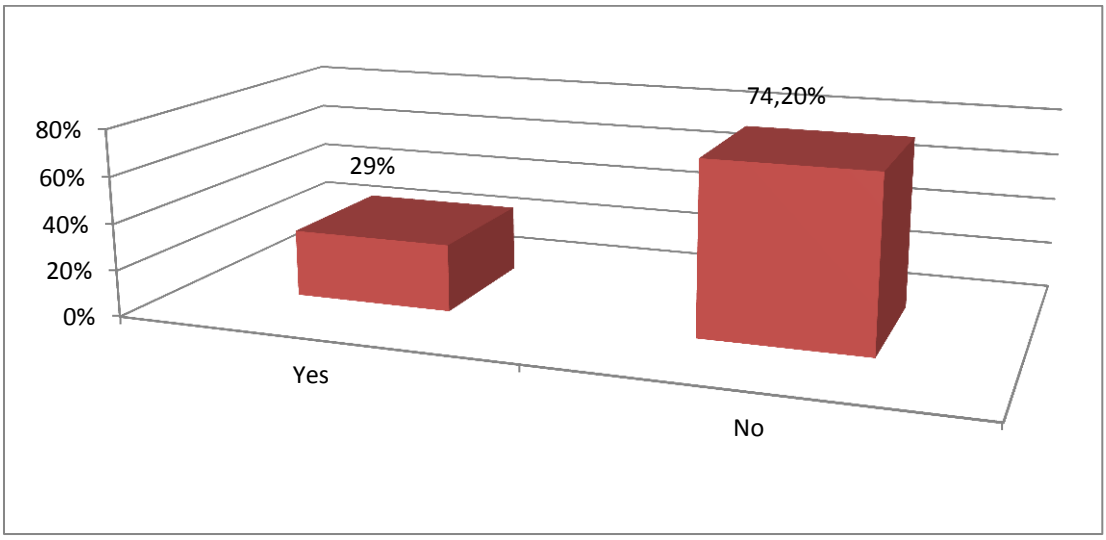


Figure N°18 : stating objectives based on psychomotor domain

The figure showes that the majority of teachers don't write their objectives according to the psychomotor domain of bloom's taxonomy (74,2%)while (29%) of them use it .so teachers are not aware to the importance of writing lesson objectives with reference to the psychomotor domain ,because it helps learners to aquire certain skills that help them in different situation in their daily life .

Q6 : Do you implement SMART objectives(objectives which are specific Measurable,Achievable,Relevant,and time based) ?

Table N°24: Implement of SMART objectives

Option	N	%
Yes	32	97
No	1	3
Total	33	100

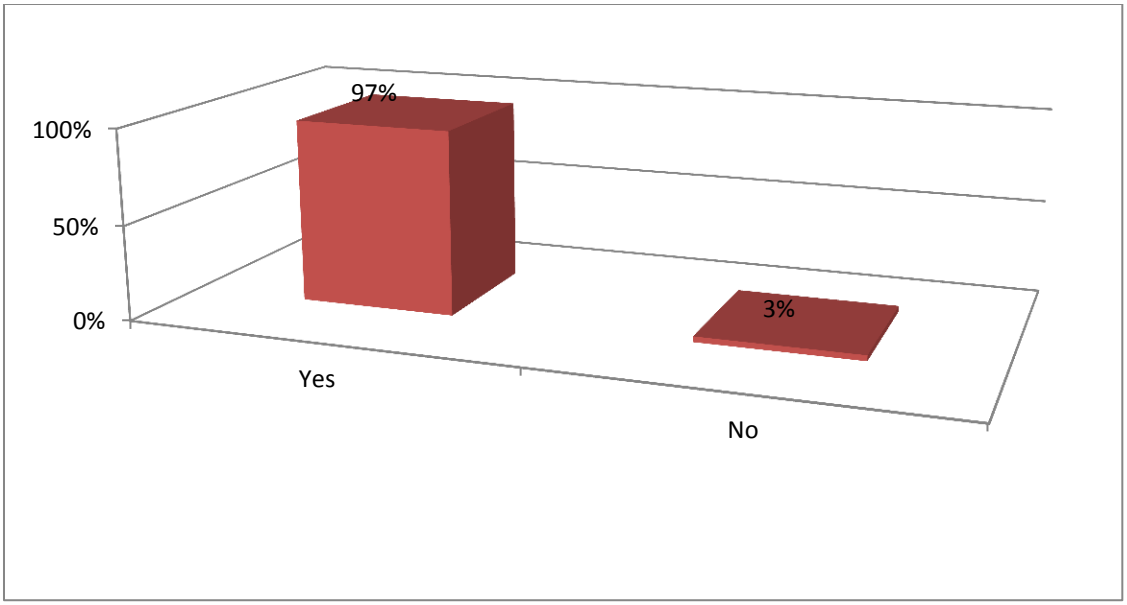


Figure N°19:Implement of SMART objectives

The figure showes that the majority of teachers implement SMART objectives (97%)while only (3%) of them don't implement them .so teachers give importance to the formulation of SMART objectives in lesson planning ,because it facilitate and help to give the correct ways for the explanation of the lesson .

Part Two: Analysis of lesson plan objectives

01-Disscussion of The results

Regarding to the results gathered from the questionnaire of the teachers, it is noticed that:

1-Most of teachers don't prepare their lesson plan daily.

2-the majority of teachers give importance to the objectives of the lesson.

3-Most of teachers adapt and adopt the textbook objectives to make the lesson easy to undestand for learners.

4-teachers state their lesson objectives orally to give the learners an ideas about what they will deal with .

5-teachers give importance to the explanation of objectives to the learners to motivate them and be interested to the lesson.

6-teachers find defficulties on learners level while writing lesson objectives and also the timing of lesson.

7-The majority of teachers know the classification of Bloom and they write their lesson objectives according to its affective and cognitive domains

8-Also most of them implement SMART objectives in their lesson plan .

So,teachers are aware to the role of Bloom's Taxonomy in writing lesson goals and objectives ,because it provides them with specific verbs for each domain,which facilitate for them the formulation of objectives to each lesson and task .

02-Analysis of lesson plan objectives:

2-1-Description of teacher's lesson plan

All teachers need to carefully formulate lesson plans regardless to their experience and educational level .they prepare lesson plan daily because they need to understand what they will deal with in the classroom .also how students undestand and store information,lesson planning facilitate each activity and task for learners so ,they will be motivated and active and seck interest on lesson .lesson plans should start with objectives because it decides the sucess :failer of learning process .

We use this second tool of investigation to confirm results we found in the questionnaire, to do that we collect many lesson plans from teachers who answered the questionnaire

2-2Methods followed to analyse lesson plans :we analyse lesson plans according strategies (steps) of planing a good lesson which we talk about and give example on the first chapter (**Table n°5 ,**) and also according to Bloom's taxonomy levels and domains (if they use verbs

provided for each level and domain ,we give their examples on the first chapter (**Tables n° 5 ,n°6 ,n°7**)

2-3 Analysis of the results:

1-teachers follow different lesson plans contain same steps but they are different in form, components included in all lesson plan are date,time,level ,year,name of unit,lesson ,rubric ,and activity number) **,**then (aims and objectives ,teacher's activities ,learner's activities,and materials needed in the session).

2-while analyzing lesson plans according to Bloom's taxonomy we find that the majority of teacher's formulate their lesson plan objectives according to bloom's taxonomy ,by using verbs provided in each domain and level. Examples of those objectives are listed bellow :

*pupils will be able to identify discoures markers

*pupils will be able to distinguish the intonation of interrogative statements, especially in requests, permissions and responding to them .

* Pupils will be able to use link words(because,as result,consequently ,etc)to express cause and effect

* Pupils will be able to apply if conditional type 1 in disscussing environmental issues .

* Pupils will be able to read and respond to a magazine article about pollution.

3-few of teachers don't apply bloom's taxonomy while writing lesson plan objectives, examples of those objectives listed bellow

*To raise pupils awerness about musicality of spoken English

*To give pupils correct examples for making polite requests .

*To understand the differnce between direct and indirect speech.

*To write a short newspaper article.

Conclusion

After analysing teacher's lesson plan objectives ,we found that the majority of teachers formulate lesson plan objectives with reference to bloom's taxonomy domains ,and they state them based on describing learners performance using SMART objectives,also we found that some teacher's writ their objectives according to bloom's taxonomy ,but they don't know it ,so they do that by good experience .In other hand few teachers don't bloomize their lesson objectives .they don't state them using verbs of three domains ,they not aware to the importance of bloom's taxonomy of educational objectives in teaching

General Conclusion

The main objective of this study work was to find out teacher's awareness of the importance of using Bloom's taxonomy as a reference to formulate lesson plan objectives ,this study has included two main chapters. The first chapter was devoted to previous the two veriables of study it is devided into two parts Bloom's taxonomy and Writing lesson plan objectives ;each part devided into two sections . The second chapter of this study is for the practical part. A descriptive study was chosen to conduct data at secondary schools in Khenchela ,a questionnaire was addressed to secondary school teacher 's ,than we analyze some of their teaching cards , A sample of 33 teacher's was answered the questionnaire ,and 10 teaching card were analyzed On the light of the result of this research work it is noticed that teacher's aware to the role Bloom's taxonomy in writing lesson plan objectives.

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Appendix

Information about the topic to facilitate questionnaire answering :

Bloom's taxonomy is a classification system used to define and distinguish different levels of human cognition, thinking, learning, and understanding.

Domains:

The cognitive domain: refers to the student's ability to think and use their brain power

The psychomotor domain:is the learning and combination of oldand new skills that involve physical movements

The affective domain: Includes background information, definitions, and the ability to resolve conflict and their emotional stability and growth.

level	Definition	Sample verb
knowledge	Recall and remember information	To define,to discribe,to match,to recall,to state
comprehension	Understand the meaning ,tanslation,interpolation,state a problem in own's words ,….	To explain ,to rewrite,to summarize,to distinguish
Application	Use a concept in a new situation or unprompted use of an abstraction ,applied what was learned	To change ,to discover,to relate,to practice,to use,to solve
Analysis	Separate materials or concepts into components parts ,distinguish between facts and inferences	To analyze,to illustrate,to investigate,to examine
Synthesis	Build a structure or pattern from diverse elements ,originality and creativity	To create,to design,to modify,to orgnize
evaluation	Make judgement s about the value of ideas or materials	To compare,to critisize,to judge,to defende …

Questionnaire

you are kindly invited to fill in this questionnaire which is a part of a research ,we are conducting on examining secondary school teacher's formulation of lesson plan with reference to bloom's taxonomy of educational objectives .we should inform you that no names are required and that the results of this questionnaire will be used solely for academic purposes.thanks for your cooperation and time devoted to answer. please tick (√) the appropriate answer

Section One: Background information

1) Gender

a-Male

b-Female

2) How long have you been teaching english?

a-From 1-5 years

b-From 5-10 years

c-More than 10 years

3) What is your educational level

a-Bachelors

b-Licence degree

c-Master degree

Section Two: lesson planning strategie

4) How often do you prepare your lesson plan?

a-Every day

b- Sometimes

c- Never

5) Which of these components are more important for your lesson plan?

a-The evaluation of the lesson

b- The materials of the lesson

c- The objectives of the lesson

6)What do you do when writing your lesson plan objectives?

a-Adapt the textbook objectives

b- Adopt the textbook objectives

c- Both

7)How do you express your lesson plan objectives?

a- State them orally

b- Write them on the board

c- Never express them

8) Do you explain the objectives of the lesson to the learners?

Yes

No

9)which of these defficulties you face when writing your lesson plan objectives?

a- Timing of the lesson

b- Learners level

c- Many objectives for specific task

d- Lack of materials for some lessons

Section Three: Referance to Bloom's taxonomy in design lesson plan

10) Do you know the classification of bloom's educational objectives?

-Yes -No

11)Which of these bloom's taxonomy levels do you use in your lesson plan?

a- Evaluation

b- Synthesis

c- Analysis

d- Application

e- Comprehension

f- Knowledge

12) Do you write your lesson plan objectives according to cognitive domain of bloom's taxonomy?

Yes

No

13) Do you write your lesson plan objectives according to affective domain of bloom's taxonomy?

Yes

No

14) Do you write your lesson plan objectives according to psychomotor domain of bloom's taxonomy?

Yes

No

15) Do you implement SMART objectives(objectives which are specific , Measurable,Achievable,Relevant,and time based?

Yes

No

Stage	Time	Rationale	Interaction	Teacher's Tasks	Pupils' Tasks
Pre-Writing	05 mn	To recall prior knowledge and to pave the way to the next stage.	T-S	-T greets the PP, writes the date, the unit's theme and title on the board. -T interacts with the PP so as to pave the way to the content of the lesson. -T explains that conversations speakers may use various expressions which are used as a start. Other words used to interrupt and other words for dealing with interruptions.	-PP listen, participate and generate answers.
Task 01,p148	05 mn	To respond to a conversation through filling in a table	T-S	-T explains the task for the PP PP are required to complete the table below with information from the conversation. -T asks PP to work in pairs. -T draws the table on the board. -T reads the conversation. -T asks PP to identify the speakers and the topic of the conversation (meeting). -T asks PP to complete the table. -T asks PP to write their answers on the board.	-PP follow. -PP work in pairs. -PP listen -PP identify the speakers and the topic of the meeting. -PP give answers and fill in the table. -PP write.
Task 02,p148	05 mn	To familiarize the PP with polite expressions used in interruptions	T-S	-Before moving to the second task, T asks PP to move to the tactics summary for conducting a meeting. -T reads and explains some of the points in the summary. -T asks PP to find in the tactics summary an expression that could make Peter's interruption less abrupt. T asks PP to write their answer on the board.	-PP follow and take notes. -PP read the tactics summary, find the expression and answer. -PP write.
Task 03,p148	10 mn	To listen and fill in the minute	T-S	-T asks PP to look at the form of the minute below. -T explains the different elements in the minute. -T asks PP to listen to the conversation and complete the minute.	-PP look. -PP follow and concentrate.

Keys :

Key: when conducting a meeting, we often use:

Starting words	An abrupt	An expression for dealing with
Right, Well, So	I disagree with you.	Just a minute. Let her finish, Peter.

Key:

Expressions that could make an interruption in a conversation less abrupt are:

Just a minute! / Can I come in here? / Could I say something?

Key:

A- Building car parks outside the town.

B- Making public transport cheaper in town.

C- Making parking expensive in the centre of the town.

Stage	Time	Rationale	Interaction	Teacher's Tasks	Pupils' Tasks
Warm Up	05to 10 mn	To recall previous knowledge And to brainstorm vocabulary related to pollution.	T-S	-T greets the PP, writes the date, the unit's theme and title on the board -T interacts with the PP about the main causes of pollution. -T asks PP these questions: "What are the main causes of pollution?" "Do you know other causes?" "What are the consequences of pollution?"	-PP generate answers.
Presentation Task 01,p146	10 mn	To introduce cause and effect relationship.	T-S	-T asks one of the PP to read the instruction. PP are asked to read the second paragraph of the previous text and pick out two sentences which are close in meaning to: Fish is dying because fertilizers which contain Phosphorus and sulpher are spilled into the rivers.	-One PP reads the instruction. -PP read the 2nd paragraph and pick out the two sentences.
Task 02,p146	10 mn	To enable the PP to express cause and effect.	T-S	-T writes the sentences on the board. -T interacts with the PP so as to analyze the sentences. -T asks PP some questions: « What is the type of each sentence? » "What do we call because, as a result?" "Where is the sentence which expresses the cause?" "Where is the sentence which expresses the result/the effect?" -T explains that there are other connectors which are used both to express cause and effect.	-PP generate various answers. -PP follow.
Practice Task 03,p146	15 mn	To practice the use of cause and effect relationship	S-T	-T asks PP to match each cause of pollution with its corresponding effect.	-PP match on the board.
Use Task 04,p147	15 mn	To practice the use of cause and effect relationship to form meaningful sentences.	S-S S-T	-T asks PP to read the information in the box then write four sentences about the causes and effects of pollution. -T asks PP to read the information in the box. -T explains the task through giving an example. -T asks PP to do the task in pairs.	-PP read. -PP follow. -PP take time to do the task then write their answers on the board.

Task 04,p149	05 mn	To conduct meeting about environmental issues.	S-S	-T asks PP to use the tactics summary to prepare a dialogue about an environment problem that their country faces.(T may suggest various topics). -T divides the PP into groups and asks them to do the task. -T divides the PP into groups and asks them to do the task. -T asks PP to conduct the meeting in turns.	-PP work in groups and create a dialogue. -PP interact and conduct the meeting.
While-Writing Task 03,p149	15 mn	To enable the Pp to write minutes of their meetings.	T-S S-S	-T asks PP to write the minute of their meeting and use the previous minute as a model. -T checks on PP's work.	-PP work in groups and write down the minute.
Post-Writing	15 mn	To get the PP correct their minutes	S-T T-S	-T asks some of the groups to read their minutes. -T chooses one minute and asks a Pp to write it on the board.	-PP read their minutes.

Keys :

Key:

a. Fish is dying **because** *fertilizers which contain phosphorus and sulphur are spilled into the rivers.* [expressing CAUSE]

b. In the countryside, fertilisers which contain phosphorus and nitrogen spill over into rivers. **As a result**, *fish is dying in increasing numbers, and aquatic life is suffocating from lack of oxygen*. [expressing CONSEQUENCE / EFFECT / RESULT]

Key:

In the sentence from task 1, the cause- effect relationship is expressed through the use of the conjunction of subordination **'because'**.

In the sentences from the text, the cause- effect relationship is expressed through the use of the sentence connector **'as a result'**. We also notice a reshuffling of the cause-effect relationship into an effect-cause relationship.

Key:

(a – 2) (b – 1) (c – 4) (d – 3)

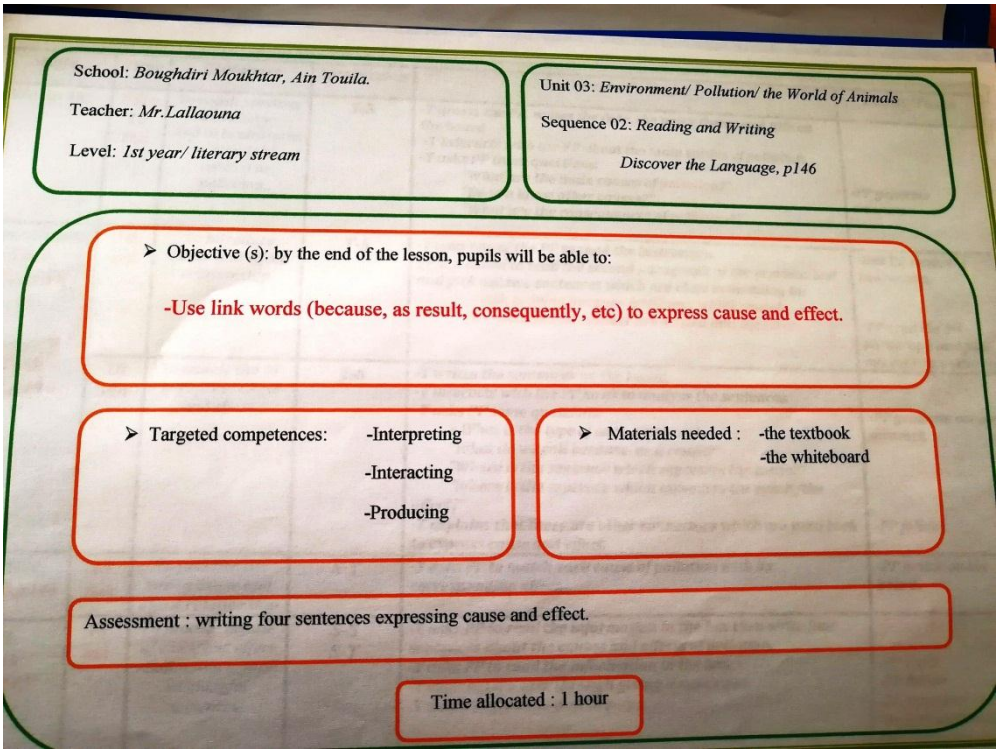
Key:

➢ **Expressing cause:**

1- ***The main cause*** of acid rain is acid gas emission from power stations and cars.
2- The ozone layer is destroyed ***because of*** CFCs.
3- Air pollution ***comes from*** factory and vehicle emissions.
4- Marine life is damaged ***since*** there are sewage and oil spills.
5- Lung and skin diseases ***result from*** factory and vehicle emissions.

➢ **Expressing consequence:**

1- ***The main effect*** of toxic wastes is the creation of 'earth pollution'.
2- Trees are cut down in great numbers; ***consequently***, most rainforests are destroyed.
3- Factory and vehicle emissions ***lead to*** lung and skin diseases.
4- Factories emit acid gases. ***Thus***, trees and aquatic life are killed.



School: *Boughdiri Moukhtar, Ain Touila.*

Teacher: *Mr.Lallaouna*

Level: *1st year/ literary stream*

Unit 03: *Environment/ Pollution/ the World of Animals*

Sequence 02: *Reading and Writing*

Discover the Language, p146

➢ Objective (s): by the end of the lesson, pupils will be able to:

-Use link words (because, as result, consequently, etc) to express cause and effect.

➢ Targeted competences: -Interpreting
-Interacting
-Producing

➢ Materials needed : -the textbook
-the whiteboard

Assessment : writing four sentences expressing cause and effect.

Time allocated : 1 hour