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***Investigating the Implementation of the Competency Based
Approach in Developing the Middle School Learners'
Reading Skill***

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Dedication

In the Name of ALLAH, Most Gracious, Most Merciful

All the Prays is due to ALLAH alone, the Sustainer of all the worlds,

To our beloved parents for their supporting and for

their patience to complete this dissertation .

And to all our family members .

To all our friends specially Mansoura, Rahila, Fatna and Fatiha .

To all the people who know us

Yamina

Dedication

I dedicate this work,

to the memory of my father and brother

to my mother, grandmother

to all my brothers and sisters

who have been the source of my inspiration , guide and give me strength when I thought to give up , who continually provide their moral , spiritual support.

to my dear partner who shared me this work and

to my closest friend : Setti

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Abstract

The present study aims at studying the effects of the Competency-Based Approach on the learners' reading skill improvement , in other words, the role of the so called “Competency Based Approach “ in enhancing the middle school learners reading skill and the extent to which this could achieved in the Algerian EFL classrooms. To this end, a questionnaire was selected as a data collection tool and conducted in Metlili middle schools relying on middle school teachers. The data collected from this research were interpreted qualitatively and quantitatively. The findings were analyzed using SPSS software and revealed that some teachers do not adhere strictly to the principles of the CBA. Most of them are not teaching competencies but only content. Classes are teacher-centered and teaching reading in the foreign language context is less applied correctly by some teachers. CBA is an utter failure because of a cluster of reasons, lack of training (seminaries and conferences by inspector) in the new approach, crowded classes, the loss of ethical values, time allotted, lack of technological equipment, learners’ lack of motivation towards learning the foreign languages

Key words: *CBA- teacher-centered- EFL- Middle school - enhancing - effectiveness .*

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List of abbreviations

CLT: Competency Based Teaching

CBA: Competency Based Approach

CBLT: Competency Based Language Teaching

CBT: Competency Based Teaching

CBE: Competency Based Education

EFL: English foreign Language

US: United States

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General Introduction

Background of the Study

Learning English has become a necessary need for both government and individuals due to globalization and modern technologies. That's why Algerian educational policy has given a great importance to teaching and learning English at schools. Learners spend 4 years learn English where they acquire grammar, vocabulary; phonology and the 4 main language skills: listening, speaking, reading and writing.

Reading is one of the most important language skills. Thereby, teachers utilize different methods in teaching this skill in the foreign language. CBA seems to be a suitable approach to develop the skill based in this study. Algerian teachers are still challenging in teaching English Foreign Language.

Statement of Purpose

The purpose of this research is investigating the implementation of the CBA in developing middle school learners' reading skill.

Statement of Problem

To what extent are EFL Algerian middle school teachers aware of how to implement the CBA in teaching reading?

- Are there any problems facing teachers while teaching the reading skill through the CBA?
- Is this approach appropriate to improve the learner's reading skill?

Hypothesis

EFL middle school teachers may not be aware of the implementation of CBA approach.

Definition of Terms

Competency Based Approach to education is a relatively new way of thinking about how to teach that stems from the field of psychology. It is based on the learning outcomes instead of the subject areas and content.

Reading: is an important skill for English language learners in today's world. It supports the development of overall proficiency and provides access to crucial information at work and in school. It refers to the ability to understand written texts. It is advisable to develop this skill at early age of learning. When students comprehend a text and combine their understanding with prior knowledge, they will be able to identify simple facts presented in written texts, make judgements about the text's content and connect the text to other written passages and situations.

Population

The study is carried out in the middle school teachers of English in Metlili, and the sample includes thirty-two teachers.

Means of Research

The means chosen for conducting this research is a questionnaire to English middle school teachers.

Structure of the Dissertation

This research work is divided into two (2) main parts: theoretical and practical part. The theoretical part includes one chapter that focuses, in the main, on the reading skill and the CBA approach. It attempts to give a background and definitions of both “The Reading skill” and “The CBA”. The practical part also includes one that chapter deals with the methods procedure for data collection, it describes the instrument used in this study. It is also about data analysis and its interpretation, as well as it is devoted to some suggestions and recommendations proposed to middle school teachers in order to enhance and improve the middle school learners reading skill within the CBA.

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Introduction

Since people have been learning and teaching languages, there have been different views about how to describe this process and the suitable ways of doing it. These are referred to as approaches and methods and are applied and used in teaching the language aspects and the four language skills. This chapter shall deal with the concept of language teaching profession and its objectives. Then, it sheds light on approaches in teaching English as a foreign language mainly the Competency Based Approach besides reading within this approach.

1.1. Language teaching (An overview)

Before focusing on the reading skill and the CBA approach, it is important to have a look at the definition of language teaching in general and its objectives besides the main teaching approach.

1.1.1. Definition of Language teaching

Language teaching is defined by different applied linguists. Corder (1975) stated that “... language teaching is an art than a scientific process and proceeds to some extent by trial and error” (p .01). Another definition is given by Brown (2002) who stated that language teaching is involved in a search that would successfully teach students a foreign language in the classroom (p .09).

1.1.2. Objectives of Language teaching

The objective of language teaching extends far beyond the subject matter to be taught. Teachers of foreign languages have different combinations and priorities of objectives. They have a set of variety of methods and techniques for achieving these objectives. Corder (1973) claimed that the main objective in language teaching is to enable the learner to behave in a way that he can participate as a member of community rather his own. (p. 27)

According to Rivers (1981), language teaching aims at developing the students’ intellectual power and increasing their personal culture through the study of another language. It aims at enabling the students to understand how language functions and giving them the opportunity to express themselves within a good mastery in these language skills (p. 08).

1.1.3. Approaches and Methods in Language Teaching

There have been several techniques and methods that are used in teaching English as a foreign language, and which have a strong influence on the practice in the classroom. The following are some of the well-known methods:

1.1.3.1. The Grammar - Translation Method:

The Grammar Translation method was first known in the United States as the Prussian method. **Seiden Strucker** et al suggest that it was “to know everything about something rather than the thing itself” (Richards & Rodgers, 2002, p. 03). According to Celce -Mercia (1991), it is the expansion of the approach used to the teaching of modern languages. (p. 06). The focus on this method is in on the grammatical rules. Richards and Rodgers (ibid) state that in the Grammar Translation method, the medium of instruction is the native language of students. It is used explain the foreign language new items and to make comparison between the foreign language and the native language possible (p. 04)

In the Grammar-Translation method, the teacher has the full authority in the classroom; it is a model that students can follow. Students follow the teacher’s instructions in order to learn from them. The teacher explains the material in the class through the use of translation (Al.Hamash , Younis, 1998, p. 16).

1.1.3.2. The Direct Method

The direct method was developed by *Gouin* in the 19th century. During his observation of child language learning, he built a methodology around his observation. After him, others turned their attention to the language learning naturalistic principles (Richard & Rodgers, ibid, p.09). In describing this point, Celce – Murcia (ibid) has pointed out that the direct method came as a reaction of Grammar Translation method. She mentioned that in this method, the mother tongue is forbidden and that grammar is learned inductively (p. 09).

The teacher in this situation must be a native speaker, a guide and helper who helps students to speak in a foreign language as they use it.

1.1.3.3. The Audio - Lingual Method

The Audio Lingual method is defined by Harmer (2001) as “ a *theory of learning which suggests that learning is the result of habit formation* “. (p. 30-31). It was first developed by professor Nelson Brooks in 1964. Audiolingualism claimed to transform language teaching into a science which makes learners able to achieve mastery of a foreign language effectively (Richards & Rodgers, ibid, p. 48). According to Yule (1996), “*Audiolingualism is strongly influenced by a belief that the fluent use of language is essentially a set of habits which could be developed with a lot of practice*” (p.193). He (ibid) stated that this method focuses on the spoken language. In addition to these views, Harmer (2001) argued that audiolingualism relies

on drills to form habits; substitution is built into these drills to make students to learn a language (p. 79).

1.1.3.4. The Communicative Language Teaching

The communicative Language teaching is one of the most popular approaches and methods in language teaching. Its origin goes back to the late 1960s , when the British language teaching system was looking for a change. (Richards & Rodgers, 1986, p. 64). This approach appeared as a result of the failure of the traditional language teaching methods. The CLT is introduced to help learners use the language in context, and social context. (Savignon, 1991, p.1) .

This approach is best described by these terms: student centered, active learners, group work, and context based. The teacher is considered to be more facilitator

Little (1981) noted that one of the characteristics of this approach is that it focuses on the functional and structural aspects of the language. In communicative teaching process, students had a desire to communicate something for a purpose. They have the chance to interact more and use language for communication. The teacher would not intervene to stop the activity; and the material he or she relied on would not dictate what specific language forms students used, either. Such activities attempted to replicate real communication. (Harmer ,2015, p.58)

According to Larsen Freeman & Anderson (2011), CLT is characterized by these features:

- The use of communicative activities (role plays, games) with the communication purpose
- Learning grammar inductively
- Focus on the four skills of language
- Fluency above accuracy (pp.122-125, p.1)

1.2. Competency Based Approach

Teaching English as a foreign language in Algeria has gone through various encouraging innovations aiming at helping learners to be skilled and proficient communicators in English. To achieve this, since 2002, the Competency-Based Approach (CBA) has been introduced in Algerian schools as a result of the educational reform in the 3 levels in education; new books

were published for this aim in all levels. However, in spite of the government's plan for the teacher's development in the language, a large number of teachers are not aware of the theoretical aspects and objectives of such approach. Thus; we find it helpful to shed light on this approach, definition, characteristics, teacher and student role in CBA.

Before defining the CBA, brief definitions to the terms, "competency" and "approach" are presented below:

A 'Competency' is the use of knowledge, skills and abilities to do or perform a given work successfully. Norton and Huaan (1996) defined competency as follows: "*Competency refers to achievement of the knowledge, skills and attitudes required to perform a given task*". On the other hand, for Hermann (1990), a competency does not simply imply perfection: "It implies performance at a stated level or criterion (which) needs to be specific for each occupational area" (p. 46).

The term "approach" has different definitions given by different writers. It describes the way psychologists and linguists look at language. Anthony and Allen (1965) defined it as "*A set of correlatives assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught*" (in Campbell 11, p.94). Harmer (2001) explained that an approach describes how language is used, how its constituent parts interlock and people acquire their knowledge of language (p. 78).

In this connection, Richards and Rodgers (1986) saw that an approach is "*theories about a language and learning nature that serve as the source of practices and principles in language teaching*" (p. 16).

1.2.1. Background of the Competency-Based Approach

The CBA to education is a new way of how to teach that stems from the field of psychology. It is defined by as "an educational movement that focuses on the outcomes of learning in the development of the language programs". (Richards & Rodger, 2001, p. 141). It emerged in the United States in 1970s. It supports defining educational goals in terms of descriptions of knowledge, skills and behaviors that students should have at the end of the course of study (ibid, 2014, p.151). This approach has been found to be more effective than traditional instruction methods in terms of learners' achievements. CBT (also CBLT) is the application of the CBA. According to Richards and Rodgers (ibid),

“Competency Based Language Teaching (CBLT) is an application of the principles of Competency - Based Education to language teaching. Such an approach had been widely adopted by the end of the 1970s, particularly as the basis for the design of work – related and survival- oriented language teaching programs for adults “(p.141)

Therefore, the implementation of the CBE was for the sake of giving students the skills they need to succeed in college and future careers and professions.

Richards and Rodgers (ibid) stated that “CBErefers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of the knowledge , skills , and behaviors students should possess at the end of a course of study “(p. 141).

At the beginning, in the US, the CBE was adopted in education to teach languages for non-speakers of English who immigrated to the US and who needed to learn the language to communicate and work. Rambe (2013) maintained that “in 1986, CBLT was used as approach in teaching refugee in the US who wished to receive federal assistance for achieving language useful in daily life and work related settings” (p. 43).

Algeria has implemented this approach because the country should be abreast with the most recent approaches to teaching. In fact, there are other reasons why the ministry of education decided to apply the CBA in the Algerian schools.

- First, the CBA is very important in the age of globalization which makes different countries and different cultures interconnected. Learning English becomes more important than before, because it is the lingua franca in a globalized world. Though French is still the dominant foreign language, English should be accorded a high prestige, because it might be needed to interact with other human especially that we are now living in a global village.
- Second, one of the main aims set up by the Ministry of High Education is to prepare students for the future life. Therefore, schools are required to help students develop competencies in order to prepare them to become successful professionals who will serve the society’s needs and the country’s economic growth.
- Third, because of the short comings of the previous approaches, authorities have made the current reforms to enhance students’ level and to improve the quality of education.

Despite the new reforms , it seems that the winds of change in the educational system are not blowing favorably .The majority of teachers complain about the overall poor performance of their students .And they always avow , with a sign , that there is a mismatch between theory and practice .Thus , it becomes our pressing concern to investigate the reasons which led to the failure of the CBA in the Algerian context and to suggest some solutions to improve students level which is below the acceptable standard.

1.2.2. Principles of the CBA

The term “competency” is crucial in the CBA. According to Richards and Rodgers (2001), “Competencies consist of a description of the essential skills, knowledge and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though have typically been linked to the field of work and to social survival in a new environment. For example, areas for which competencies have been developed in a vocationally oriented ESL curriculum for immigrants and refugees include task performance, safety, paychecks, social languages, job applications, job interview (p.144).

Under the reign of the CBA, teachers have to teach a bundle of competencies. Students should be informed right from the beginning of each unit about the competencies which they are going to learn. This enables them, later, to judge whether they have succeeded or not. Theoretically, teachers should start by assessing learners’ competencies to be taught. However, this is not applicable in the Algerian context in which needs are not considered at all. In fact, competencies are not selected according to students imposed from above, there is a lack of learner centeredness. Likewise, when teachers asked to teach competencies, which are not of their own choice, they may not be motivated to teach them in an effective way. Teachers views are always disregarded in any educational reform.

Lesson objectives, in CBAT, should be in the form of competency statements. In this regard, Tuxworth (2005) stated that ” Competency statements describe outcomes expected from the performance of professionally related to the functions, or those knowledge, skills, and attitudes thought to be essential to the performance of these functions “(p.12). The lesson objectives are also called “behavioral objectives” or “performance objectives”.

The teacher should examine if these objectives reflect the needs of his students. Ideally, in CBA, the teacher must take into account students different needs and background. Also, any course should start by identifying learner’s proficiency level in English. Moreover, teachers

need to know their learners learning pace and their social and professional goals. On these base, students are grouped.

The CBA to education is a model that emphasizes the development of skills rather than relying on memorization of information. This model is based on the premise that students learn best when they have learned in real life contexts. Schneck stated “*CBE is based on a set of outcomes that are derived from any analysis of tasks typically required of students in life role situations*“(as cited in Richadrs & Rodgers , 2011) . These principles can be applied to any area of education, including Math, science, and English language arts. This approach is based on the idea that students learn when they are able to apply what they learnt in a real - world context.

Mastery learning is a type of learning that emphasizes the development of skills in order to achieve a desired outcome .In contrast , traditional school focuses on the acquisition of knowledge .Mastery learning components argue that this approach is effective in preparing students for future careers or other important situations .This approach has been implemented in various forms throughout history and research suggests it is successful in promoting learners engagement and improving student outcomes.

1.2.3. Characteristics of the CBA

It is teaching that combines perception, memory and conception which help to think clearly, read and listen critically and write convincingly for self-expression in speech and on paper. It is a creative act and a process through which a learner puts together feelings, attitudes, thoughts and words in a way that makes it impossible for someone to be misunderstood. The CBE’s characteristics are described by Schenck (1978) as:

Competency Based education is outcome-based and is adaptive to the changes and needs of students, teachers and the communityCompetencies differ from other student goals and objectives in that they describe the students ability to apply basic and other skills in situations that are commonly encountered in everyday life. Thus, CBE is based on a set of outcomes that are derived from an analysis of tasks typically required of students in life role situations (as Cited in Richards & Rodgers, 2011, p. 141) .

The following points summarize the CBE main characteristics:

- **It is action oriented:** It directs language learning to the acquisition of know-how fixed in functions and skills. It allows learners to be effective and competent language users in real life situations outside the classroom.
- **It is a problem solving situation:** It places learners in situations that check or test their capacities to overcome obstacles and problems. Language is learned more effectively and lastingly when they are used to solve problems through hypothesis testing. Problems make learners think and they learn by thinking.
- **It is a social constructivist:** It regards learning as occurring through social interaction with other people. In other words, learning is not conceived of as transmission of predetermined knowledge and knows how to be reproduced in vitro. But as a creative use of newly constructed knowledge through the process of social interaction with other learners It seeks to provide students with opportunities to experience learning and to deal with issues that arise in society.
- **It is a cognitive approach:** Bloom has claimed that all educational objectives can be classified as 'cognitive' related to attitudes, values and emotions and 'affective' related to information or 'psychomotor' related to body movements.

Regarding the CBA, all the types of syllabuses “grammatical, lexical, functional, situational and task -based syllabus” are important in teaching foreign language because they aim to enhance the learner’s role. So, they are important in developing the program of the CBA.

1.2.4. Teacher’s role in CBA

Any approach underlying assumptions on language theory and language learning theory affect the teacher’s role. Under the CBA, the teacher has an active role, too. His responsibilities must align with those of the new approach. The job of the instructor has eshifted from that of a mere knowledge transmitter whose responsibility is to fill in empty vessels to that of facilitator who assigns assignments and assists learners in creating learning methods for successful leaning. The reason, he/she is a counselor , is because he is an example of an active communicator seeking to maximize the meshing of a speaker intention and hearer interpretation , through the use of paraphrase, confirmation and feedback (Richards & Rodgers, 1978).

The teacher must take into account the uniqueness of each student, who does not progress at the same rate, by using individualized instruction when needed. He/She may be required to

assemble suitable materials to address suitable target competencies. Besides, the teacher is expected to guide students in order to provide the necessary support.

He must encourage student collaboration through pair and group work projects, which are valuable in a social constructivist understanding of teaching and learning. (ibid, p. 159)

To put it briefly, teachers must empower learners to take ownership of their education. Then, what roles are assigned to learners under the CBA if these are duties given to teachers?

1.2.5. Student 's role in CAB:

Student's roles are significantly impacted by the CBA; they need to develop self-motivation and take an active part in their own education. In order to meet the curriculum criteria, they must exhibit adequate performance and proficiency; they cannot be taught if as information recipients only. (Forest & Kinser, 2002, p.127).

Since the socio constructivism is in the foundation of CBA, the student should go through a personal appropriation process and start doubting his own beliefs. This prompts him to review his past knowledge and its applicability in order to compare his representations with those of his classmates. He also searches for information and verifies it by speaking with information holders and other sources of information.

To do this, the student will use cognitive, affective, and motivational strategies to set a balance between what he has already knows and what he has learned. The learner's reflection will influence his own learning processes, generate the quality of his engagement during the learning process, helps and promotes the application of new skills (Ashton & Pillay, 2010, p. 343).

According to Richards and Rodgers (ibid) , in CBA, learners plays an active role in the learning process. Among the roles, they monitor their learning in reference to the target competencies. They develop a range of learning strategies and they can transfer knowledge and skills to new situations (p.159)

1.3. The Reading Comprehension Process

Before defining reading comprehension as a whole, comprehension has to be defined first. Comprehension as a word comes from the Latin term 'comprehensionem' which means 'a seizing'; it means, when you comprehend you seize the information. The term comprehension is considered as synonym of reading, "without comprehension there would be

no purpose to reading words. Comprehension is what entices the readers to continue reading”.

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1.3.1. Definition of Reading

Reading is an important skill to be mastered for English learners. In educational environment, reading is the subject of attention of language teachers. Reading is a model of languages, reading texts provide opportunities to study language, such as vocabulary, grammar punctuation, and the way to build sentence, paragraph and text. (Harmer, 1998, p .68).

It is one of the four skills plays a vital role in the teaching and learning process because of the several advantages it provides. Like the other skills, it may be considered as a skill that can help learners to achieve proficiency in the foreign language.

Scholars never arrive at a singular interpretation of reading since it can imply different things to different people, each person evaluates reading from his or her own perspective. According to Widdowson (1979), “reading is the process of obtaining a number of written symbols and deriving their method brain informs the eye is more essential than what the eye tells us what the brain is doing “(p.04).

When we read, our eyes interpret written symbols, and our brains translate these symbols into words, phrases, and paragraphs that make sense to us. Reading is seen by Harmer (2001) as “a receptive talent which is a way which people interpret the discourse they witness” (P.153). It is a practice where the eyes and the brain must interpret the meaning of the signals that the eye and the brain receive”.

Reading in the sense provided by Harmer is a mental activity that involves applying vision to any textual content in order to comprehend these textual items overall meaning.

Reading skill refers to the ability to understand written text. It is advisable to develop this skill at early age of schooling. When students comprehend or understand written text, and combine their understanding with prior knowledge, they are able to perform the following three reading comprehension skills.

- 1- Identify simple facts presented in written text (literal comprehension)
- 2- Make judgments about the written texts content (evaluation comprehension)
- 3- Connect the text to other written passages and situations. (inferential comprehension)

1.3.2. Approaches (Models) to Reading

A reading model is defined as an attempt to depict how an individual perceives a word, processes a clause and comprehend a text (Singer & Ruddell,1985). Discussion regarding the

nature of reading varies across a scale between two main approaches: the bottom -up approaches – the top -down approach and the interactive approach.

1.3.2.1.The Bottom Up Approach (model)

The bottom up approach to reading is a reading model that was developed by the Gough in 1972. He designed a process that began with low -level sensor representations (letter input) and proceeded through phonemic and lexical-level representations to deeper structural ones emphasizes the written or printed text. According to Gough’s model, “*graphemic information enters the visual system and is registered as an icon, which holds it briefly while it is scanned and operated on by a pattern-recognition device which identifies the letters of the input string. These letters are then read into a character register*” Rumelhart (1985, p.720). It assumes that a reader constructs meaning from letters, words, phrases and sentences by processing the text into phonemic units and then builds in a linear manner. This approach also assumes that the reading task can be understood as the process of the text comprehension begins with a soon to be writer having some notion /ideas. This person encodes the message into words and letters and soon to be reader decodes letters and words linearly in order to reconstruct the original notion or ideas of the writer “(Gough, 1972; Hoover and Tunmer,1993)

1.3.2.2.Top – Down Approach

They are generally more sympathetic with social and psycho-linguistic perspectives. They assume that a reader approaches (bears up) a text with a conceptualization above the textual level and then works down to the text itself. This approach views that information processing circuit as being slower than assumed by the bottom up approaches. (memory capacity and mental limitation on the speed that information can be stored). The reader applies background knowledge to the text in order to create meaning. The reader doesn’t read each word in the text

1.3.2.3.Interactive Approach

The interactive model is an attempt to make connection between both approaches of reading; the bottom up and top down ones. It acknowledges a great deal of communication between the differing bottom and top- down process. They allow explanations for many variables in the reading process.

It enables children to be constitutently challenged but also encourages them to use what they know .one way of offering interactive reading instruction is through guided reading. within classroom, this kind of instruction groups children of similar reading abilities into small reading group, where they read and through the same short story. the teacher guides

them through the reading of the book, before they work activities centered on the text, ensuring that each child understands what they read before moving on to another story. Another way to engage in interactive reading instruction is through online reading programs that allow children to read texts at their level, and then works through activities and lessons also aimed at their level of ability.

1.3.3. Types of Reading

Skimming and scanning are 2 very different ways of speedy reading. They are each used for different purposes, and they are not meant to be set all the time.

1.3.3.1. Skimming: is defined as a quick movement of the eyes through a text or article in order to get the gist or the main idea of the text. It is reading sections, skipping to find the next section of interest (Stephen, 2001). Skimming is reading as fastest speed which a person can accomplish. It is used when a reader wishes to cover material in a hurry (Lakshmi, 2007) According to Mildered, (2009), skimming is a quick type of superficial reading that completed in an effort to get overall gist of the material.

Yan Shem (2009) explained that “skimming is a fast reading skill that doesn’t require reading word by word, but it does require a high degree of concentration .Robert added that “skimming is a form of speed reading that is useful for extracting the main idea and supporting details from a reading selection “.when people skim a text , they are not searching for specific information , but rather to determine if the information is relative to what they are searching for .e purpose of skimming strategy

The purpose of skimming strategy is helping student to read more actively and to find the main idea of each paragraph.

Martha and Maxwell (1972) claimed that “the goal and perhaps the result of developing effective skimming and scanning techniques is to get the student read more actively “.

For Mildred (2009) skimming is useful to determine whether the material is worth reading.

1.3.3.2. Scanning

It is defined as reading quickly a passage to find a specific piece of information or to find the answer of a particular question. Scanning is a focused search for information (Merry & Brenda, 1986).

According to Erik (2008), scanning is one of the reading skills you require to locate information quickly in the index of the textbook. to do so he suggests, identify the key words in the research item. Then, let the eyes go up and down the index columns until you find the

reference you want. Mildred (ibid) explained that scanning involves rapid reading to locate answers to very specific questions concerned with matters such as names, ideas, or telephone numbers. Lakshmi added that scanning is also a skill which demands a quick answer to question from or chapter or even the complete book .In scanning you look for a particular word or set of words , ignoring all else , and glancing over the page quickly (ibid, 2001).

Wards (1998) defined scanning as “it involves running the eyes down the printed page, looking for specific bits of information, key words or phrases”. For him, it is useful for locating statements, definitions, formulas, dates, telephone numbers or other specific items. He added that “scanning is useful for finding answer to simple questions and permits the eyes to move rapidly down the page to searching for the answer. Once it is found, reading stops “.

Yan Shen (ibid) also said that “scanning is a helpful technique when students are looking for answer to a particular question. Scanning involves moving through the passage seeking specific words and sentences “(p. 165)

Scanning technique covers a great deal of material in order to locate a specific fact of piece of information. The students just read based on the information they need.

Warren (2016) argued that “scanning may be similar to skimming but you are mainly looking at facts that are in the text. You are not reading at all but instead you are only reading specific information”.

In addition, in a second language context, it is common to talk about a contrast between intensive and extensive readings

1.3.3.3. Intensive Reading

Intensive reading is another term for detailed reading. It is a type of reading that is done with the purpose of understanding a text in depth. This type of reading requires attention and focus in order to be able to comprehend the meaning of the text.

According to Brown (1989), intensive reading “calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships. (Kouti,2021).

Intensive reading is a tool to help learners understand the meaning of a text properly. It is a tool for a child who is struggling with reading. According to Watkins “intensive reading makes use of relatively short texts that are at the limit of comfortable intelligibility for learners is a means of developing learners ”.(p.16).

Harmer (2001) claimed that in intensive reading, teacher choose the text to be read and it is a directed by him. (p. 283). It is designed to help learners to develop specific receptive skills (general understanding, specific information and inference and attitude), (ibid).

Learners usually read texts that are more difficult in terms of content and language. It helps learners to make sense of texts that may present a significant challenge in terms of vocabulary, grammar or concepts.

Intensive reading aims at focusing on new language (vocabulary, grammar), focusing on new ideas (themes, topics) and paying attention to the text features such as text instruction and cohesion.

1.3.3.4. Extensive Reading

Extensive reading is usually associated with the reading of longer texts outside the classroom and is principally for pleasure. Harmer (2001) stated that it means reading longer texts, usually for one's own pleasure. This is fluency activity mainly involving global understanding.

It is a powerful tool that can help children to improve their reading skills. It involves reading multiple times, with the goals of increasing fluency and comprehension. It can help a child to develop a better understanding of a text and a great way to build confidence in reading.

The meaning of extensive reading is reading widely but not focusing on only one text. You can read from different sources to develop your reading skills. It is not about finding layers of meaning, grammar rules or other critical aspects of a text .it has been used for bigger level language learners. It can also help to familiarize the reading material and build the cognitive ability to understand new words, frame sentences and make sense of the text as a complete unit. It also helps to polish the reading ability. Some examples of extensive reading are newspapers, blogs, and magazines.

According to Carrel and Carson (1997), extensive reading generally involves rapid reading of large quantities of materials or longer reading for general understanding, with the focus on the meaning of what is being read on the language.

The goal of extensive reading approach is to make students to enjoy reading in the English language. This approach sees reading as an activity that someone chooses to do for variety of reasons that can be personal, social or academic. (Richards, Day and Julain, 2000).

In this approach, the teacher is a role model for students _ an active member of the classroom community who demonstrates what it means to be a reader and the rewards to be a reader. The first task of the teacher is to find materials that their students find easy and

interesting to read. (ibid)). The materials chosen should be easy and appropriate to the students' levels. In addition to the previous role, he orients students to the goals of the program, explains the methodology, keeps track of what each student is getting the most out of the program.

1.3.4. Reading Comprehension Strategies

A reading strategy can be described as an interactive process that has the goal of obtaining meaning from connected text, and reading skills operate within the context of such reading strategies.

Rubin (1987) viewed reading strategies as “any set of operations, steps, plans, routines used by learners to facilitate the obtaining, storage, retrieval and use of information” (p.19). Similarly, to him, Anderson (1991) designated strategies as “deliberate, cognitive steps that learners can take to assist in acquiring, storing, and retrieving new information”.

Paris et al. (1996) presented some text- processing strategies applied to promote comprehension (as cited in Hudson, 2007, p.107).

1.3.4.1.Pre - reading strategies

Pre-reading strategies are essential for setting the stage and enhancing reading comprehension. Hudson (ibid) stated that pre reading strategies consist of recognition of the importance of establishing a positive environment and setting. He added that “this strategy involves becoming familiar with the text, its title, headings, pictures....” (p.108). At this stage, the reader decides what is currently known about the topic, what he/she wants to gain from reading the text.

The teacher, here, explains the information, key words and important vocabulary needed in the text to easy achieve comprehension. (Kouti, 2002). Let's explore some effective pre-reading techniques:

- To preview a look: a) encouraging the reader to look for hints in the titles, cover illustrations, and table of contents.
- Predictions: a) setting a goal for reading helps to focus the learner attention.
- Peaking in questions: a) investigating what is known /might be known about the text.

To sum up, pre-reading strategies activate prior knowledge, enhance comprehension, and make reading a more encouraging experience.

1.3.4.2.While (during) reading strategies

While reading strategies are crucial for actively engaged with the text during the reading process. Hudson (ibid) stated that “*these strategies are iterative in that the current meaning*

that *the reader has can change throughout the cyclic applications of the skills of the reading process*" (p.109). He added that comprehension of the text is confirmed through this activity. At this stage, the reader is considered as an active agent in the comprehension process where he identifies the main idea, recognize patterns of the text. Here are some techniques to employ in this stage:

- Identify the topic sentences.
- Distinguish general and specific ideas.
- Identify connectors.
- Skim for specific information.
- Answer literal and inferential questions.
- Coding the text.
- Student to student conversations.

At this stage, the teacher set activities that consist of summarizing, reacting , questioning , arguing , evaluating ,and placing a text with one's own experience. (Kouti , 2020) .

This strategy helps to empower readers to actively interact with the material, making the reading process more meaningful and effective.

1.3.4.3. Post (after) Reading Strategies

Post reading strategies take place after the reading process. They are essential for reinforcing comprehension, reflecting on material, and solidifying learning after reading. Hudson (ibid) stated that post reading strategies seem to be task, purpose, and affective determined (p.110). He added "*the reader is simply attempting to finish an assignment, he/she may simply put the reading aside and go on the next activity*" (p.110). At this stage, learners are asked to perform activities that can take the form of make questions, fill in forms or charts, role plays, answer questions.

These activities give students opportunities to review, summarize, react to a reading passage, and can take place in small or large groups.

Some post reading exercises also assess how well the students have comprehended the reading material, and they consist of a text followed by question that check the comprehension of specific details, main ideas and inferences. Here are some techniques to implement in order to check comprehension:

- Think Pair Share

- Graphic organizers
- Retelling /Summarizing
- QAR (Question Answer Relationships)

1.3.5. Assessment in Reading

The term “Assessment” has become a buzz word in the Algerian Educational system. It focuses on learning, teaching and outcomes. It is an integral part of instruction that enhances and empowers student learning. In the broadest sense, assessment is concerned with learner’s progress and achievement.

Assessment tools are vehicles used to gather data whereas assessment process refers to the decisions made and actions taken to administer tools interpret and communicate data.

Reading assessment data provides teachers with important information to guide instructional decisions. It also helps guide school leadership as they make reading curriculum decisions. Hamilton (2009) highlighted the value of assessment data:” *Using data systematically to ask questions and obtain insight about student progress is a logical way to monitor continuous improvement and tailor instruction to the needs of each student /Armed with data and the means to harness the information data can provide, teachers can make instructional changes aimed at improving student achievement “(p.05).*

According to Grabe (2009), reading assessments are used to provide feedback on the skills, processes, and knowledge resources that represent reading abilities (p.353). He stated that assessment can be classified in a number of ways and serve important purposes:

- a) Norm reference and criterion reference testing;
- b) Formative and summative assessment;
- c) Formal and informal (or alternative) assessment; and
- d) Proficiency, achievement, placement and diagnostic assessment .

Teachers can make instructional changes that aim at improving students achievement, such as:

Prioritizing instructional time ; targeting additional individual instruction for students who are struggling with particular topics ; and refining instructional methods.

Put it simply, assessment helps in figuring out the learners' level of proficiency and their ability to apply what they have learned, as well as supplying high quality training.

1.3.6. Challenges of the Reading Skill

Most EFL teachers consider teaching the reading skill within the CBA to be an extremely challenging assignment; it is no longer dominated by the instructor and the text context. It becomes learner - centered instead of teacher - centered. According to Harmer (2007), language learners benefit from reading; the more they read, the more they become proficient. Students spelling, writing, and vocabulary understanding all improve as a result of reading (p.99). Teachers deal with common challenges in teaching reading in Algerian middle schools which are:

- ✓ *Large classes*: The number of learners in classes is large; It varies between 33 to 36. The teacher cannot have the control over the classroom, and thus, he can't achieve his final goal of the reading session and practice in the reading comprehension activities.
- ✓ The instructors' misinterpret of the transition from teacher centered to learner centered one.
- ✓ Inadequate instructional resources.
- ✓ Students don't read anything but in class and their incorrect notion concerning what reading entails.
- ✓ Kids are unfamiliar with the context.
- ✓ Choosing the right text.
- ✓ The students lack of the reading culture in foreign languages.
- ✓ Access for an English class is time limited.

Consequently, conventional beliefs about the reading talent need to be gradually modified by both teachers and students. To do this, the former need to accept and adjust the new methodology, while the closer need to pay attention to the skill they are picking up than the information they are reading.

Conclusion

The implementation of the CBA needs a good understanding of the approach and its principles from the teachers first as they are the main part of the teaching learning process. It will help them to apply it easily and in a good way that would conclude in a skillful foreign language learners. This approach is a modal that emphasizes the development of skills rather than relying on memorization of information.

Chapter Two

Practical Part

Introduction

2.1. Method

2.2. Sample

2.3. Description of the questionnaire

2.4. Administration of the questionnaire

2.5. Analysis of the questionnaire

2.6. Suggestions and recommendations

2.6.1. Suggestions for teachers

2.6.2. Suggestions for learners

Conclusion

Introduction

In teaching reading comprehension skill, teachers apply a variety of methods, techniques and strategies. The previous chapter stated the literature review of reading comprehension and teaching it under the CBA. This chapter presents the practical part of the research as it introduces the research design which aimed at covering the approaches and methods that were chosen to undertake this study. It is also devoted for the analysis of the data obtained.

2.1. Sample

Participants in this study consist of middle school teachers. The representative sample chosen includes 32 teachers from different middle schools in the city of Metlili.

2.2. Method

For collecting data for our research, a mixed approach, quantitative and qualitative, was adopted.

2.3. Data Collection Tool

To investigate the topic of this study, a questionnaire was designed. According to Nunan (1992), “the questionnaire is a relatively popular means of collecting data. It enables the researcher to collect data in field settings, and the data such as free-form field notes, participant observers’ journals, the transcriptions of oral language” (p. 143). Though the questionnaire was handed to many teachers of middle schools, some of them did not answer the questionnaire.

2.4. Description of the questionnaire

Questionnaires are important sources of information. According to Nunan (1992), “the questionnaire is a relatively popular means of collecting data. It enables the researcher to collect data in field settings, and the data such as free-form field notes, participant observers’ journals, the transcripts of oral language” (p. 143). The teachers’ questionnaire begins with a brief introduction that describes the aim behind the study. The questionnaire consists of a mixture of closed ended (multiple choices and yes/no questions). These closed questions, according to Nunan (ibid) are easy to quantify and analyse particularly when a researcher uses computer statistics packages such as SPSS. It also consists of open-ended questions that are free questions that allow and encourage respondents to answer in open text format to answer based on their complete knowledge, feeling and understanding. The questionnaire is formed as follows :

Section One: General Information (Q1- Q5)

In this opening section, teachers are asked to state their gender in Q1. Then, in Q2, they are required to mention how many years they have spent during their teaching career. Teaching experience is a good cue that may inform about the efficiency of the teaching process. Q3 talks about the number of pupils in middle school class. Q4, describes the number of devoted sessions to teaching English in the middle schools. Finally, in Q5, teachers are asked to express their satisfaction towards the teaching profession.

Section Two: Implementing the CBA in teaching Reading Comprehension (Q6 – Q24):

Section two entitled implementing the CBA in teaching reading comprehension reading comprehension contains eighteen questions. The first two questions are designed to figure out the various teaching methods implemented in the English classes. The aim behind this question is to identify the useful method applied in teaching reading for EFL middle school learners. The last fifteen questions are about teaching reading comprehension under the CBA approach, its difficulties ;reading session; its stages; devoted time; supporting materials ;their motivation and effectiveness; its objective; the impact of reading on the writing development ; acquiring new vocabularies ; learners level in reading and the teachers roles under the CBA. This section is concerned with questioning reading comprehension issues and the way teachers deal with these issues.

Section Three: Assessment in reading comprehension and suggested solutions (Q25 - Q27)

This section consists of three questions in order to investigate how teachers assess/evaluate their learners reading comprehension, what makes them fluent readers and finally the teachers' perspectives about the impact of applying the CBA approach in developing reading comprehension and their suggestions to overcome difficulties they are faced.

2.5. Administration of the questionnaire

The questionnaire was given to 32 teachers in different middle schools from Metlili . The teachers have an experience of 1 to 32 years in teaching. It has been administered a week before spring holiday. During the distribution of the questionnaire, schools' directors didn't accept the questionnaire distribution until they have had a view of the its content and what is it talking about because they have said it caused problems for them because of the questions mentioned in the questionnaire . Teachers did not reply immediately, due to work pressure. Accordingly, it took more about one month to collect the data.

2.1. Analysis of results

Q1: Specify your gender.

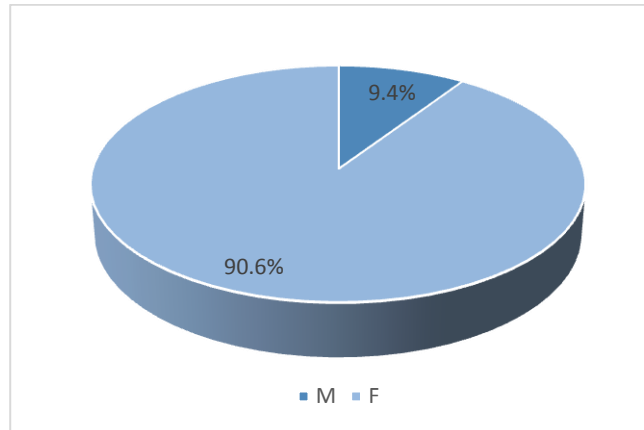


Figure 2.1 : Teachers Gender

The first question asked was about teachers' gender. The results revealed that 29 out of 32 participants are females with the percentage of (90.62 %). However, only 3 men out of 32 answered the questionnaire with a percentage of (9.38 %). We can then claim that female teachers dominate English classes, may be because females appreciate the teaching profession.

Q2: Teacher's experience: How long have you been teaching?

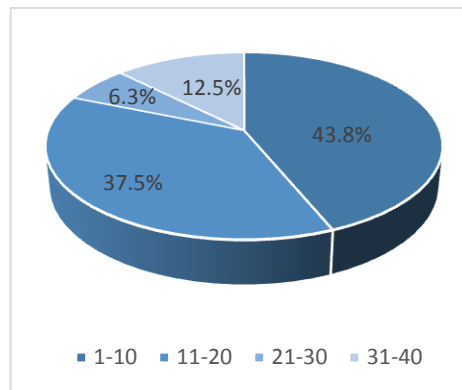


Figure 2.2 : Teachers' experience

The statistics show that the majority of participants (23) are experienced teachers who have spent in this profession from 10 to 32 years. They represent a percentage of 71.87%, whereas 09 of them have been teaching in this profession from 1 to 9 years. They represent 28.12 %. The results indicate that the majority has a reasonable experience in teaching and may indicate that they have a wise view towards the process of teaching.

Q3: What is the number of pupils in each class?

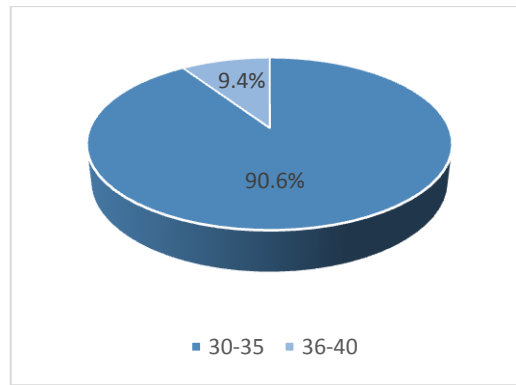


Figure 2.3 : Number of learners in classes

The question deals with the number of learners in the class. The results state that the number differs from school to school and level to level. It is approximately between 30 to 38 learners per class. Classes in middle school seem to be quite crowded. The fact that might affect the learners’ achievements in general and specially the foreign language.

Q4: How many sessions are devoted to the English session?

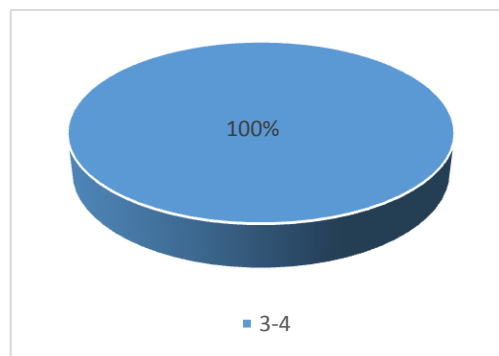


Figure 2.4: Devoted Sessions for Teaching English

All teachers state that the hours vary from 3 to 4 weekly .They states that the sessions devoted to the 3MS and 4MS classes are 3 plus a tutorial session whereas the 1MS and 2 MS study 2 sessions plus a tutorial session.

Q5: Are you satisfied with the teaching profession?

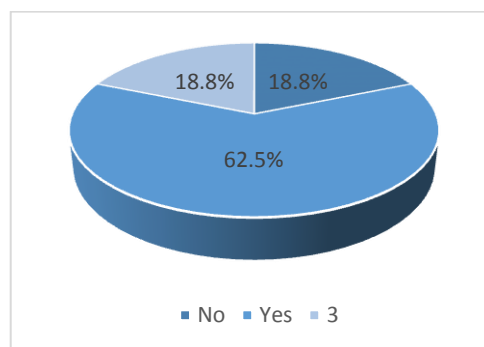


Figure 2.5 : Teachers’ Satisfaction Towards the Teaching Profession

This question is about the teachers’ satisfaction about the teaching profession.

The majority of teachers, about 62.5% seem to be satisfied with the profession they are performing; 06 of them are not really satisfied .They represent 18.75 %; whereas 06 of them claim that they used to be so but in the present time, they are not.

Q6: Which teaching method are you implementing in your class?

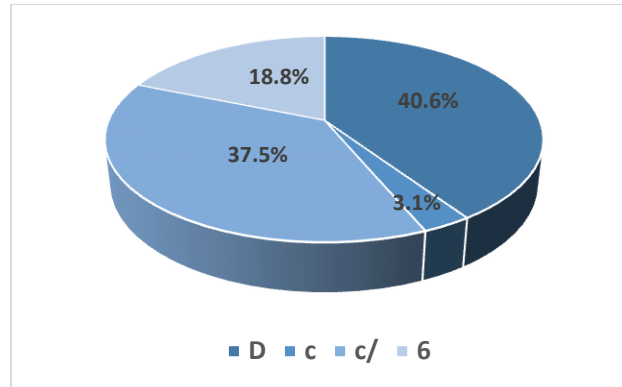


Figure 2.6 : Methods Implemented in the Class

This question deals with the methods that teachers apply while teaching English as a foreign language .All teachers state that they use different methods varied between the GTM , DM , CA ,and the CBA.

Few of them state that they use the eclectic method. This means that they apply (use) more than one method in one English session

Q7: Are you Implementing the CBA in Teaching Reading?

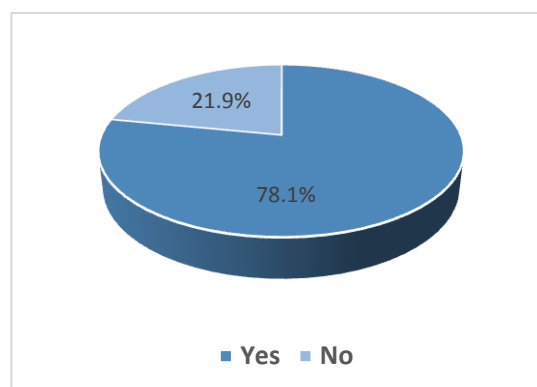


Figure 2.7: The Implementation of the CBA

This question deals with the implementation of the CBA in teaching reading .The aim of this question is to investigate how do teachers apply the CBA in teaching reading.

Most of them (78.1%) respond that they often apply it in their classes while teaching a reading session. They follow the common 3 stages in teaching the 3 reading: pre reading – during reading and post reading within the techniques of skimming and scanning .Finally , learners produce written passages where teachers can assess their comprehension skill.

Q8: Do you think that the English sessions are enough to complete the ministry syllabus?

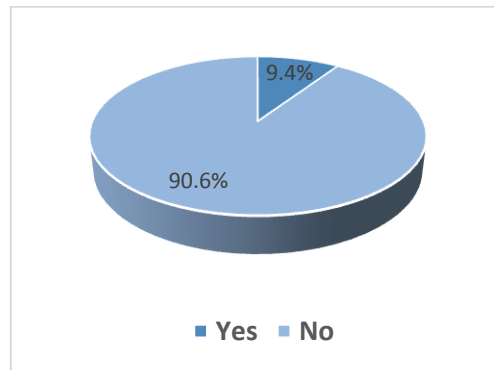


Figure 2.8: Fulfillment of the Ministry Syllabus through the Devoted sessions

This question deals with whether the English sessions are enough to fulfill the Ministry syllabus. The majority of the participants state that they are insufficient to finish the ministry syllabus specially the 1 and 2 MS, but concerning the 3 and 4 MS they are enough. 03 of them claim that the English sessions are not enough to fulfill the syllabus because it is too long.

Q9: Are the devoted sessions in the 4 middle school levels sufficient to improve the learners reading skill?

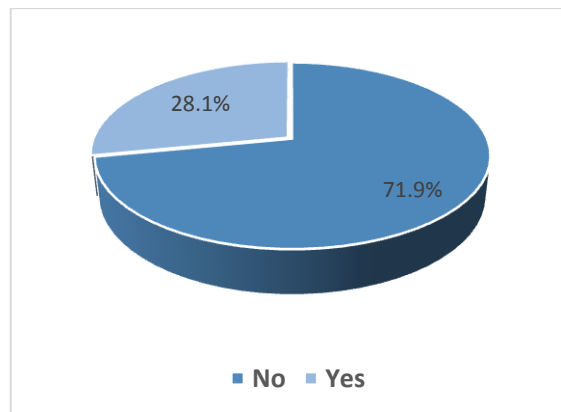
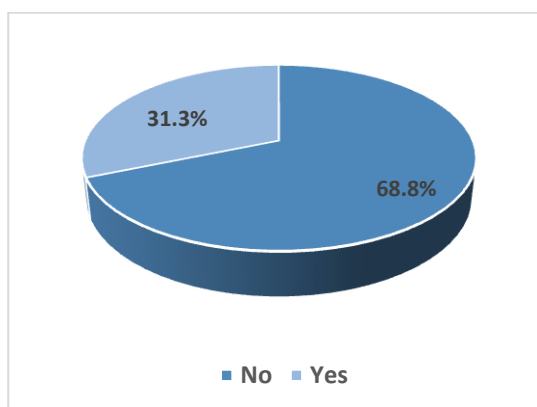
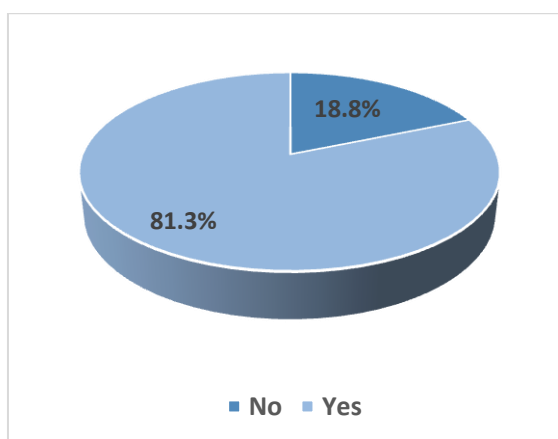


Figure 2.9: Improving the Reading Skill Through Reading Sessions

This question investigates whether the middle school reading session improve the learners reading skill. The majority of teachers declare that the reading sessions programmed in the syllabus are not sufficient to improve the learners RS .Learners need more than one session to decode the unfamiliar and new vocabularies to achieve the final objective of the reading session . while some of them (28.1%) state that the reading session can improve the learners RS through relying on the tutorial and remedial session .

Q10: Does the text book help the learners develop their reading skill?**Figure 2.10: Development of the learners 'Reading Skill through the Textbook**

This question is devoted to reveal if the middle school textbook materials develop the learners RS. Most of the respondents (68 %) announce that their learners develop their RS through the textbook materials (texts), they point out that learners acquire and explore new vocabularies. It includes fruitful activities. On the contrary, a handful of them (31%) respond by No to this question. They justify that textbook materials are not suitable for the learners level , are not linked to their cultural aspect and do not serve the objective of the reading lesson .So , they sometimes rely on other materials .

Q11:Do you use extra materials to support and motivate your learners in the reading session ?**Figure 2.11: Motivation of learners by the use of extra materials in the reading session**

This question inquires the motivation of the learners through the extra materials to support the reading session.

Most of the teachers reply that the extra materials used in the class are often motivating. They stimulate the learners' attention and interest .They use various materials like dictionaries, photos , videos , posters ,visual aids , games illustrations , reading worksheets ,digital learning resources . , They also use reading game texts with easy vocabulary linked to their culture , familiar text with knowledge linked to their culture to serve the objective of the lesson .

Others (18%) respond that they don't use any extra materials .They don't give any justification to their choice.

Q12: Do you find them effective?

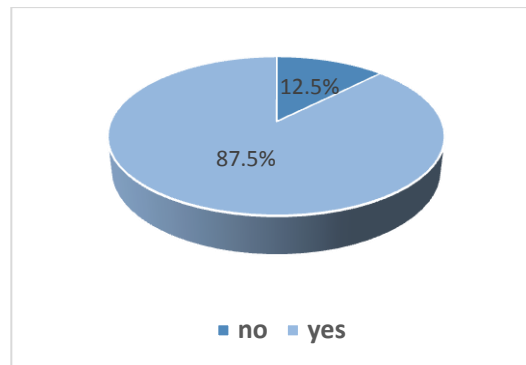


Figure 2.12: The effectiveness of the Supporting Materials

The question reveals the effectiveness of the extra materials used by teachers. Teachers who used these materials find them really effective to serve the learning objective. They support their answers that these materials can enhance learners motivation , develop fluency ,improve the intellectual and communicative competency. Additionally , they choose /select them according to the learners level and interest .

Q13: What is your students' level in reading?

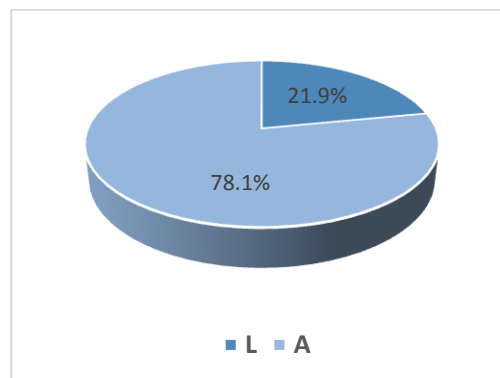


Figure 2.13 : Students level in reading

Most of the teachers 47, 7% judge that learners have an average level in reading, 26% of teachers confirm that learners' reading level is low. None of them say that the level of their learners reading is good .

Q14: Do you plan and set an objective for the reading session?

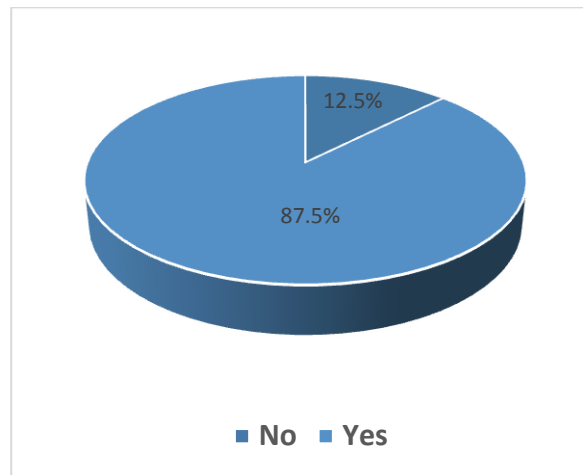


Figure 2.14: The Planning of a Reading Session's Objective

The question is devoted to examine if teachers plan and set an objective to the reading session.

Most of the participants always set and plan an objective for the reading session which is , according to them , interpret a text and gather information to reinvest them later to produce a written passage .They plan it following the common steps : pre reading – during reading and post reading .the reading session

04 of them (12.5%) don't set an objective for the reading session.

Q15: What is your focus on the reading session?

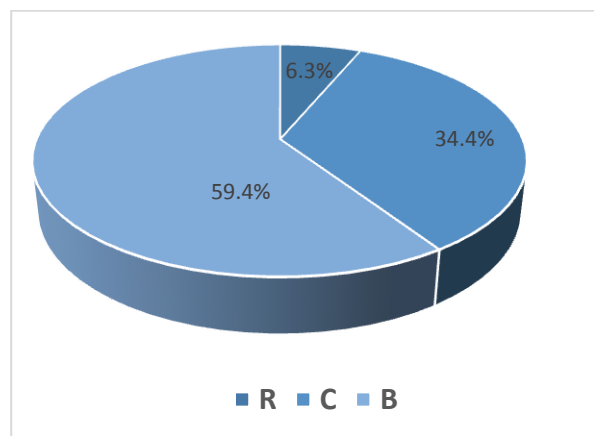


Figure 2.15: The Teachers Focus on the Reading Session

The question aims to identify the teachers focus during the reading session. Most of them focus on both of them (reader and content) many reasons .They explain their choice for the reason that they ensure that the session is not just a transfer of information but a comprehensive learning experience that builds knowledge and skills at the same time.

Q16: Which stage in the reading session is more motivating for learners?

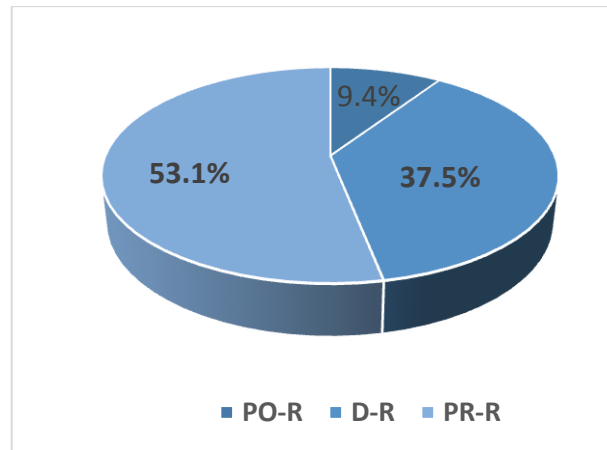


Figure 2.16: The Motivating Stage in the Reading Session

The question is categorized into varied answers. 08 of them demonstrate that pre /reading stage is more motivating because they think it is the stage where learners' attention is warmed up. 09 among them determine that the motivating stage is during reading stage .They argue that it is the stage where LLs are excited to show their abilities of reading and comprehension of the reading text .It is a phase of testing knowledge .They tend to be more active readers . 01 of the teachers say that the post reading is more motivating because it is the phase where LLs rely on themselves to produce a written or an oral passage. Others consider the 3 stages are important because they each one completed the next one .

Q17: Which type of reading do you implement in the reading session?

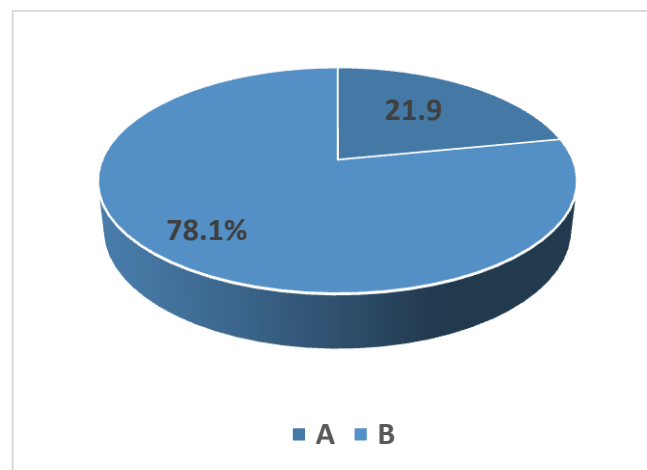


Figure 2.17: Type of Reading Implemented in the Class.

The answers of this question vary from implementing the silent reading , aloud reading and both of them .Teachers have different perspectives towards the type of reading used in the class.

Some them see that they ask their learners for silent reading for the reason that the syllabus focuses more on the comprehension than the fluency of the skill. That's why they didn't give more attention to the loud reading.

On the other hand , the majority of teachers focus on the silent and the aloud reading in their classes .They argue that by reading aloud , learners will have the chance to fight the fear of reading in front the others that makes them build self confidence . They added that learners develop their reading skill by acquiring the correct spelling and pronunciation of words and they train how to use the punctuations (full stop, comma, question mark) while reading

Q18: What is the impact of reading on the learners writing development?

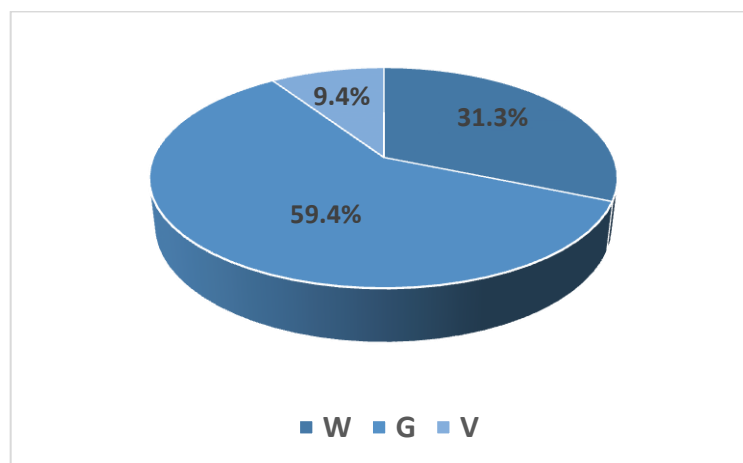


Figure 2.18: The Impact of Reading on the Learners' Writing Development

The majority of teachers state that reading is the key to the development of the learners writing and production. It enhances their vocabularies .By reading, they master the rules and the structure of the language that will strongly influence their level of fluency in writing .They confirm that learners become creative.

Some of them see that reading doesn't influence their learners writing very well because they can't write a good and coherent passage or paragraph .

Q19: Do your Learners learn new vocabularies from reading?

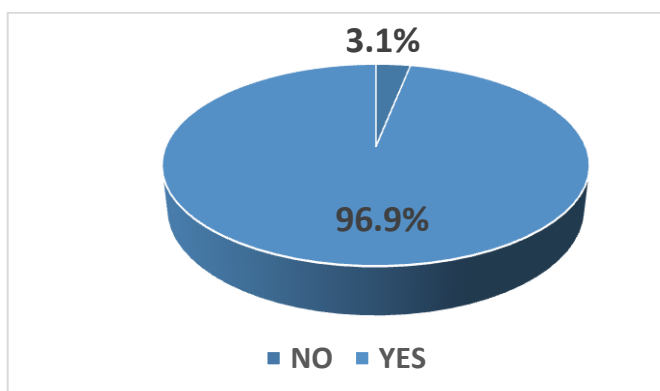


Figure 2.19: Learning New Vocabularies through Reading

All the teachers claim that learners learn and grasp vocabularies from reading different types of texts. The more texts vary, the more learners enrich their bank of vocabularies.

Q20: Do you find problems in facilitating the topic to your learners before they start reading?

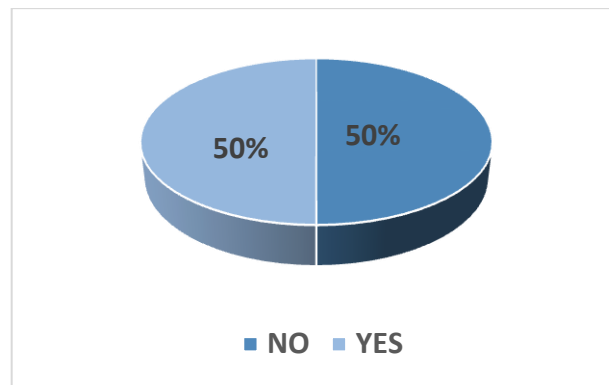


Figure 2.20: Problems Faced in Implementing the CBA

half of the teachers state that they don't find problems in facilitating the topic to the learners before they start reading. They state that use different strategies to do so like : use of set of materials to motivate learners to be ready to reveal the texts content; give hints about the topic ,flashcards illustrations;introduce key words :vocabularies that help for understanding the topic of the text .

Q21: Do you find the activities of the textbook relevant to the learners' level?

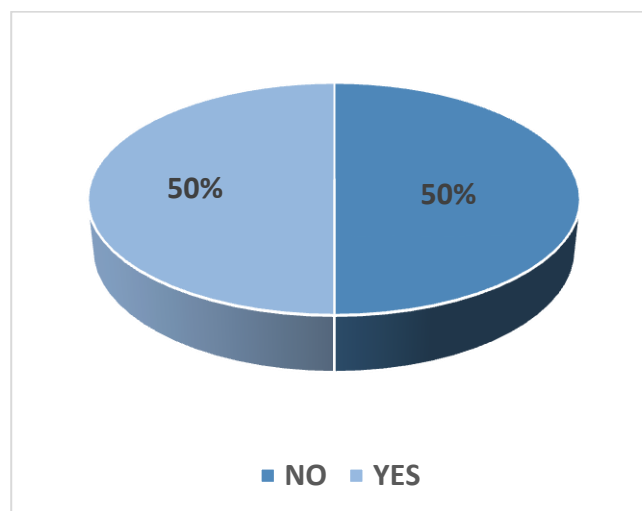


Figure 2.21: The Relevance of Textbook Activities

Some of the teachers state that textbook activities ,that are related to the reading session ,are not relevant to the learners level. At the same time , some of them see that they are relevant .They claim that these activities are often suitable for the learners; They sometimes add (suggest) extra ones to enrich the learners vocabulary (synonyms , antonyms) , enhance their comprehension (comprehension questions), and the writing skill by summarizing or concluding a text , filling in tables ,playing roles.....

Q22: How much time do you let your learners read?

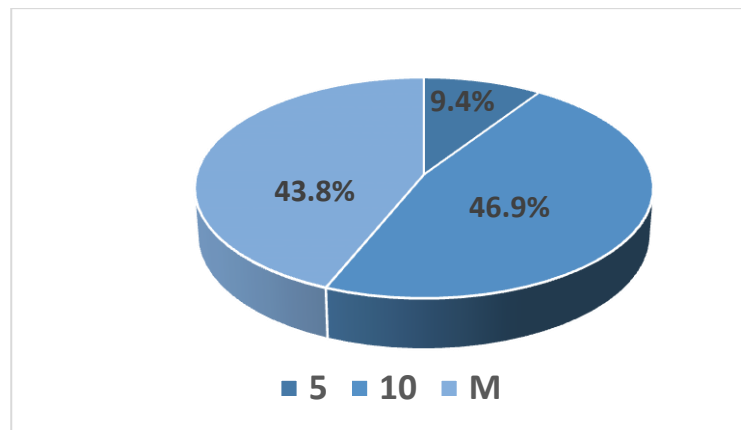


Figure 2.22: Time Devoted to Reading

This question reveals the time teachers let their LLS read. Most teachers reply that they give them more than 10 minutes to read. They justified that time devoted to reading depends on the learners level, needs, style, length and complexity of the material presented. They also need time for the skimming and scanning of the text. Some of the answers varied between 5 to 10 minutes. They argued that they have to manage the reading session time according to the time allotment.

Q23: What kind of teacher does consider yourself when teaching reading under the CBA?

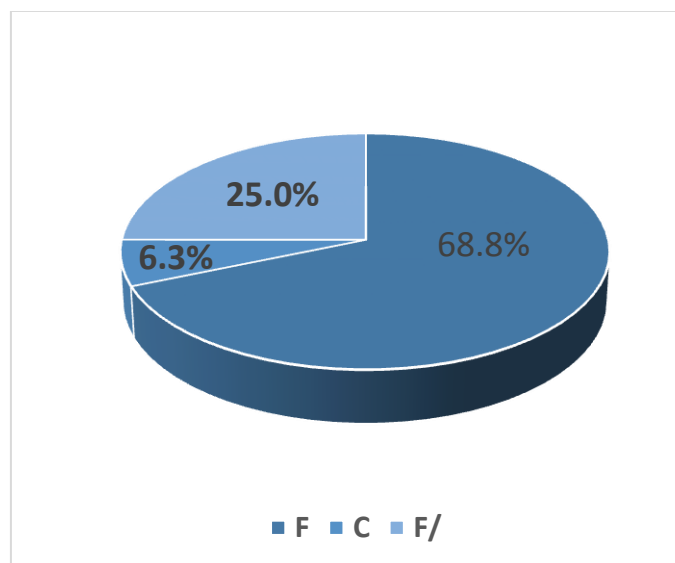


Figure 2.23: Roles of Teachers under the CBA

This question is devoted to identify the teachers roles when teaching under the CBA. Most of the teachers consider themselves “facilitators “ whose ultimate job role is to facilitate the comprehension of the text and content by illustrating, and explaining. They guide and monitor the reading process.

Some of them add that they consider themselves as conventional information provider because learners’ level in English is low, they are the source of information that the learner need to

accomplish the reading comprehension. That's why they state that they consider themselves as facilitators and information providers at the same time.

Q24: Are you facing problems in implementing the CBA in your class?

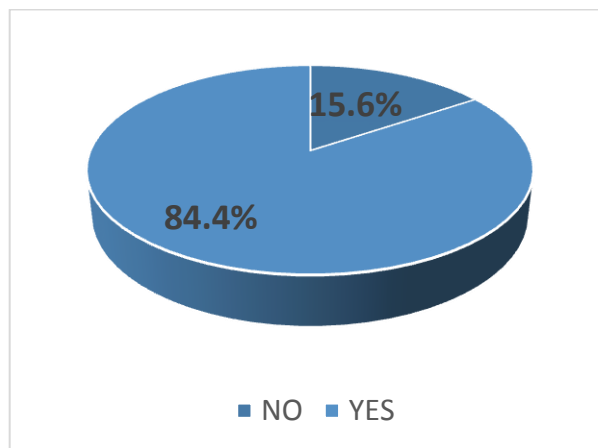


Figure 2.24: Problems Faced when Implementing the CBA

The following question investigates the problems that may teachers face while implementing the CBA in their classes.

The majority of teachers face problems in EFL classes .According to them, the common problems faced in teaching English as foreign language are: the low level of learners, time constraints, lack of authentic materials, large classes with individual differences, lack of motivation towards learning English for most learners.

Few of them, about (15.6%), say that they don't face problems in implementing this approach. This is due to some possibilities; they might not understand the question, they are not well trained in implementing this approach or their learners are of high level; they all answer the question with "No" but they didn't give any justification.

Q25: How do you assess evaluate your learners reading comprehension?

The question deals with the teachers' evaluation /assessment of reading comprehension.

The teachers state that they assess their learners 'reading comprehension through various strategies graduated from skimming to scanning. Learners are evaluated through post reading activities; summarizing, retelling,

Q26: What makes a learner a fluent reader? : What makes a learner a fluent reader?

The following question investigates factors that make a learner fluent reader .Teachers confirm that there are common factors which help their learner to be fluent. Here are some:

- They should: - habitat reading regularly.
- read aloud in front of others to be a self confident reader.
- repeat reading words, texts, or written passages.

- practice the intensive and extensive reading in and outside the class.

Two of the teachers believe in: “Practice makes perfect “

Q27: Could please suggest some solutions to improve your learners' reading skill?

Regarding to their point of views, they suggest some solutions to improve and enhance the Foreign Language Learners reading skill:

- The first step starts at school by training learners to read words, sentences, paragraphsand encourage them to practise it regularly.
- Enhance their self-confidence to read and inside and outside the class through positive reinforcement.
- Create fun during the reading session by supporting it with extra materials (videos; audio) to attract the learners’ attention in the 3 stages.
- Devote more time for reading in tutorial sessions and give learners opportunities to read aloud.
- Provide texts that are relevant to the learners’ levels and interests.
- Motivate LLs to read extensively to acquire fluency in this skill.
- Activate the cultural and content schemata.
- Raise awareness of the reading importance in the learning process among learners.

2.2. Discussion of findings and recommendations:

Depending on the questionnaire obtained findings, most teachers claimed that the main cause behind reading problems in the learners’ lack of reading habit and motivation, while others related it to the nature of the text. They shared the fact that text selection have a great impact on reading comprehension .They also stated that time devoted for reading comprehension is not enough (sufficient).

Some middle school teachers are still struggling in implementing the CBA to teach the reading skill and enhance the learners reading fluency.

So, in this chapter, we attempt to find some suitable solutions that can help middle school teachers to solve their obstacles. Therefore, we propose some practical recommendations for both teachers and learners for the sake of better reading comprehension achievements.

Suggestions for teachers:

It is necessary that every teacher to have an understanding of the complexity of the reading process and the skills to implement all the components of effective reading instructions ...

- Teachers are required to be more trained by inspectors and understand how to implement this approach to enhance their learners reading skill.
- The reading session would be better “**a learner centered**” rather than “**a teacher centered**” i.e. , teacher shouldn't provide so much help that can become a crutch that students can't improve their his reading skill without .
- Teachers should be aware of, first, of the selection of suitable text, and second of activities that gear the students attention on the text .
- Teachers should increase the reading courses density in order to allow their learners to practice reading as much as they can and to be able to help them with necessary feedback from both teacher and their peers .This will create collaborative atmosphere in enhancing the reading skill.
- They should provide their learners with different kinds of materials for reading in order to enrich their knowledge and vocabulary.

Other suggestions are proposed to develop particular reading sub skills:

- Teachers should use *clues (illustrations, titles, bold type words....)* to help learners predict the kind and the content of the text.
- Teachers should activate their learners as facilitators in order to make learners understand the relevant materials (scanning), where learners look for the details that are related to the writer's reasons for the subject of the text, and the reader's purpose of reading.
- Teachers make learners distinguish the main ideas from the supporting one. (interpreting the key strategy)
- Teacher use appropriate aids that support their learning aids (dictionaries, grammar books) to help them to be more independent. This leads them to cope with difficulties, problems when learning.
- Encourage learners to read quickly in order to get an overview of a text (understand a gist).

Suggestions for leaners

Reading is one of the most crucial language skills that the learner will require for both their future studies and career. As well, it is the only skill which can be easily stored after they have left school. Thus, reading should be regarded an important skill in any language class. In addition,

It is serving as a source of information and away to expand learners' language knowledge. It also helps them develop the reading comprehension techniques and abilities to understand

texts directly without need for translation. Learners will undoubtedly have a lot of reading to do in a short limited time when they are studying. This section presents some helpful tips that can help readers overcome some of their reading difficulties if they applied them correctly. They ought to:

- 1- Be confident and motivated in their reading
- 2- Always read with a purpose. Consider why you are reading and what you want to learn. They will reevaluate what they have learned and whether or not their goals have been met after finishing the reading.
- 3- Create a calm and pleasant physical environment to support their reading.
- 4- Read without continually pausing to search up dictionary definitions for unfamiliar or difficult words.
- 5- In addition to what happens in the classroom, learners should use outside resources to enrich their language knowledge such as: watching films in a foreign language, practicing intensive reading of books, articles, magazines and novels, consulting dictionaries when in doubt.

As they work through the previous mentioned suggestions, learners are actually practicing other skills. Put it simply, learners must do their best to become proficient in the language they are studying, over learn it, develop proper habits, and master them. More possible suggestion for improving the reading competency is retry and read multiple times. As a result, learners will assess their reading each time, reduce errors and mistakes, and thereby, widen their reading skill and self-confidence..

Conclusion

To sum up, the Competency Based Approach obliges the students to learn independently; it is a highly successful approach to teaching English in general and reading in particular. It meets the demands of the students and encourages their participation in their own education.

The CBA makes learning to read a foreign language a difficult undertaking that requires time and effort from both teachers and learners; but must understand that reading calls for a process and a result that are directly tied to meaning and can be learned through silent reading

To put it simply, the CBA is relevant to teaching the reading skill.

General conclusion

General Conclusion

The CBA was implemented to teach students how to communicate, to be integrated in a globalized world and to perform different activities related to their social and professional life. This approach has been found to be more effective than traditional instructional methods in terms of student achievement. It is becoming more popular in schools. It is to give students skills they need to succeed in college and careers. That is why; the present research offers some important points concern on the approach.

The study has been conducted with the aim of investigating the effectiveness of the CBA in enhancing the middle school learners' reading skill. The research goes through two main stages: a theoretical stage and practical one. The first part consists of a theoretical chapter that provides some important notions and concepts concerning the CBA approach and the reading skill. We tried to define both **CBA** approach and reading comprehension skill.

We demonstrated the importance and role of the new approach on reading comprehension. In addition to that, we have stressed and mentioned some of challenges that encounter the FL learners and teachers to achieve a good reading skill.

The second part consists of one practical chapter which aims at describing the methodology adopted by the researcher in addition to the analyses and discussion of the obtained results. Data were collected through the questionnaire tool to confirm our hypotheses.

We found that some of teachers are not really aware of what the Competency based approach and how do they implement it in the class while teaching reading. They do implement some of its principles unconsciously like the pre - post and during reading stages when teaching reading. The teachers' unconsciousness of the CBA in teaching reading confirms our research hypothesis.

The findings discussed in this general conclusion should be taken into careful considerations, because if implemented correctly, reading skills teaching and learning will be improved significantly.

This study has got some limitations essentially in terms of the sample population as its results cannot be generalized, unless other studies are carried with a larger sample population.

Another limitation concerns the questions of the questionnaire itself is that some of them need justifications but some of the participants did not explain and justify their point of views. This has a negative impact on the results of some questions.

Further studies could be conducted to explore the role of CBA in enhancing the reading skill of middle school learners in regards to the topic under investigation.

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Appendix

Questionnaire

Dear teacher,

You are kindly requested to complete the following questionnaire which is designed for a research work for our MA dissertation. Therefore, your contribution and honest answers are very important for the success of this study.

Thank you immensely for your collaboration .

Please tick the appropriate answer:

1- Specify your gender.

Male

Female

2- How long have you been teaching?

.....

3- What is the number of pupils in each class?

.....

4- How many sessions are devoted to the English session in middle school?

.....

5- Are you satisfied with the teaching profession?

.....

6- Which teaching methods are you implementing in your classes?

Grammar Translation method

Direct method

Communicative approach

Competency based approach

Other

.....

.....

.....

7- Are you implementing the CBA in teaching reading?

Yes

No

If yes, could you explain how?

.....

.....

.....

8- Do you think that the English sessions are enough to complete the ministry syllabus?

Yes

No

Explain:

.....
.....
.....

9- Are the devoted sessions in the 4 middle school levels sufficient to improve the learners' reading skill?

Yes

No

.....
.....
.....

10- Does the textbook help you develop the reading skill?

Yes

No

If, yes, how?.....

.....
.....

If, No, why?.....

.....
.....

11- Do you use extra materials to support and motivate your students in the reading session?

Yes

No

If, yes? What are they?.....

.....
.....
.....

12- Do you find them really effective?

.....
.....
.....

13- Your students' level in reading is?

Low

average

good

very good

14- Do you plan and set an objective for the reading lesson?

Yes

No

If yes, how do you do it?.....
.....
.....

15- Your focus during the reading session is on:

The content

The reader

Both of them

Explain :
.....
.....

16- Which stage in the reading session is more motivating for learners?

Pre reading

during reading

post reading

Why?.....
.....
.....

17- Which type of reading do you implement in the reading session ?

Silent

aloud

both

Why?.....
.....
.....

18- The impact of reading on the learners' writing development is:

Weak

good

very good

Explain:
.....
.....

19- Do your learners learn new vocabularies from reading?

Yes

No

If, yes, How?.....
.....
.....

20- Do you find problems in facilitating the topic to your students before they start reading?

Yes

No

Explain, why

1- ...Do you find the activities of the textbook relevant to the learners' level?

Yes

No

If, yes, what kind of activities are they?.....

.....
.....

If, No, do you usually suggest others?

.....
.....

22- How much time do you let your learners read?

05 minutes

10 minutes

more

Explain your choice?.....

.....
.....

23- What kind of teacher do you consider yourself when you teach reading under the CBA?

-Facilitator

- Conventional information provider

Other?.....

.....

Explain your choice.....

.....
.....

24- Are you facing problems in implementing the CBA in your class?

Yes

No

If yes, list some problems :

.....
.....

25- How do assess /evaluate your learners reading comprehension?

.....
.....
.....
.....

26- What makes a learner a fluent reader?

.....
.....
.....

27- Please, suggest some solutions to improve your

.....
.....
.....
.....
.....

تهدف الدراسة الحالية إلى دراسة أثر المنهج المبني على الكفاءة على تحسين مهارة القراءة لدى المتعلمين، بمعنى آخر دور ما يسمى "المنهج المبني على الكفاءة" في تعزيز مهارة القراءة لدى تلاميذ الطور المتوسط ومدى امكانية انجاز ذلك في الفصول الدراسية الجزائرية لمتعلمي اللغة الإنجليزية كلغة أجنبية. ولتحقيق هذه الغاية، تم اختيار استبيان كأداة لجمع البيانات وتم إجراؤه في متوسطات بلدية متليلي بالاعتماد على أساتذة تعليم اللغة الانجليزية بهذه المتوسطات . وتم تفسير البيانات التي تم جمعها من هذا البحث نوعيا وكميا. وقد تم تحليل النتائج باستخدام برنامج SPSS وكشفت الدراسة أن بعض الأساتذة لا يلتزمون بشكل صارم بمبادئ CBA. و معظمهم يعتمد على تدريس المحتوى فقط دون الاعتماد على تدريس الكفاءات. وتتمحور العملية التعليمية داخل القسم على الأستاذ ، كما أن تعليم القراءة في سياق اللغة الأجنبية لا يتم تطبيقه بشكل صحيح من قبل بعض الأساتذة. و بعد تحليل النتائج المدروسة حول مدى تطبيق CBA في القراءة تبين فشلاً بعض الأساتذة بسبب مجموعة من الأسباب ، مثل نقص التدريب (الندوات والمؤتمرات من قبل المفتش) على النهج الجديد، والأقسام المكتظة ، وفقدان القيم الأخلاقية ، والوقت المخصص ، ونقص المعدات التكنولوجية ، وافتقار المتعلمين إلى الحافز نحو تعلم اللغات الأجنبية.

الكلمات المفتاحية: المنهج المبني على الكفاءة – التعزيز – اللغة الانجليزية كلغة أجنبية
الفعالية – الطور المتوسط – الحافز