A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in Language Sciences and Teaching English as a Foreign Language

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DEDICATION

In the name of ALLAH, most merciful and most compassionate I dedicate this modest work to my family. Without their prayers, love, support and patience, this work would have been much difficult to finish.

To the light of my life, my parents, the dearest persons in my life my mother Malika and my father Gazzel. I pray to Allah to make your love and light last forever and give me the strength to make you always happy and proud of me.

My sweetheart husband YOUCEF who has encouraged me to follow my studies, I am forever grateful and the sight of my life, my precious prince Mouataz.

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My grandmothers Fatma (GOD bless her soul) and Batta.

To the candles and joy of my family dearest nephews and niece: Djaber, Djihan and Amir

My old and new friends, those whom I bear much love and respect.
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Abstract

The present study aims at examining the effect of reading comprehension activities of the textbook on the pupils’ writing in the fourth class in Kaser Sbahi middle school, to see if the EFL learners might improve their writing production within the context of the CBA through the use of the reading comprehension activities designed in their textbook. To achieve such an objective and to validate the hypothesis, both of an observation sheet and a questionnaire have been designed as research tools. The observation sheet has been designed during attending a number of sessions of a whole didactic unit which is made up of the four skills with junior pupils (Fourth year pupils) of Merzkan Mohamed Middle school in Ksar Sbihi. The questionnaire has been administered for thirty (30) middle school EFL teachers in Oum El Bouaghi. The findings obtained from the observation sheet and the teachers’ questionnaire demonstrate the fact that the reading comprehension activities have, to a large extent, proved to be effective in enhancing students’ writing. Hence, the study’s hypothesis is confirmed.
List of abbreviation

**Act:** Activity

**CBA:** Competency Based Approach

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**ESL:** English Second Language

**FL:** Foreign Language

**RC:** Reading comprehension

**SL:** Second Language

**T:** Task

**TL:** Target Language

**Q:** Question

**%:** Parentage
List of Tables

Table 1: Teachers’ Degree .................................................................62

Table 2: Years of Teaching English experience ................................63

Table 3: Experience of teaching the fourth-year Middle School .............64

Table 4: Pupils’ English proficiency level of reading .............................65

Table 5: Difficulties faced students during reading process ....................66

Table 6: Level of difficulties ..................................................................67

Table 7: The way teachers used to teach reading to the 4th year pupils ........69

Table 8: The ways student’s organization during the reading activities .........71

Table 9: Type of activities adopted when dealing with reading comprehension ........72

Table 10: Type of activities students performs better ...............................73

Table 11: Pupils’ motivation .................................................................74

Table 12: RC activities contribution to the pupils’ writing achievement ..........74

Table 13: The RC activities benefit for pupils’ writing when understanding the reading passage .................................................................75

Table 14: RC strategies efficiency in developing students’ writing ..........76

Table 15: Pupils’ level in writing ..........................................................77

Table 16: Students’ difficulties when engaging in writing .........................78

Table 17: Problems faced students when engaging in writing ..................79

Table 18: Pupils’ settings during the writing sessions .............................81

Table 19: Pupils’ writing production is fostered by the pair work .................82

Table 20: The textbook’s activities enhance pupils’ writing ......................83

Table 21: The reasons behind the observed weaknesses in pupils’ writing ........85
Table 22: The approach adopted for teaching English as a foreign language in Algerian middle schools .................................................................86
Table 23: The CBA description .................................................................................................................87
Table 24: Teacher’ Degree of Agreement concerning the main aim of the CBA.........89
Table 25: Teachers’ degree of agreement with the main advantage of the CBA ..........90
Table 26: The teachers’ role in the CBA ..............................................................................................91
Table 27: Teachers’ awareness of the learning theories of the CBA .........................92
Table 28: Teachers’ opinions about teaching English within the CBA ......................93
Table 29: Teachers’ views of the CBA’s Skills .................................................................94
Table 30: Pupils’ English proficiency level within the CBA ........................................95
Table 31: Activities used in English classroom within the context of CBA...............96
Table 32: Students’ motivation ..............................................................................................................98
Table 33: Teachers opinion about the effectiveness of RC activities on RC activities.....99
List of Figures

Figure 1. Teachers’ Degree .................................................................63

Figure 2. Years of Teaching English experience ..................................64

Figure 3. Experience of teaching the fourth-year Middle School ............65

Figure 4. Pupils’ English proficiency level of reading ..............................66

Figure 5. Difficulties faced students during reading process .......................67

Figure 6. Level of difficulties ...............................................................68

Figure 7. The way teachers used to teach reading to the fourth-class middle school students .................................................................70

Figure 8. The ways student’s organization during the reading activities ........71

Figure 9. Type of activities adopted when dealing with reading comprehension ............72

Figure 10. Type of activities students performs better ................................73

Figure 11. Pupils’ motivation ...............................................................74

Figure 12. RC activities contribution to the pupils’ writing achievement ..........75

Figure 13. The RC activities great help the pupils when they write if they reach total comprehension of the reading passage ........................................76

Figure 14. RC strategies efficiency in developing students’ writing ................77

Figure 15. Pupils’ level in writing ..........................................................78

Figure 16. Students’ difficulties when engaging in writing .........................79

Figure 17. Problems faced students when engaging in writing ....................80

Figure 18. Pupils’ settings during the writing sessions ..............................81

Figure 19. Pupils’ writing production is fostered by the pair work..................82

Figure 20. The textbook’s activities enhance pupils’ writing .......................84
Figure 21. The reasons behind the observed weaknesses in pupils’ writing ...............85
Figure 22. The approach adopted for teaching English as a foreign language in Algerian middle schools .................................................................86
Figure 23. The CBA description .....................................................................88
Figure 24. Teacher’s Degree of Agreement concerning the main aim of the CBA .........89
Figure 25. Teachers’ degree of agreement with the main advantage of the CBA ..........90
Figure 26. The teachers’ role in the CBA ..........................................................91
Figure 27. Teachers’ awareness of the learning theories of the CBA .......................92
Figure 28. Teachers’ opinions about teaching English within the CBA ....................93
Figure 29. Teachers’ views of the CBA’s Skills ...............................................95
Figure 30. Pupils’ English proficiency level within the CBA ................................96
Figure 31. Activities used in English classroom within the context of CBA .............97
Figure 32. Students’ motivation .................................................................98
Figure 33. Teachers opinion about the effectiveness of RC activities on RC activities ....99
# Table of Contents

Dedication.................................................................................................................. I

Acknowledgement...................................................................................................... II

Abstract..................................................................................................................... III

List of Abbreviations.................................................................................................. IV

List of Tables............................................................................................................... V

List of Figures............................................................................................................. VII

Table of Contents...................................................................................................... IX

Introduction ............................................................................................................... 1

1. Statement of the Problem....................................................................................... 2

2. Aim of the Study .................................................................................................. 2

3. Research Question ............................................................................................... 2

4. Research Hypothesis............................................................................................ 3

5. Research Methodology......................................................................................... 4

6. Structure of the Study ......................................................................................... 4

**Chapter One: An Overview of the impact of the reading comprehension activities on the writing production within the context of the Competency-based Approach**

Introduction ............................................................................................................... 11

1.1 Reading ............................................................................................................. 12

1.1.1 Reading ....................................................................................................... 12

1.1.2 Components of Reading ........................................................................... 12

1.1.3 The Importance of Reading ....................................................................... 13

1.1.4 Reading Theories ....................................................................................... 13
Chapter Two: Field of Investigation

Introduction ..................................................................................................................57

The Questionnaire .....................................................................................................58

2.1 Aim of the Questionnaire .....................................................................................58

2.2 Choice of the Method ............................................................................................58

2.3 The Sample .............................................................................................................58

2.3.1 Description of Teachers’ Questionnaire ............................................................59

2.3.2 Administration of the Questionnaire .................................................................61

2.4 Analysis of the Questionnaire .............................................................................63

2.5 Discussion of the Results .....................................................................................100

Conclusion ..................................................................................................................104

Pedagogical Implications and Recommendations .....................................................104

Limitation of the Study ...............................................................................................105
General Introduction

There is a change in most of the educational systems in the world in terms of the execution of new curricula and a new approach. This is the case of Algeria where the competency-based approach has been introduced in the primary, middle and secondary schools in 2003.

The competency-based approach has been adopted in teaching English as a foreign language in order to get the learners ready to be competent in their real-life tasks through the integration of the four skills; speaking, listening, reading and writing. The latter is regarded as a highly difficult skill to master, it not only calls at student`s effort, but also requires the integration of the other remaining skills. According to Hyland (2003, p. 69), ``writing is one of the main ways that creates a coherent social reality through engaging with others’’ this makes it a very important skill in teaching foreign languages including English. However, through my experience in teaching, it is noticed that EFL students in different academic settings in Algerian middle schools, particularly the fourth-year middle school, students find it difficult to produce a coherent piece of writing without referring to the previous linguistic points mainly those designed in reading comprehension activities. The latter, play a significant role in enhancing the production of students writing.

For the fourth year students of middle schools, who are currently practicing and using those various activities designed in their text book, they are still confronting a serious problem when attempting to produce a piece of writing. This recurrent problem in writing is probably due to several factors such as the lack of reading, the non-mastery of the basics of writing, and the non-use of the other skills (listening, speaking, and reading), and of course their ignorance of the competency based approach.
1. Statement of The Problem

After having applied a number of approaches and methods such as the audio-lingual, the silent way, the grammar translation method, the communicative language teaching, the Algerian educational authorities have now come to adopt the competency based approach as an ultimate attempt to promote the teaching of the various linguistic skills as well as a number of strategies through which pupils may engage in communication and interaction.

Globally, the application of the Competency-Based Approach (CBA) enables EFL learners to not only acquire the four skills: listening, speaking, reading, and writing through their practice, but also to promote the same skills through a variety of activities either suggested by their instructors or those available in their textbook.

However, students would find the task of learning a foreign language difficult when those skills are taken separately. In fact, while reading, listening, and speaking seem within the students’ reach, writing or what is commonly called in the students’ textbook ‘the situation of integration’, remains an almost inaccessible skill for the majority of learners. Although these EFL learners are taught a variety of linguistic points through a number of activities and skills, their writing performances or productions include a large number of diverse errors and mistakes. The learners’ ability to use correctly the grammatical structures in the appropriate lexis already taught, and other linguistic items practiced throughout different phases of the unit makes it worse when it comes to produce a piece of writing within the context of the competency-based approach (CBA). On the whole, it has been noticed that EFL students at the level of middle school in Algeria exhibit some difficulties when producing a piece of writing.
The interest of investigating the effectiveness of reading comprehension on the EFL students writing production at the level of middle school relying on the textbook in the light of the competency based approach constitutes the major issue of the present study.

2. Aim of The Study

The research aims at investigating the validity of reading comprehension activities provided in the textbook, which are partially meant to enhance, among others, the writing production of EFL students. More precisely, this work attempts to determine the impact of reading comprehension activities on students’ writing production.

3. Research Questions and Hypothesis

3.1 Research Questions

To reach the aim stated before, the following question is raised:

1-May the reading comprehension activities lead EFL fourth-class middle school pupils to promote their writing skill?

3.2 Hypothesis

On the basis of these questions, it is hypothesized that:

- EFL learners might improve their writing production within the context of the competency based approach through using the reading comprehension activities designed in their textbook.
4. Methodology

In order to achieve the aim of the study, and to confirm or reject the hypothesis a questionnaire for the teachers of middle school, would be elaborated and would constitute the basic sources of our data. The analysis of the questionnaire would constitute the essential of the field work.

The questionnaire provides a bank of questions, concerning middle school teachers’ view about reading comprehension activities, teachers’ viewpoints about the writing production, middle school teachers’ view of the CBA, teachers’ viewpoint about the effectiveness of the RC activities on the situation of integration within the context of CBA in the Algerian middle school it should be analyzed on the basis of the student’s writing production from which some pedagogical implications would be drawn.

5. Structure of the Study

The dissertation is basically divided into two main chapters: chapter one is devoted to the theoretical part (the review of literature) while chapter two is about the field of investigation.

The first chapter is divided into three sections. The first section is devoted to the reading comprehension; the concept of comprehension. The section also includes the types of reading. The second section focuses on the writing skill, its nature, its importance and its different stages in accordance with the competency based approach, the section deals with the relationship between the writing and reading skill. In the third section, we shed light on the CBA where a definition of CBA is given with a historical account of this approach, also, the principles, objectives, as well as, the integration of skills within the CBA will constitute this section.
The second chapter (the field work) deals with the basic source of data that is the questionnaire. This constitutes the major components of the second chapter. A thorough description and analysis of the three elements (reading, writing and the competency based approach), where the questionnaire would constitute the primary source of our study.

The questionnaire designed for the teachers would cover all types of reading comprehension activities and the pupils writing as well as the use of the competency based approach in teaching English in the fourth-class in middle school. This part aims at providing more precise data on the RC activities and their exploitation by the learners during the writing phase.
Chapter One: An Overview of the impact of the reading comprehension activities on the writing production within the context of the Competency-based Approach
Introduction

1.1 Reading

1.1.1 Reading

1.1.2 Components of Reading

1.1.3 The Importance of Reading

1.1.4 Reading Theories

  1.1.4.1 The Traditional View

  1.1.4.2 The Cognitive View

  1.1.4.3 The Meta-Cognitive View

1.1.5 Reading Strategies

  1.1.5.1 Before Reading

  1.1.5.2 While Reading

  1.1.5.3 After Reading

1.1.6 Reading Models

  1.1.6.1 The Bottom-up Approach

  1.1.6.2 The Top-down Approach

  1.1.6.3 Interactive Approach

1.1.7 Reading Types

  1.1.7.1 Intensive Reading

  1.1.7.2 Extensive Reading

  1.1.7.3 Skimming and Scanning

1.1.8 Reading Comprehension
1.1.8.1 The Importance of Reading Comprehension

1.1.8.2 The Reading Comprehension Strategies
   1.1.8.2.1 Determine Importance
   1.1.8.2.2 Ask Questions
   1.1.8.2.3 Making Inferences
   1.1.8.2.4 Making Connections
   1.1.8.2.5 Synthesize
   1.1.8.2.6 Visualize

1.1.8.3 Reading Comprehension Activities
   1.1.8.3.1 Questions Based on The Entire of The Passage
   1.1.8.3.2 Questions Based on Sections of The Passage
   1.1.8.3.3 Questions Based on Words, Phrases or Sentences

1.1.8.4 Reading Comprehension Activities in as Taught in The 4th Year Classroom
   1.1.8.4.1 Skimming Task
   1.1.8.4.2 Multiple-Choices Select One Answer Choice
   1.1.8.4.3 Scanning Task
   1.1.8.4.4 Wh-Question
   1.1.8.4.5 Yes/no questions
   1.1.8.4.6 Lexis

1.2 Writing

1.2.1 The Nature of Writing

1.2.2 Definition of Writing

1.2.3 The Importance of Writing in EFL/ESL Settings

1.2.4 Types of Writing
   1.2.4.1 Academic Writing
1.2.4.2 Creative Writing

1.2.5 Features of Effective Writing
   1.2.5.1 Organization
   1.2.5.2 Clarity
   1.2.5.3 Conciseness
   1.2.5.4 Word choice
   1.2.5.5 Coherence
   1.2.5.6 Mechanics

1.2.6 Writing Stages
   1.2.6.1 Prewriting Stage
   1.2.6.2 Writing Stage
   1.2.6.3 Post Writing Stage

1.2.7 Problems of Writing

1.2.8 Writing and Other Language Skills

1.2.9 The Relationship Between Writing and Reading

1.2.10 The Situation of Integration

1.2.11 How to Write a Situation of Integration

**1.3 The competency based approach**

1.3.1 A Brief Background History of the CBA

1.3.2 Definition of the CBA

1.3.3 The CBA Characteristics

1.3.4 Principles of the CBA

1.3.5 Components of the CBA

1.3.6 Advantages of the CBA

1.3.7 Learning Theories Related to the CBA
1.3.7.1 Cognitivism

1.3.7.2 Constructivism

1.3.7.3 Social Constructivism

1.3.8 The Learner’s Role in the CBA

1.3.9 The Teacher’s Role in the CBA

1.3.10 The CBA in the Algerian Middle School

1.3.11 Reasons for Implementing the CBA in the Algerian Middle School

1.3.12 Types of Learning and Teaching Activities in the CBA

1.3.13 The Reading and Writing Competencies in the CBA Context

   1.3.13.1 The Reading Competency

   1.3.13.2 The Writing Competency

Conclusion
Introduction

The competency based approach enables EFL students to reach an acceptable level through the integration of skills. It gives the opportunity to the learners to adapt and adopt the appropriate way or method to produce an acceptable discourse either oral or written. As an illustration, the reading comprehension activities usually assess not only the comprehension of the reading passage, but also enable the learners to produce a piece of writing.

The present chapter tackles the integration of the skills in general, and the two skills, i.e. reading and writing in particular. On the other hand, these two skills are approached within the context of the CBA. Thus, the chapter includes three sections. The first section deals with the nature of reading, its importance for foreign language learners, reading comprehension and the different types of RC activities. The second section focuses on the nature of writing, the approaches of teaching writing, its importance for EFL learners, its components, the stages of development in writing and the situation of integration. The last section includes a historical account of the CBA, its various definitions, its principles and objectives. The section includes also the relationship between the reading and writing within the CBA.
1.1 Reading

1.1.1 Reading

For EFL learners, reading is a complex cognitive process of decoding symbols to obtain meaning from a piece of writing. Grabe and Stoller (2002) define reading as ‘‘the ability to draw meaning from the printed page and interpret this information appropriately’’ (p. 13). In other words, it is the ability of interacting with the piece of writing to obtain a complete meaningful discourse.

Reading involves very composite processes and various purposes which make it relatively not very easy to define. According to Urquhart and Weir (1988), ‘‘reading is the process of receiving and interpreting information encoded in language form via the medium of print’’ (p. 22). They believe that in order to decode the information conveyed in the piece of writing, a series of actions on the part of reader must receive and interpret the information which are the important aspect in the reading process.

Silberstein (1993, p. 12) states that ‘‘reading is a complex information processing skill in which the reader interacts with text in order to create meaningful discourse’’. For Williams (1984, p. 02) reading is ‘‘a process whereby one looks at and understands what has been written’’.

1.1.2 Components of Reading

As the other skills, reading has its components, which organize the reading process to help the reader to gain good result. There are three components of reading; decoding, comprehension and retention. The first one refers to the task of translating the printed word in the piece of writing into a sound, using two main skills identification skill and word attack skill. The second one deals with the level of understanding the piece of writing, through the interaction between the written words and the obtained knowledge from the piece of writing.
The third one works with keeping something, in the short-term memory or long-term memory, this ability of retaining, depends to a great extent on the first two components of learner’s decoding proficiency and the ability to comprehend the piece of writing.

1.1.3 The Importance of Reading

Reading is very important in the process of learning foreign languages, it is fundamental to function in today's society, through developing the learner's mind, and giving him the opportunity to discover new things, and developing imagination and the creativity inside him. William (1984) illustrated the importance of reading through answering the question, "why should teachers want learners to read in foreign languages" (p. 13), learners should read to have an extra practice on the language that they already met through listening and speaking, in order to re-use it in writing.

Reading plays an important role during the process of learning a second/foreign language, that is why EFL learners must master this skill. First, it is not difficult to perform at higher level in reading rather than the other skills; students can accurately understand the written text without discussing it orally or in written form, this may undoubtedly enhance their motivation to learn. Second, unlike speaking and writing that need a lot of practice and spending time to be good speaker or writer, reading necessitates fewer requirements, only text and motivation.

Finally, considering reading as a service skill, it serves the reader to learn effectively EFL learners use reading to be able to learn effectively because they lack knowledge of the language, after learning how to read effectively, students will be able to learn effectively by reading.

1.1.4 Reading Theories

To explain the nature of reading, scholars set three main theories that help teachers to explore their instructional choices in order to develop successful reading strategies the EFL
learners. To begin with the traditional view that focuses on the published form of a piece of writing. Going to the cognitive view that enhanced the role of background knowledge in addition to what appeared on the printed page. Ultimately the meta-cognitive view emerged, which is based on controlling and manipulating the act of comprehending a text by the reader.

1.1.4.1 The Traditional View

Traditionally, according to Dole et al. (1991) the beginner readers in the traditional view of reading, acquire a set of ordered sub-skills that are sequentially built toward comprehension ability, getting in hang of the reading skills, readers are viewed as masters who comprehend what they read. In the traditional view the reader is considered as a passive recipient of information. For Nunan (1991), reading in this view is basically a matter of decoding a number of written symbols into their aural equivalents in order to make sense of the text. He referred to this process as the 'bottom-up' view of reading.

This view was called the ‘outside-in’ processing by McCarthy (1999), bearing on the idea that meaning exists in the printed page and is interpreted by the reader. This model of reading has been under attack because it is insufficient and defective for words and structures, which are the main reason that relies on the formal features of the language.

1.1.4.2 The Cognitive View

The theoretical plan of reading process fits also within the cognitive view of reading or the top-down processing. This view reassesses the way the learners learn to read (Smith 1994). Reading in this view is a process of connecting information given in the text with the cognition the reader brings to the act of reading and not just selecting meaning from the text. This focus on the meaning finally informs the top-down approach to SL/FL learning.
According to the cognitive view, reading is not a passive activity, it is purposeful and rational, depending on the readers’ prior knowledge and expectations. Rumelhart (1977) describes schemata as "building blocks of cognition" which are used in the process of interpreting sensory data in obtaining information from memory, in organizing goals and sub goals, in allocating recourses, and in guiding the flow of the text; they may find it as a processing system.

1.1.4.3 The Meta-Cognitive View

According to Block (1992, p. 02), there is now no more debate on "whether reading is a bottom-up, language-based process or a top-down, knowledge-based process." It is not a problem to accept the influence of background knowledge on both L1 and L2 readers. Research has gone even further to define the control readers execute on their ability to understand a piece of writing. Block (1992) has referred to this control as meta-cognition; it involves thinking about what the reader is doing while reading.

1.1.5 Reading Strategies

In the reading process, the learners have to follow several strategies to read effectively. Klein et al. (1991) stated three stages along the reading process:

1.1.5.1 Before Reading

It is the earlier stage in the process of reading, in which the reader is going to; first, identify the purpose of the reading process, and the form or type of the text, the reader try to make plan for the reading task. Second, determine if there is more linguistic knowledge or background necessary in the reading process.

1.1.5.2 While Reading
The reader in this stage thinks about the general character and features of the form or type of the text, projects the author's purpose for writing the text, chooses, scans, or reads in detail, and predicts continuously what will occur next. On the basis of the information obtained earlier, prior knowledge, and conclusions are obtained within the previous stages.

### 1.1.5.3 After Reading

The final stage evaluates the understanding of the content and the strategy used, forming summary, conclusion, or making inference to what they read.

Klein et al. suggest these three stages of reading to help readers while the reading process. The reader can modify the strategies if it is necessary, corresponding the process needs.

### 1.1.6 Reading Models

Over time researchers have been studying the relationship between what happens in the brain (i.e. the reading process) and the way of teaching reading.

On the basis of their interpretation of the reading process, they have developed the reading models.

#### 1.1.6.2 The Bottom-up Approach

The example of Gough is the most frequent one. According to Gough’s model (1972), the bottom-up approach is devoted into two parts. In the first part, the reader considered as scanner, starting by recognizing letters, letters are decoded into phonemes by a decoder, passing those phonemes to a librarian with the lexicon’s help. The same for next word until processing all the words in the sentence, in order to provide meaning to the sentence, syntactic and semantic rules operate in term called merlin. In the second part of the model, the vocalization takes place, where the reader utters orally what is in the written text.

#### 1.1.6.3 The Top-down Approach
Apparently, this approach is the opposite of the first one. According to Urquhart et al (1998, p. 43) the contrast is that, firstly, the reader processes the piece of writing word by word and accepting the author as the authority. Coming to the text with the previous designed plan, and may drop chunks of the text that is irrelevant to the purpose of the reader.

This approach is connected with Goodman reaction (1968), which was not against the Gough’s theory, but against the traditional pedagogic which stressed the bottom-up approach for teach reading to young native speaker. In his model, the reader scan and fix a line in a text; picking up graphic directed by constraints set up through prior choices, language knowledge, cognitive style, strategies …

From this model, Goodman’s model is top-down. Urquhart and Weir (1998, p. 48) believe that ‘‘… reader’s expectations are seen as being brought to the text …, the reader moving from hypothesis to text to hypothesis and so on.’’

1.1.6.4 The Interactive Reading Model

It is a combination between the two first models (i.e., bottom-up and top-down processes) through recognizing the interaction between them simultaneously throughout the reading process. The interactive approach has been cited by Rumelhart (1977), where the pattern is synthesized on the bases of the information simultaneously from several sources. It was stated that reading bridges and blurs the two traditional distinctions; the perceptual and a cognitive process. Moreover, in order to accomplish the task a reader must have the ability to use of all sources of information such as the sensory, syntactic, semantic, and pragmatic information, which are interacting in many complex ways during the reading process Rumelhart (1977, p. 573) thinks that ‘‘the good reader in this model, is the one who both better decoding and interpreting the text. ‘’

1.1.7 Reading Types
Many types of reading may occur in second/second language classroom, there are two reading categories silent and oral. The main important types are those in the silent category; which contain four types of reading:

1.1.7.1 Intensive Reading

It is called also word for word type of reading. Read the shorter texts for detailed information emphasizing understanding. Brown (1989 cited in Harmer 2002, p. 46) explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.". The object of intensive reading demands a great deal of content-area reading, which is to achieve a full understanding of logical agreement, the rhetorical arrangement or pattern of the text, the authors’ symbolic, emotional, social attitudes and purposes, and the linguistic mean to an end.

1.1.7.2 Extensive Reading

This type of reading is also used outside the classroom in order to obtain a general understanding of a piece of writing. It occurs when the learner reads large amounts of high interest material focusing on the meaning and less interesting with the unknown words.

Brown (1989) illustrates that extensive reading is carried out to achieve general understanding of a text, concentrating on the meaning and it is done only for the comprehension of the main ideas, not for specific details, in other word, getting a general picture of the subject of the text is the main readers’ interest, or simply extract those details which he requires. Reading in this type is for leisure through loving what has been read, its main aim is to build readers’ confidence and enjoyment.

1.1.7.3 Skimming and Scanning

In addition to the first two types of reading there are also skimming and scanning. The former is a general understanding of the whole text, also called rapid-survey reading. It is
the fastest type of reading based on purpose, and it is used to accelerate the operation of collecting the most important information. Scanning or search reading used to find the specific information in the given piece of writing; it makes the reader skipping more than reading.

The act of reading consists of three elements through which the reader engages in a complex range of cognitive processes; at the same time the reader uses his awareness and understands the phonemes (i). Phonics; which means the relation between words and sounds, sounds and letters, and letters with words (ii). The last element and the most important one, which we are interested in is the reading comprehension which is the ability to comprehend or construct meaning from the written text (iii).

1.1.8 Reading Comprehension

Usually the reading is so related to the term comprehension. Thus, it is considered as a must to deal with the definition of the term comprehension.

Comprehension was defined as getting the meaning with the intellect. Comprehension is the complex cognitive process involving the intentional interaction between the reader and the meaning of the text. Moreover, it is believed that comprehension is the heart of reading and the active process of constructing meaning from the written form. In addition to the fact that it depends on the readers` characteristics, the prior knowledge and working memory, it also depends on the language processes as the basic reading skills, decoding, and motivation.

To help students develop their comprehension, teachers play an essential role, giving them the chance to practice with the constant guidance, using many texts, until they reach an acceptable level of understanding.
In order to increase the learners’ comprehension they must find the main ideas and supporting details, making inferences and drawing conclusions. They should also recognize the text's patterns of organization and try to summarize or paraphrase from time to time.

The main important aspect in comprehension is `meaning`. If readers can read words without understanding what they are reading, it might therefore be said they either read not understand.

Relying on both definitions of the two terms, reading comprehension is defined as the complex interaction of cognitive processes that allow readers to create a mental representation of the text. Reading comprehension is the process of making meaning from the piece of writing to gain a complete understanding of what is described in the writing form, (i.e., understanding what is read.). It refers to the ability to understand information presented in a given piece of writing. While this process usually entails understanding textbook assignments, reading comprehension skills also may affect one's interpretation of directions on exams, labs, and homework assignments. Besides, RC refers to the process that requires how to decode meaning through the development of words sight, learning the meanings of words found in the text, and learning how to obtain meaning from the text. For Durkin (1993) reading comprehension is ``the intentional thinking during which meaning is constructed through interactions between text and reader.`` (p 207). Constructing meaning from a written text through mutual reciprocal ideas between the reader and the message in a particular text i.e., the meaning of the text. So, RC is simply the act of understanding what you are reading; it occurs during, after and before the reading process. The main goal of RC is to gain an overall understanding of what is described in the text rather than holding the meaning of isolated words or sentences.
The two elements make up the RC process are the vocabulary knowledge and text comprehension. Firstly, the ability of comprehending the vocabulary used in a piece of writing is very important to understand the text; in case that each word doesn't make sense all the text also will not. In addition to the readers` prior knowledge of vocabulary new words must be added. As a result, putting those words together to develop an overall conception of the message the text tries to send, through using different strategies of comprehending a text to develop the RC, such as, answering and generating questions.

1.1.8.1 The Importance of RC in EFL Settings

According to Duke et al. (2011), RC is of vital importance because it helps EFL readers to

1. Build vocabulary and language knowledge.
2. Provide an exposure to acceptable number of texts with so different topics using motivated contexts.
3. Teach strategies for comprehending and text structures.
4. Engage students in discussion.
5. Integrate reading and writing.

1.1.8.2 The Reading Comprehension Strategies

The effective reader is the one who knows the appropriate strategy to use with the appropriate task to do. For Harvey and Goudvis (2000) there are six main types of comprehension strategies. These strategies are one’s proficient readers use regularly and across a variety of texts depending on textbook or provided by teachers:

1.1.8.2.1 Determine Importance
Readers must identify the absolute necessary ideas and information. Pupils are taught how to identify stated and implied main ideas, how to summarize texts, and how to note the personal relevance of ideas and information.

1.1.8.2.2 Ask Questions

Questions can be considered more powerful than answers while the process of reading is taking place. Good readers ask questions before, during, and after the reading process. The one asks questions while reading assumes responsibility for his learning and improves his comprehension; asking questions about the text for checking one’s understanding, querying the author about his / her writing, and discerning relationships among ideas and information within a text.

1.1.8.2.3 Making Inferences

This strategy is known as ‘reading between the lines’; readers use existing knowledge to make sense of new information by linking the text’s parts that the author did not express explicitly. Using what they already know to link sentences and paragraphs i.e. parts of text.

1.1.8.2.4 Making Connections

This strategy is referred as ‘reading beyond the lines’. In order to get the authors’ meanings provided in a piece of writing, the readers connect this information to what they already learned from one’s own life experiences, and other texts to understand what the author presents.

1.1.8.2.5 Synthesize

Learners analyze information provided in a given text to create new thinking through gathering ideas from multiple sources in a way that is new. Pupils are taught how to obtain conclusions, form general texts, and compare it with the given texts.

1.1.8.2.6 Visualize
Effective readers make both sensory and emotional images of the text content, mainly the visual one. The strategy of recognizing what one is having an emotional response while reading and to identify what the author did to invoke that response.

1.1.8.3 Reading Comprehension Activities

The RC activities are the first activities students studied and examined about. Those activities integrated cumulatively starting by the easier moving to the difficult one; students can use them in integrating other skills. RC activities are designed to test the learners understanding of the piece of writing. Mainly understanding the meaning of individual words and sentences to accomplish paragraphs meaning, pointing minor and major points, drawing conclusions from the text, and identifying the author's assumptions and perspectives.

Reading Comprehension activities are questions based on a piece of writing that may consist of one paragraph to more than two paragraphs, tackling about physical sciences, biological sciences, social sciences, business, food, arts and humanities and everyday topics.

Those questions are standard, proportional to the length of the text having these question types in mind will help pupils to focus on while reading a text.

There are three forms of reading comprehension activities; questions based on the entire passage, questions based on sections of the passage, and questions based on particular words or sentences.

1.2.3.1 Questions Based on The Entire Passage

Questions typically mark the main point of the text, author intentions, main ideas, and content. These types of questions are about:
1. The message that the reader gains from reading the text, the tone or attitude of the author as an example of the form of these questions:

On the basis of the passage, the author's attitude toward…can most accurately be termed as one of (according to the topic the author speaks about).

2. The author's assumptions questions

What assumptions are made by the author but not directly stated in the passage?

Which of the following is an assumption made by the author?

3. Implications of passage or Author, it is about the author's implications of the main ideas. It may take one of these forms:

What does the author or the passage imply?

How can you extend the main ideas of the passage?

4. Summarizing the text

This type of RC activities may take different forms as the following:

In a few words, how would you describe the passage?

What title would you give the passage?

Which of the following titles best summarizes the content of the passage?

Which of the following would be the most appropriate title for the passage?

5. Questions about the content of the Passage

What is the passage really about?
Which of the following describes the content of the passage?

6. Inferences

What can you infer from the passage as a whole?

1.1.8.3.2 Questions Based on Sections of the Passage

In this type of questions the students will answer the questions on the basic of specific sections of the passage, to achieve this, students must be able to identify and understand the main points in each paragraph. Looking for cue words like advantages, disadvantages, similarities, differences, in contrast with, in comparison to, most importantly, primarily…, this cue words sometimes may facilitate the job for them. As an example of the different forms this type of questions may take:

What can you infer from specific sections in the passage?

It can be inferred that the ancient’s atomic theory was primarily based on ...

How can you apply information in specific sections of the passage to other areas?

The author provides information that answers which of the following questions?

Can you find in the passage a specific reference to a stated idea?

According to the passage, (an idea) is because ...

What is implied in the first section in the text?

What is the tone or mood of the third section of the passage?

1.1.8.3.2 Questions Based on Sections of The Passage

25
In some cases, the specific details and pieces of information are the subject of test questions not only the content itself. This type of questions takes one this forms:

Why are certain words, phrases, or sentences mentioned or used in the passage?

The author mentions the (words, phrases, or sentences) in order to...

What is the meaning of a certain word, phrase, or sentence in the passage?

According to the author, the words (...) in the text are meant to represent...

By "words, phrases, sentences" the author means...

Others think that pupils should look over the questions before reading the passage, arguing that it saves time and focuses one’s attention on certain information. But others argue that for standardized tests this practice is wasting of time. Because those tests are timed, it is important to move through the passages and questions efficiently. Which is the case of EFL students of the fourth class in middle school.

1.1.8.4 Reading Comprehension Activities as Taught in the 4th Year Classroom

For the official exams, RC activities are very important because of the big role that it is play in integrating the reading skill and other skills as the writing one, also the educational ministry puts seven (07) points for the RCA, which the students may gain it easily.

According to the level of pupils, they are not interested with all questions type that are stated before. The RC activities that students studied and tested for are given as the followed order starting with the easier moving to the difficult:

After reading the text do the following tasks:
1.1.8.4.1 Skimming task

Skimming task is used to identify the most important ideas of a text quickly, it is the easier tasks in reading comprehension take the following forms; multiple-choice questions, in which you are required to select a single correct answer yes/no question, others for selecting multiple correct answers; and selecting a sentence from the passage.

1.1.8.4.2 Multiple-choices select one answer choice

The traditional multiple-choice questions with three or more answer choices, of which the students are required to select a single correct answer.

To answer this question students must read all the answer choices before making the selection. When the question asks about the meaning of a word in the passage, be sure the answer choice you select correctly represents the way the word is being used in the passage. Many words have different meanings when used in different contexts.

1.1.8.4.2 Multiple-choice select one or more answer choices

These questions provide three or more answer choices and ask students to select all the correct choices; one, two or all of the answer choices may be correct. To gain credit for these questions pupils must evaluate each answer choice separately on its own merits; when evaluating one answer choice, do not take the others into account. It is not disturbed if all answer choices are correct, since questions of this type can have up one, two or three correct answer choices.

1.2.3.5.1.3 False /true

True or false questions are statements judged to be either true or false, it is difficult to prepare because the false answers must be carefully designed so as to exploit potential
misunderstandings of the text, and the good thing in these question is that students have a 50% chance of guessing the correct answer.

1.1.8.4.3 Scanning Task

Questions need more concentration in order to give the right answer

1.1.8.4.4 Wh- Questions

Questions starting with where, what, when, who, how, and why are ordinarily called wh-questions or the auxiliary questions. These questions help students with the literal understanding of the text, with reorganizing information in the text, and making evaluations, personal responses and predictions.

1.1.8.4.5 Yes/No Questions

Simply yes/no questions are questions that can be answered with either yes or no. as the true/ false questions these questions has the drawback of giving the student a 50% chance of guessing the correct answer. While using these questions, teachers are recommended to follow up with other forms of questions to make sure that the student has understood the text.

NB: Teachers can gather all of these questions saying; using these questions to make a summery.

1.1.8.4.6 Lexis

Questions describing the English language; vocabulary of a language, word meaning, metaphors, idioms and collocations Lexical phrases. The question may take these forms:

1. Find in the text words and give their synonyms or opposite.

2. Search in the text the synonyms of two selected words and the opposite of another two words.
1.2 Writing

Writing effectively and accurately is not an easy task for learners to deal with since it requires the learner’s awareness about all aspects which contribute to help them while producing an organized and effective piece of writing.

1.2.1 The Nature of Writing

For Collins and Gentner (1980), “Writing is generally a group of letters or symbols written or marked on a surface as a means of communication” (p.39). Accordingly, writing is a combination of letters together to form words, phrases, clauses and sentences, and then related sentences together to produce a coherent text which is mainly designed to be read.
The nature of writing therefore requires that we write for an audience, and when we read we focus on what the writer is trying to say.

Writing is the combination of process and product. By process it is meant the act of thinking and gathering ideas, but by product it is meant transcribing language into symbols, Byrne (1991) explained this view by saying:

Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences. (p. 1)

That is to say, learners can form words via the combination of symbols, from words they can form sentences, and from these sentences they can reach a text.

The nature of writing does actually reside only in how best is the relationship between the writer’s production and the reader’s interpretation. This sequence of sentences should be, according to Collins and Gentner (1980, p. 62), structured in a coherent way “the learner/writer should consider the four structural levels in writing starting with the word structure, sentence structure, paragraph structure and overall text structure”. Furthermore, it
is argued that writing and the other skills require that learners organize a set of related subtasks and their components, these subtasks help them to build meaning full words, phrases, and sentences.

The nature of writing can be connected with the writer’s nature themselves (students), according to Stark (2005, p. 9), “writing is a process, you start with draft, it doesn’t matter if your writing comes out wrong or sounds stupid to you because you can change it as often as you want.” In certain cases, students choose to keep their thoughts in their minds, this leads to waste many ideas and observations even if they know what they say they don't know what to write.

This leads us to, first, provide a definition of the term writing.

1.2.2 Definition of writing

The definition of writing differs from one scholar to another. While some scholars admit that writing is a simple process, others treat it as a complex skill. Simply, writing is just the use or the production of something that has been heard or read.

Writing is not a simple task, it is a complex system form. Tribble (1996, p. 3) holds that writing is “a language skill which involves not just a graphic representation of speech, but the development and representation of thoughts in a structured way”. This definition, proposes that writers should know how to put their ideas into words in a coherent and structured way in order to communicate effectively. Hedge (2000) argues that:

Writing is the result of employing strategies to manage the composing process...It involves a number of activities: setting goals, generating information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing (p. 302).
It is a way learners can inform others, carry out transactions, persuade, infuriate, and tell what they feel. It can be an individual, a personal, or a social endeavour way of communicating with others.

Hence, it is also admitted that it is the final product made by various operations. Furthermore, Lado (1983) considers writing in a foreign language as the ability of manipulating language and its conventional representation to produce an effective piece of writing. He says “we mean by writing in a foreign language the ability to use structures. The lexical items, and their conventional representation in ordinary matter of fact writing” (p. 15).

Stiko (1998) also supported the idea of the complexity of the writing process. He said that `writing is a complex activity. Learning how to write is even more complex` (p. 112). This indicates that writing is complex task because it involves learner's awareness about the linguistic knowledge of the FL which involves syntax, punctuation, orthography and vocabulary.

To sum up, writing is one way of communication through which the learners show ideas (printed) clearly and cover all its aspects to make a well organized and understandable text.

**1.2.3 The Importance of writing in EFL/ESL settings**

The writing skill is considered as the basic skill in teaching/learning English as a foreign language. Hyland (2003, p. 69) stressed the importance of this skill saying that `writing is one of the main ways that create a coherent social reality through engaging with others`.

Hence, writing as a skill has come to play a central role in teaching English in EFL/ESL setting. Thus, experts and educators have never derived its various benefits in so many fields; Firstly, writing allows student to read, comprehend and develop a variety of language aspects such as phonetics, semantics, pragmatics. Secondly, it provides possibly more than the other skills, because of the considerable time learners take to plan and revise their texts before
publishing them. Thirdly, the writing skill gives foreign language learners a sense of command over the language being taught. Students are usually required to write a variety of paragraphs, essays, and this is particularly the case of the Algerian educational system where internal and external writing examination are the means teachers and examiners use to determine learner’s acceptance to improve learning.

1.2.4 Types of writing

Writing as a basic skill in many domains of life such as, education, communication and others, each domain defers from the other. Because of that there are two types of writing.

1.2.4.1 Academic writing

Hogue and Oshima (1998) believe that academic writing is "the kind of writing that is required to do in college or universities, it differs from other kinds of writingsuch as personal, literary, journalistic, or business writing. Its differences can beexplained in part by its special audience, tone, and purpose" (p. 2). Academic writing remains one serious type of writing where the process of writing is initiated by the writer for others (the audience) for whom the writing will be addressed; it is also known that academic writing is a very formal one; so, the writer must use the appropriate style and avoid using the informal style, or using complex sentences.

1.2.4.2 Creative writing

Harmer (2004, p. 40) stated that "creative writing is one area (like painting and composing) where the imagination has chance to run free". According to Harmer’s definition, the creative writer is the one who expresses his ideas and thoughts in an imaginative way, showing not telling through the use of the action verbs. The creative writer should also have the ability to express feelings, emotions, thoughts, opinions, inner personal and highly using a descriptive way in teaching creative writing.

1.2.5 Features of effective writing
Starkey (2004) believes that the good writer is the one who organized well the piece of writing clearly and coherently, with accurate language and effective word choice.

1.2.5.1. Organization

In the process of writing, whatever its size, the information should be presented in a structured format, having a regular and predictable pattern of organization. Starkey (2004) states:

By following an organized method of writing, you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your (piece of writing) work together and how they support your thesis. (p. 2)

Organization help to achieve the main goal which is enabling the reader to believe what the writer is saying clearly.

1.2.5.2 Clarity

Starkey (2004) said that ``the learner’s goal when writing in an academic context is to convey information, including the fact that he can write well`` (p. 11)

To achieve the reader’s understanding, writers should make everything clear, from that point of view and in order to achieve clarity in writing, Starkey (2004, p. 9) stated that the learner must:

i. Avoid using expression that has more than one possible interpretation in order to dismiss ambiguity from consideration.

ii. Improve the effectiveness of the piece of writing, using powerful precise adjectives and adverbs.

1.2.5.3 Conciseness

Writing concisely means terseness and economy in writing while expressing ideas in few words, through the deliberate use of words, careful construction of sentences, and using grammar properly.
Avoiding repetition and eliminating unnecessary words, otherwise going directly to the point facilitate the communication task of understanding and reading process for learners and hold their interest.

**1.2.5.4 Word choice**

For the purpose of accurate conveying ideas into the piece of writing, it is important for learners to choose the right words. Choosing the right words means using the right, simple, concise, correct, specific and positive word. Starkey (2004) and Kane (2000) gathered these characteristics arguing that the learner must take into consideration two aspects while choosing words: denotation and connotation.

Denotation means the word’s actual definition; it is the exact literal interpretation of such word. This helps the learner to confirm the correctness of the words he has used in case those words sound similar but have different meanings.

On the other hand, connotation means the emotional impact that are given by the hidden meaning of the word, Starkey says about connotation is” a word’s implied meaning which involves emotions, cultural assumptions, and suggestions” (2004, p. 21). The writer must be sure that the words he used means exactly what they are intending.

**1.2.5.5 Coherence**

Murray and Hughes (2008, p. 45) said that the effective writer is the one” who sticks his ideas together as in a chain, each link connecting the one before it with the one after. If any links are missing, the connection become unclear and the argument structure breaks down”. Coherence is considered as one of the most important characteristic of effective writing; it means that all ideas in the piece of writing are impressed by the progression, relatedness, and completeness of ideas from one sentence to the next one.

It helps the reader to substance time while understanding the content. Using connectors helps to add coherence to the writing.
1.2.5.6 Mechanics

Mechanics in writing specifies the accomplished conventions for words used in the piece of writing.

There are different mechanics of writing used according to several aspects as the length, topic..., some of this mechanics; capitalization, contraction “gerunds and participles”, numbers and numerals pronouns, technical abbreviations, acronyms, and units of measurement and punctuation.

1.2.6 Writing stages

There are three stages when it comes to engage in writing. Students may follow to produce an effective piece of writing starting with the prewriting stage moving to the writing one ending by the post writing stage, involving the cognitive and meta-cognitive processes.

Williams (2003, p.101) believes that “these stages are hypothesized as universals which means that, at least to some degree, all writers are to engage assumingly in these stages”.

1.2.6.1 Prewriting

Prewriting or the invention stage is the stage where the writer comes up with ideas that may be used in the first drafts in the piece of writing, D’aoust (1986) said that “prewriting activities generate ideas, encourage free flow of thoughts and help students to say it on paper” (p94). In this stage, the writer is generating ideas that appear relevant to the topic discussed in his writing, taking the readers’ knowledge and background and the purpose from his writing into consideration while organizing the ideas in particular format. The writer may do the following steps if he has to determine his writing purpose, firstly, summarize information from textbooks, lectures, or research. Than analyse the main ideas and concepts. In addition to that, take a position on a topic and defend it with evidence. Finally, create an original argument through the combination of ideas from different sources.

1.2.6.2 Writing stage
Writing or what is called drafting is the second stage in the writing process, in this stage the writer puts his initial efforts in use; passing through this stage allows the learner to organize his ideas in order to produce a well-designed piece of writing.

In this stage, the writer executes his ideas following the initial plan that exists in the first stage, paying attention to the writer’s intention. White and Arndt (1991, p. 99) agree with this idea saying that in this stage ‘‘the writer passes from ‘writer based’ writing to the ‘reader based’ writing in which the concern of the reader should now begin to assume more significance ‘‘. The writer ought to give careful consideration to the reader expectation, as in the essayist ought to write in a reasonable and justifiable way in light of the fact that the reader may not experience the writer to clarify for him what he implies and what he planned.

1.2.6.3 Post writing stage

The last stage in the writing process involves both editing and revision; the writer puts himself in the reader’s position in order to do the last necessary changes. According to White and Arndt (1991) the main goal of this stage is ‘‘enrich the repertoire of linguistic resources which are the essential tool for writing’’ (p. 137). After rereading the piece of writing, the writer can enter some changes, modify, checking errors, reformulate ideas. This stage is a useful tool in making the final draft to present the product to the audience.

1.2.7 Problems of Writing

For foreign learners, writing is a difficult skill to get; a very little number of speakers of any other language may become good writers; this is essentially due to the psychological, linguistic, and cognitive problems.

1. The psychological problems: writing is the only activity which does not involve any kind of interaction. In other words, there is no interaction between the reader and the writer; this interaction may help the reader to clarify more the ambiguous points.
2. The linguistic problems: in the writing process, the writer must be more grammatical in order to cover the absence of interaction, whereas in speaking the ungrammatical and incomplete utterances are allowed in speech.

3. The third problem is cognitive: the writer has to master a series of competences required for successful communication through writing, while speech is acquired unconsciously. Writing has to be learned through a process of instructions.

1.2.8 Writing and Other Language Skills

All the four language skills are complementing each other and are interrelated. Considering writing as the productive skill through which learners may transmit ideas and thoughts through the use of printed graphs. Basically, the writing skill is completed by the reading one, Johnson (2008) argues that language skills are enhance each other’s. In other words, the development of individual language skills improves the development of the others.

1.2.9 The Relationship Between Writing and Reading

Writing and reading are among the most important language skills, they are considered as separated skills in their nature. While reading is a receptive skill, writing is a productive one. Actually, these two skills are interrelated because they lead to the same objective which is learning. Writing involves learners to encode a message, i.e., to translate thoughts into words. However, reading has to do with the decoding and the interpretation of this message. So, both of them are connected with language and communication of thoughts. Hyland (2003, p. 53) believes that “writing, together with reading, is a central aspect of literacy”. That is, to be a literate person, it is necessary to have capacity to read and write.

In addition to that, reading and writing are complementary and can be closely developed. Johnson (2008) believes that reading helps the learners to become good writer. Through reading, learners contact the grammar rules, develop meaning for the language structure and increase their vocabulary. Eisterhold (1990) claims “that reading passage will somehow
function as primary models from which writing skills can be learned, or at least inferred” (p.88).

1.2.10 The Situation of Integration

It has been found that the pedagogical project help pupils acquiring knowledge and use it in a family situation and it is good when dealing with rules as grammar …, this project aims to;

- improve the English language results in English exams.
- developing learner`s writing skill for 4AM classes.
- writing problems, situation of integration…

The students in the project follow these steps to accomplish the goal;

a- put the general idea through collecting the information.

b- organize the data and find the problem.

c- analyse the situation.

d- find the strategic way to follow

e- practice and evaluate the pedagogic project.

2.12.11 How to Write a Situation of Integration

To write an effective situation of integration about any topic the teacher helps the pupils to writer it following several stages:

1. The teacher integrates his pupils in simple and familiar situations in which they have
   the same knowledge.

2. He asks them questions about the topic in order to have all the vocabularies and
   procedures.

3. Finally, pupils will have all the information about the topic and start writing using
   the previous steps.
It should be divided into three (3) tasks (step by step) in order to help pupils to write about any topic:

- The first task is related to WH question about the topic, giving all the vocabulary related to the topic.

- The second one is about the procedures (time, conjunctions, tenses,).

- The third task is using the previous tasks to write the situation.
1.3 The Competency Based Approach

In the field of language teaching, different changes and developments concerning the methods and approaches have been used here and there to teach foreign languages.

In this section, we will examine particularly one of those approaches, that is, the Competency Based Approach (CBA) in the Algerian educational system. First, let us start with the CBA through a historical account, a thorough definition of the term, some characteristics and its components, and its positive and negative aspects. The section will also shed some light on the teachers’ role as well as that of the learners’ one within the context of CBA.

1.3.1 A Brief Background History of the Competency Based Approach

The history of the CBA knows a kind of limitation in records. In fact, the behaviorist models of human psychology are the source of the theoretical foundation of the CBA as some scholars believe it. Chelli (2010) stated that “this is based on the view that the CBA is about making inferences about competency on the basis of performance”. However, before the development of the CBA into professional educational programs, it has been firstly used in the military field in the late 1960s in the United States of America.

To understand the theoretical principles of the competency-based approach let us know first what it is the CBA.

1.3.2 Definition of the CBA

The CBA is a very popular approach which focuses on measurable and useable knowledge, skills and abilities. For Chelli (2010), the CBA consists of teachers basing their instructions on concepts expecting to foster deeper and broader understanding. Richards and Rodgers
(2001) define it as:

An educational movement that focuses on the outcomes or outputs of learning in the development of language program. CBE address what the learners are expected to do with the language; however, they learned to do it. The focus on outputs rather than inputs to learning is central to the competencies perspective. (p. 141).

In other terms, the CBA bases on outcomes of learning and addresses what learners are expected to do rather than on what they are expected to learn about. Furthermore, Savage (1993, p. 15) stated that the CBA is “a functional approach to education that emphasizes life skills and evaluates mastery of those skills according to actual learner performance”. In like manner, Schneck (1978) argued that this approach can be defined as “an outcome-based instruction that is adaptive to the changing needs of students, teachers, and the community” (p.5). This means, competencies describe the student’s ability to apply basic skills as well as others in situations that are commonly encountered in everyday life. Thus, the CBA is based on a set of outcomes that are derived from an analysis of tasks typically required of students in life role situations.

To sum up, this approach depends on improving student’s competencies in order to help them to face some issues in their everyday lives. It intends to enable students to put what they have realized in other life settings. In other words, the CBA comes to empower learners to be more autonomous individuals in their school life settings as well as in real life settings.

1.3.3 The Competency-Based Approach Characteristics

Like many other approaches, the CBA has its own characteristics which focus on learning and pupils' activities (learners centered) rather than on the teacher's role. The CBA is said to be a socio-constructivist approach based on training students to construct their own knowledge to be able to use it in the daily life.
Zelman et al (1993) suggest that the CBA is characterized by the followings:

i. The CBA is action-oriented in that it gears learning to the acquisition of know how to embed in functions and skills. These will allow pupils to become effective competent users of a FL/SL in real life situations outside the classroom.

ii. It is a problem-solving approach in that it places learners in situations that test/check their capacities to overcome obstacles and problems; make learners think and learn by doing.

iii. It is a social constructivist approach in that it regards learning as occurring through social interaction with other people. In other words, it is an approach which is based on training learners to construct their own knowledge to be able to use it in the daily life.

In addition to these characteristics, Auerbach (1986) sets the essential features that are included in implementing the CBA syllabus:

i. A focus on successful functioning in society: the goal is to enable students to become autonomous individuals capable of coping with the demands of the world.

ii. A focus on life skills rather than teaching language in isolation: the CBA teaches language as a function of communication about concrete tasks. In other words, the CBA is not only interest in teaching language but also teaching a function of communication in real life.

iii. A task or performance-oriented orientation: the focus of the CBA is on clear behaviors rather than on knowledge or the ability to talk about language and skills.
iv. Outcomes that are made explicit prior. Outcomes are recognized and decided by both the learners and the teacher.

v. Continuous and ongoing assessment: learners are tested before the course to determine which skills they lack and after they have had instructions in that skill they are tested again to ascertain whether they have achieved the necessary skills or not. That is to say the programme of evaluation of the CBA is based on test results in which learners continue learning until mastery is demonstrated.

vi. Individualized, student-centered instruction. The instruction given by the teacher is not time-based but the focus on the progress the individual learners make at their own rate. Therefore, according to the content, level, and space, objectives of the lessons are stated via individual requirements.

1.3.4 Principles of the Competency-Based Approach

According to the characteristics mentioned above, the CBA principles are divided into two sections, principles related to the learner and principles that are concerned with the teacher. Zelman et al (1993) suggest the following principles of the CBA that concern both the learner and the teacher; starting with the learners’ principles:

a) The learners should be motivated, creative and must be aware of the strategies they can use to learn better.

b) Learners see each other as resources (turned for each other to for help).

c) Learners ask questions and give answers of their own initiative.

d) Learners use English in the classroom more than the teacher.

e) Learners can summarize material acquired through research.
f) Learners are not afraid of making errors and view them as learning opportunities.

g) Learners can work together to have the spirit group and learn from each other.

Coming to the principles concerning the teacher, these are:

a) The teacher gives learners time for thinking and encourages them to derive language patterns and rules.

b) The teacher uses a variety of activities to address different learning styles.

c) The teacher asks learners how they get the answer and does not accept just the answer.

d) The teacher plans the task, monitors the work but without destroying it.

1.3.5 Components of the Competency-Based Approach

The CBA consists of the four components that are proposed by Weddel (2006). Firstly, assessment the learners’ needs, then selecting the competencies, selecting the target instruction, and ending with the evaluation of the competency attainment.

Nkwetisama (2012) states that these four components of the CBA are workless in isolation because the approach starts with the assessment of students’ needs, moves towards the selection of the expected competencies, then to the target instruction, and finally, the evaluation of the rate of attainment of the competence and returns back to the assessment of needs.

1.3.6 Advantages of the Competency-Based Approach

There are several advantages of the CBA. First of all, the CBA “focuses on language as a tool for communication rather than on language as an end in itself” (Nunan, 2007, p. 425). Referring to the benefits of CBA, Sullivan (1995) states that learners’ confidence is
enhanced because they can achieve competencies required in the performance in real life. Another benefit is that the teacher in the CBA is a facilitator, and more training time is devoted to working with learners individually or in small groups rather than presenting lectures. Furthermore, Blakemore (2008) suggests other advantages of the CBA that consists of the assessment of the participant’s needs, the selection of the competencies as well as the target instruction. More precisely, the competency based approach is characterized by the following advantages:

- It is a learner centered approach and is therefore more likely to meet learners’ needs.
- It takes account of prior experience and existing skill levels.
- It is more participative and therefore a more enjoyable experience for learners. It facilitates learning rather than pushes in information.
- It emphasizes skills progression, stimulating an appetite for further learning and improved performance.
- It is flexible, i.e., participants can learn at their own pace, achieving all or some competencies.
- Learning can continue to be measured beyond the training course.
- Behavioral changes that result from training are easier to measure.
- Overall weaknesses cannot be compensated by particular strengths. Learners are either deemed competent in given areas or not. This last point is important. In traditional education learners, may lack skills in some areas but receive a pass at examination because they do well in other areas. In the CBA, all the stated elements must be met for the learner to be deemed competent in that skill.
1.3.7 Learning Theories Related to the Competency-Based Approach

1.3.7.1 Cognitivism

Cognitive constructivism is also called Piagetian cognitive theory. Williams and Burden (1997), state that this theory “is based on learners passing through a series of stages” (p. 16). This means that cognitivism considers the learner during his learning process who may encounter some problems in his environment. This leads the learner to understand and acquire new information. Then, he will develop this new information and his ways of thinking into new information. It is stated that there are three concepts of the cognitive theory which represent the basic stages which we move through when we acquire a new knowledge, starting with assimilation which is collecting and classifying new information. In other words, it is the stage of adapting new knowledge; then, accommodation which means that the prior information is adjusted to grasp the new one. Finally, for Pitchards and woollard (2010) equilibration that means “the state of having no contradictions present in our mental representations of our environment. The linked process of assimilation and accommodation are the means by which a state of equilibration is sought” (p. 13). Indeed, the child or the learner for them is an active person who can construct his own understanding through the process of assimilation, accommodation and equilibration without the help of the others. These stages are considered as very important for learners as knowledge is constructed progressively.

1.3.7.2 Constructivism

The concept of constructivism has been conceptualized in many different ways. Phillips (1995) defined constructivism as a theory of learning that focuses on the construction of knowledge. Constructivism is also described basically as a” theory of learning that attempts to show that knowledge can and can only be generated from experience” (Steffe &
Thompson, 2000, p. 6). Implied is that people build their own knowledge and understanding of the world through experiencing things and reflecting on those experiences. Moreover, it is believed that “What has not been acquired through experience and personal reflection can be superficially assimilated and does not modify any way of thinking” (Piaget & Garcia, 1989, p.252). These constructivist views of learning indicated that there is a shift from knowledge transmission to knowledge construction by learners themselves. (Kanselaar et al., 2000) supported this idea by saying that:

Constructivism implies that learners are encouraged to construct their own knowledge instead of copying it from authority, be it a book or a teacher, in realistic situations instead of decontextualized, formal situations such as propagated in traditional textbooks and together with others instead of their own. (p.23)

This means that in constructivist instruction, learners become the focus of all the teaching instructions i.e., learners actively create knowledge using their prior knowledge and experience as they interact with environment and/or instructional topics.

1.3.7.3 Social Constructivism

Classroom knowledge, through the socio-constructive perception of learning is not transmitted from teacher to learner, but is socially constructed. Social interaction according to Vygotsky (1978), the leader of this theory, plays an important role in cognitive development. According to this theory of learning, learners will advance beyond their present level of development to a higher one if they interact with more competent peers, teachers or parents. Project-work is a teaching device that fosters interaction, collaboration and teamwork skills among learners. Sometimes parents and teachers are solicited to help in the achievement of projects. According to Vygotsky's theory, social interaction promotes the learners' cognitive capacities; there is a social construction of knowledge in which both
teachers and learners are co-constructors of knowledge. With regard to the conditions that need to be met so that the learning processes can take place, The CBA states that learners must face problem situations and obstacles that need to be challenging yet within learners’ capacities. According to Vygotsky the social interaction is a fundamental aspect of successful cognitive and intellectual growth.

1.3.8 The Learner’s Role in the Competency-Based Approach

The competency-based approach is centered on the learner, the latter plays an active rather than a reactive role in the task of learning, and he is required to construct and mobilize his resources to face with efficacy a problem-situation. Learners act upon what they are learning, and thus assimilate better what they are learning. Additionally, they are required to collaborate and negotiate information. The competency-based approach initiates learners into self-assessment, in an attempt to render learners more responsible for their learning, and to help them evaluate their acquisitions, by developing strategies enable them to react with the given situation.

1.3.9 The Teacher’s Role in the Competency-Based Approach

The educator's part under the CBA changes from one of being a data supplier to that of facilitator. That is to say, the educator is not anymore only a transmitter of information, but instead acts out the part of facilitator who connects with learners and helps them create learning techniques for a successful learning (Chelli, 2010). Also, the educator is an advisor in that s/he represents "a successful communicator trying to boost the cross section of speaker expectation and listener elucidation, using reword, affirmation and input" (Richards and Rodgers, 2001, p. 78). Besides, the instructor needs to give positive and useful criticism so as to help learners to enhance their aptitudes (Harmer, 2001). The educator is additionally required to be a scientist and a learner particularly in how tasks are acknowledged and what
necessities should be met for the achievement of those undertakings (Richards and Rodgers, 2001). Another part of the instructor in the CBA is to choose learning exercises and outline syllabus as indicated by the competency the learners will obtain (Richards and Rodgers, 2001). So, the instructors' part under the CBA is a facilitator who helps learners to be in charge of their learning.

1.3.10 The Competency-Based Approach in the Algerian Middle School

The Algerian educationalists attempted to bring some changes in the arrangement of instruction. Being along these lines, the service of national instruction started an extensive scale instructive change program including the three levels of training specifically the essential, the center and the auxiliary schools. This unlimited change development undertaken in 2003 fits a learner-focused approach. Thus, the Algerian instructive framework has received the CBA to show all school subjects including remote dialects.

The CBA is learner-focused in that it views learners as being capable and dynamic in their learning procedure. This approach mirrors a move from the instructor who is in charge of transmitting information into detached learners toward the learners whose claim premiums and requirements are conveyed to the front. Furthermore, it expects to frame self-governing people able to cope with the changing world and to enable them to utilize the skills acquired in the school environment for solving real-life problems.

1.3.11 Reasons for Implementing the CBA in the Algerian Middle School

There are many variables behind the adoption of the CBA in the Algerian instructive framework. The first is making the school procurement suitable and supportable.

The school will be a hotspot for the learner to have information and utilize it in his/her genuine living. It gives the learner the capacity to reinvest his learning outside the school.
The second element is building up the reasoning procedure of the learner. This component is viewed as likewise as a target. It drops by making a connection between having information and enhancing thinking procedures and utilizing them in various settings. The third component is displaying learning settings in connection to the requirements of learner. So, on account of the CBA, the learner will be capable for example to utilize the dialect to impart. He/she will achieve this point in light of the fact that there is enhancement in a few aptitudes, for example, perusing, tuning in, talking and composing. Through these individual aptitudes and capacities, the learner will have the capacity to be incorporated with the general public effortlessly. Putting a conclusion to disciplinary boundaries is the fourth variable. It is a learner focused; they will assume an awesome part in building up transversal skills in a few perspectives, scholarly, individual, methodological and social. The last variable is picking a customized instructional method. It is to empower first the learners to build up their capabilities. So, to touch base now, the individual contrasts must be thought about.

1.3.12 Types of Learning and Teaching Activities in the CBA

According to Nunan (1989, p.10), a task is “a piece of work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.” In other words, a task is a way that allows the learners to interact actively with the target language.

As mentioned before, the CBA aims at developing the communicative skills. Communicative language teaching theoreticians support the use of activities that include ‘an information gap’ and ‘information transfer’:

- **Information-gap activities**: these refer to those activities that students do in the classroom and that go beyond practice of language forms, using their linguistic and communicative skills in order to obtain information.
**b-Information-transfer activities:** students, here, focus on mental use of language. Learners are expected to transfer information from text to graphic or putting sentence elements in sequence.

Learners will do the same task, but each learner has different types of information necessary to complete the task (Richards and Rodgers, p.22). The selected activities are based on the cognitive classification, which include the dubbed information –gap activities, ‘reasoning- gap activities’, and ‘opinion gap activities’. In more detailed words, the information- gap activities used to involve the transfer of given information from one person to another – or from one form to another or from one place to another.

The second one contains deriving some new information from given information through processes of inference, deduction, practical reasoning, or perception of relationships or patterns, which calls the reasoning – gap activities. The third type of activities, used to cover the identifying and articulating a personal preference, feeling, or attitude in response to a given situation, the opinion–gap activities.

In addition to the above-mentioned task types, another typology deals with the operations learners are asked to undertake. The tasks are classified as follows:

- Listing
- Ordering and sorting
- comparing
- Problem – solving
- Sharing personal experiences
- Creative tasks, often called projects
1.3.13 The Reading and the Writing Competencies in the CBA Context

Both reading and writing competencies treat oral and written discourses.

1.3.13.1 The Reading Competency

To interpret authentic oral or written documents, the pupils are brought to demonstrate his comprehension by oral/written reformulation of various types of texts through various didactic supports (songs, comics, games…). This develops his own identity while discovering a new culture through games and fun.

The reading competency components are centered on the learner. In fact, the pupil finds out the global meaning of a written text through the mobilization of strategies to understand the piece of writing. In addition to that, the pupil builds the meaning of the given text starting from the explicit information, and he mobilizes already acquired knowledge to develop his linguistic training during the interpretation of the text.

1.3.13.2 The Writing Competency

The writing competency or the writing production is all about producing simple and coherent messages. The pupil’s production will be less guided without reaching the total perfection and without being completely mistake free as far as spelling, syntax and punctuation are concerned.

The components of the writing competency are shaping the pupil’s production. Hence, the pupil uses the appropriate strategies and try to mobilize these strategies at his disposal to develop his linguistic proficiency when producing a piece of writing. On the other hand, he conceives writing as a tool for learning and communicating through adapting himself to the situation of communication.
The reading and writing competencies are interdependent at the same time they are allowing oral and written interactions.
Conclusion

The chapter gives a diagram of the integration of the writing production through reading comprehension activities within the context of the CBA, which has adopted in the Algerian instructive framework to show all school subjects including English. After giving a general overview about the reading skill its nature, its importance for foreign language learners, reading comprehension (RC) and the different types of RC activities. The second section focuses on the nature of writing, the approaches known to teach writing, its importance for EFL learners and components, the stages of development in writing and the situation of integration. It moved to talk in insights about the most hypothetical parts of the CBA in educating English, which gives the opportunity to the learners to adapt and adopt the appropriate way or method to produce an acceptable discourse either oral or written. As an illustration, the reading comprehension activities usually assess not only the comprehension of the reading passage, but also enable the learners to produce a piece of writing.
Chapter two Field of investigation
Introduction

The Questionnaire

2.1 Aim of the questionnaire

2.2 Choice of the method

2.3 The sample

2.3.1 Description of questionnaire

2.3.2 Administration of the questionnaire

2.4 Analysis of the questionnaire

2.5 Discussion of the results

Conclusion
Introduction

The following chapter presents the practical part of our study which aims at analysing and discussing the impact of the reading comprehension activities on the situation of integration in the fourth students’ text book. It deals with the tool of data that is the questionnaire.

This chapter consists of one section. The section attempts to describe and analyse the teachers’ questionnaire. It therefore tackles the teachers’ questionnaire in terms of its description, administration, analysis, and discussion of the results. Finally, the chapter ends up with a conclusion, some pedagogical implications, recommendations for teachers, and the limitations of the study. The questionnaire designed for the teachers would cover all types of the reading comprehension activities as well as other aspects that have not been mentioned during the observation sessions. This part aims at providing more precise data on the RC activities and their exploitation by the learners during the writing phase. Here, the teachers constitute a very important complementary source of information.
2. The Questionnaire

2.1 Aim of the Questionnaire

The main aim of the questionnaire is to examine the efficacy of the RC activities on students’ writing in teaching English in the Algerian middle schools. Therefore, the questionnaire helps us to find out whether or not the reading comprehension activities are effective in developing pupils’ writing in the fourth students’ textbook.

2.2 Choice of the Method

The choice of the research method depends on the aim of the study as well as the subject being tackled. Therefore, we have used a descriptive method to reach the objective of this study, since it aims at investigating the teachers’ perceptions about the effectiveness of the reading comprehension activities on the situation of integration in the fourth year students’ textbook. Moreover, the questionnaire has been administered as a research tool to assess whether or not the reading comprehension activities are effective while writing the situation of integration in the fourth middle school classes.

2.3 The sample

The target population of this study is a number of Algerian middle school teachers of English. Practically, it was quite difficult to carry out the research work on the whole population of middle school teachers that is why we have selected teachers of English from different middle schools in Oum El Bouaghi as a sample of this study. Our sample consists of eighteen (18) teachers gave back the questionnaire in due to time. The sampling has therefor been done among professional and permanent teachers of middle school of English and whose experiences vary from one to another. These instructors are meant to acknowledge not only the syllabus, but also be familiar with the various teaching methods
and approaches, particularly the one which the CBA. So, they can easily answer the various questions that turn around the subject of our study

2.3.1 Description of the Teachers’ Questionnaire

Teachers’ questionnaire provides a bank of questions, including thirty-five (35) questions. Some are open ended, others are of multiple choices, and other ones are rating scale questions. The questionnaire is divided into six sections: general information, middle school teachers’ view about reading comprehension activities, teachers’ viewpoints about the writing production, middle school teachers’ view of the CBA, teachers’ viewpoint about the effectiveness of the RC activities on the situation of integration within the context of CBA in the Algerian middle school, and further suggestions.

Section one: General Information (Q1- Q3)

This section seeks to gather general information about middle school teachers of English. (Q1) seeks to know teachers’ degrees. (Q2) is about teachers’ experience in teaching English. In (Q3) teachers are asked if they have any previous experience in teaching the fourth-year middle school pupils.

Section two: Middle School Teachers’ Views about reading comprehension activities (Q1- Q12)

The second section is mainly concerned with teachers’ opinions about reading comprehension activities. In (Q1), teachers are asked about the pupils’ English proficiency level of reading. Then, (Q2) is designed mainly to know teachers’ views about student’s difficulties faced during the reading process and the (Q3) is about the level of these difficulties. Next, (Q4) teachers are asked to state the reasons behind the difficulties. Furthermore, (Q5) aims to collect data about teachers’ way in teaching reading. Further, (Q6) is devoted to the types of organising pupils during the reading comprehension activities.
In addition to that, (Q7) dealt with asking teachers about the type of the activities adopted when dealing with the reading comprehension. Moreover, (Q8) teachers are requested to pick the types of activities that students perform better. The next question (Q9) is about students reaction towards the above mentioned activities i.e., whether they are motivated or not. (Q10) seeks the extent the contribution of RC activities in pupils’ writing achievement. Also, (Q11) teachers are asked to select the degree of agreement that reflects their opinions about the RC activities helpfulness for students’ writing, if they reach the total comprehension of the reading passage. Ending this section with (Q12), which is about the effective strategies of RC in developing students’ writing.

**Section three: teachers’ view about the writing production (Q1-Q8)**

The third section of the questionnaire is composed of eight questions (Q1-Q8), and it is meant to examine the teachers’ awareness of their students’ writing production. It asks teachers questions about their students’ level in writing (Q1). After that, (Q2-Q3) are about the student’s ability to face difficulties in writing process and the problems faced them. Besides, (Q4-Q5) are about the pupils’ setting management and whether or not the group and pair work may foster your pupils’ writing productions. Moreover, (Q6) teachers were asked to state their opinions about the best way to solve writing activities. In addition, (Q7) is devoted to know whether or not the textbook’s activities adequate to enhance pupils’ writing, giving a justification about their choice. Furthermore, (Q8) is to accomplish the reasons behind the observed weaknesses in pupils’ writing.

**Section four: Middle school Teachers’ Views of the CBA(Q1-Q8)**

The fourth section is mainly concerned with teachers’ opinions about the CBA, and it aimed at testing teachers’ understanding of the CBA. In (Q1), teachers are asked to state which approach is adopted for teaching EFL in the middle school. Then, (Q2) is designed
mainly to know teachers’ description of the CBA. Next, (Q3-Q4) are put to collect data about teachers’ degree of agreement about the main aim of the CBA, and its main advantage. Further, (Q5) Teachers are asked to determine the teachers’ role in the CBA in and provide an explanation about their choice. Furthermore, teachers are provided with a series of multiple choice questions (Q6, Q7, and Q8) which aim at testing teachers’ understanding of the CBA. Teachers are asked to determine the main learning theory that the CBA is based on (Q6). Moreover, (Q14) tackles teachers’ opinions about the teaching of English language under the framework of the CBA. Finally, (Q15) teachers are asked to determine which language skill the CBA improves.

Section five: Teachers’ viewpoints about the effectiveness of the RC activities on the situation of integration within the context of the CBA in the Algerian middle school (Q1-Q4)

The fifth section is composed of four (4) questions. This section aims at discovering teachers’ perceptions of the efficacy of the RC activities on the situation of integration within the context of the CBA in the Algerian middle school. It begins with (Q1) which aims at knowing the current pupils’ English proficiency level within the CBA. Besides, (Q2) provides teachers with a set of teaching and learning activities of the CBA and they are asked to choose the ones that they use in the classroom. Concerning (Q3), teachers are asked to state their opinion about the learners’ reaction to the same proposed activities. The next question (Q4) investigates the participants’ evaluation about the impacts the RC activities on the situation of integration within the context of the CBA in the Algerian middle school.

2.3.2 Administration of the questionnaire

The administration of the questionnaire took place at the majority of Oum El Bouaghi middle schools which are of twelve (12) schools in total. The questionnaire was submitted
to the entire sample i.e., 30 teachers of English. Unfortunately, only eighteen (18) teachers among (30) answered the questionnaire, the others did not back theirs for unknown reasons. It is important to mention that the way of distributing and returning this questionnaire was very hard due to some teacher’s attitudes, showed a negative response when requested to answer the questionnaire as well as the administrative restrictions of some schools and the incomplete answers of the questionnaires.

2.4 Analysis of Teachers’ Questionnaire

Section One: General Information

Q1. What degree do you hold?

a. (BA) License
b. (MA) Master
c. Magister
d. PHD

Table 1

Teachers’ Degree

<table>
<thead>
<tr>
<th>Degrees</th>
<th>BA</th>
<th>MA</th>
<th>Magister</th>
<th>PHD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>9</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Percentage%</td>
<td>50</td>
<td>38.89</td>
<td>11.11</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>
From the figure, it is remarkable that half teachers’ degree is a license with a percentage of (50%) which means (9) teachers, whereas the second half is between the master degree (38.89%) with (7) teachers and magister degrees (11.11%). In the other hand, 0% have a PHD degree.

Q2. You have been teaching English for

- a. 1-4 years
- b. 5-8 years
- c. 9-12 years
- d. + 12 years

<table>
<thead>
<tr>
<th>Teacher's experience</th>
<th>1-4 years</th>
<th>5-8 years</th>
<th>9-12 years</th>
<th>+ 12 years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>16.68</td>
<td>22.22</td>
<td>27.79</td>
<td>33.33</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 2. Years of Teaching English experience

Results in figure 2 reveal that most of questioned teachers are experience enough at least, have of number of years that enable them to teach. This teachers’ experiences vary from 1-4 years to more than 12 years. Being experienced comforts our expectations in terms of professionalism and familiarity with the ‘abc’s’ of teaching.

Q3. - Have you been teaching the Fourth-Year Middle School pupils?
   
   a. Yes □
   b. No □

Table 3

Experience of teaching the fourth-year Middle School

<table>
<thead>
<tr>
<th>Experience</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>16</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>88.89</td>
<td>11.11</td>
<td>100</td>
</tr>
</tbody>
</table>
The results in table 3 show that (88.89%) of teachers indicate that they teach the fourth-year middle school (16) teachers and only (11.11%) of them do not. From these results, we deduce that most of teachers are experienced ones.

Section two: Teachers’ view about reading comprehension activities in middle school teaching.

Q1. Pupils’ English proficiency level of reading is:

a. Good
b. Average
c. Weak

Table 4

Pupils’ English proficiency level of reading

<table>
<thead>
<tr>
<th>Level</th>
<th>Good</th>
<th>Average</th>
<th>Weak</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>1</td>
<td>7</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>5.56</td>
<td>38.88</td>
<td>55.56</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 4. Pupils’ English proficiency level of reading

To this question, teachers were asked to state the level of pupils’ English proficiency of reading, (10) of them claim that the pupils’ level is weak (55.56%) , whereas (7) teachers said it is average (38.88%) , and only one teacher says that students have a good level of English proficiency (5.56%).

Q2. Do your students find difficulties when they read?

   a. Yes

   b. No

Table 5

Difficulties that face students during reading process

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>17</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>94.44</td>
<td>5.56</td>
<td>100</td>
</tr>
</tbody>
</table>
Within this question, we wanted to know if middle school students faced difficulties while reading process. The majority of teachers of middle school (17) agree that students face difficulties when they come to read a given passage (94.44%). Only one teacher holds that they do not (5.56%)

Q3. If yes, at what level they find difficulties?

   a. Lexis  
   b. Grammar  
   c. Comprehension  
   d. Any other area  

Table 6

Level of difficulties

<table>
<thead>
<tr>
<th>Level of difficulties</th>
<th>A+b</th>
<th>c+d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Percentage %</td>
<td>66.67</td>
<td>33.33</td>
</tr>
</tbody>
</table>
To this question, teachers were supposed to determine the level (s) of difficulties they think their students find when reading. The majority of teachers (12) choose lexis and grammar (66.67%) and hold that these tow aspects affect the students level of reading. The remaining teachers (33.33) admit that it is rather the aspects of comprehension and other areas that hinder students’ reading.

**Q4.** What do you think is/are the reason(s)

- Lack of vocabulary.
- Lack of practice in the target language.
- Students are not interested with this language.
- English is less used in comparison with other languages such as French.
- Students do not understand the new words (vocabulary).
- Reading skill is not given much importance in school.
- Lack of exposure.
- The content is inappropriate for students.
- The misunderstanding of the context.

**Q5.** Which of these describes best how you teach reading to the fourth-class middle school students?

a. I usually do reading & the reading activities as part of instruction in different curriculum areas

b. I usually do reading activities as a separate subject.

c. I do both of the above about equally

If others, please justify

| The way teachers used to teach reading to the fourth-class middle school students |
|-------------------|---|---|---|---|
| The way | A | B | c | Total |
| Number of Teachers | 8 | 4 | 6 | 18 |
| Percentage % | 44.45 | 22.22 | 33.33 | 100 |
Figure 7. The way teachers used to teach reading to the fourth-class middle school students

The aim of this question is to know the way of teaching RC activities. The last figure shows the coming results. On the one hand, most teachers (8) teach these activities as part of instruction in different curriculum areas (44.45%). Whereas, others (4) teach them separately (22.22%). In the other hand, the rest teachers (6) choose to use both ways equally to teach RC activities (33.33%). Concerning the justification of the possibility of using other ways only one teacher responds: teach the RC activities through the three steps pre-reading, during reading and post-reading.

Q6. When you have reading activities, how often do you organize students in the following ways?

- a. I teach reading as a whole-class activity
- b. I create same-ability groups
- c. I create mixed-ability groups
- d. I create groups based on other criteria
- e. I use individualized instruction for reading
Table 8

The ways student’s organization during the reading activities

<table>
<thead>
<tr>
<th>The way</th>
<th>A</th>
<th>B</th>
<th>C+D</th>
<th>C</th>
<th>D+E</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage %</td>
<td>66.66</td>
<td>0</td>
<td>0</td>
<td>44.44</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

![The ways student’s organization during the reading activities](image)

**Figure 8.** The ways student’s organization during the reading activities

The results in figure 8 show that (66.66%) of teachers claim that they use to teach reading as a whole-class activity (12). Besides, (44.44%) of them use to create mixed-ability groups (8). Whereas, no one of participants use teach it in individual instruction for reading, select groups based on other criteria, or create same-ability groups-. Thus, we can say that teachers organize students in ways that encourage them to react positively with the given activity.

**Q7.** Which type of activities do you usually adopt when dealing with reading comprehension

a. Activities based on the entire passage  
   [ ]

b. Activities based on sections of the passage  
   [ ]
c. Activities based on words, phrases or sentences

d. All of them

Table 9

Type of activities adopted when dealing with reading comprehension

<table>
<thead>
<tr>
<th>Option</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 9. Type of activities adopted when dealing with reading comprehension

It is clear that all the teachers do actually provide their students with all these types of activities when they deal with the reading activities, it is an indication that teachers are aware of the importance of reading activities and its positive role in integrating the other skills.

Q8. -Which type of activities students perform better

a. Skimming
b. Scanning
c. Reference questions
Table 10

Type of activities students performs better

<table>
<thead>
<tr>
<th>Option</th>
<th>Skimming</th>
<th>Scanning</th>
<th>Reference q</th>
<th>Inference q</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Percentage %</td>
<td>33.33</td>
<td>33.33</td>
<td>22.22</td>
<td>22.22</td>
</tr>
</tbody>
</table>

Figure 10: Type of activities students perform better

Responses to this question show that the (33.33%) of teachers claims that students perform better in skimming activities (6) those declare that their students perform better in scanning activities, similarly in percentage. While, those who said that they perform better with inferenced Q and teachers saw that their students perform better with the referenced Q with (22.22%). Due to several reasons, such as, they find them enjoyable and easy to solve.

Q9. When using the above-mentioned activities, your pupils are:
   a. motivated
   b. demotivated
   c. indifferent
Table 11

Pupils’ motivation

<table>
<thead>
<tr>
<th>Option</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>12</td>
<td>6</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>66.66</td>
<td>33.34</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 11. Pupils’ motivation

The result of table 13 illustrate the teachers’ perception of the students’ motivation towards the mentioned activities. 66.66% of them said that they are motivated. Whereas, the rest of them 33.34% state that their students are not motivated.

Q10. To what extent the RC activities contribute to the pupils’ writing achievement?
   a. greatly
   b. fairly much
   c. a little
   d. not at all

Table 12

RC activities contribution to the pupils’ writing achievement

<table>
<thead>
<tr>
<th>Option</th>
<th>a</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>14</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>77.78</td>
<td>0</td>
<td>22.22</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>
The results obtained from figure 12 show that the majority of teachers 77.78% agree that the RC activities contribute to the pupils’ writing achievement greatly. While the rest of the sample see that it contributes a little to students’ writing.

Q11. The RC activities might be of great help for the pupils’ writing if pupils reach total comprehension of the reading passage:

a. I agree         b. I am undecided       c. I disagree

Table13

The RC activities great help the pupils when they write if they reach total comprehension of the reading passage

<table>
<thead>
<tr>
<th>Option</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>
The RC activities great help the pupils when they write if they reach total comprehension of the reading passage

Figure 13. The RC activities great help the pupils when they write if they reach total comprehension of the reading passage

The results showed in the table 15 prove the results of the last Q. All teachers agree with the great help of RC activities to pupils when they write in condition, they reach total comprehension of the reading passage.

Q12. Which one of the following RC strategies is/are efficient in developing students’ writing?

a. Ask question
b. Determine importance
c. Making inferences
d. Making connections
e. Synthesize and
f. Visualize
g. All of them
Table 14

RC strategies efficiency in developing students’ writing

<table>
<thead>
<tr>
<th>Option</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>e</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 14. RC strategies efficiency in developing students’ writing

In this question, teachers were asked to select the RC strategies that effect the development of students’ writing. All teachers see that all of the mentioned activities are effect students’ writing 100%.

Section three: teachers’ view about the writing production

Q1. How do you assess your pupils’ level in writing?

a. Good  ☐

b. Average ☐

c. Below average ☐

d. Poor ☐

Table 15

Pupils’ level in writing

<table>
<thead>
<tr>
<th>Option</th>
<th>Good</th>
<th>Average</th>
<th>Below average</th>
<th>Poor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>0</td>
<td>4</td>
<td>10</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>0</td>
<td>22.22</td>
<td>55.56</td>
<td>22.22</td>
<td>100</td>
</tr>
</tbody>
</table>
As shown on the figure 15, more than a half of the teachers (55.56%) said that the students' level in writing is below the average. (22.22%) of them said that they have an average level similarly to those assess their students' level as poor.

Q2. Do your students find difficulties when engaged in writing?
   a. Yes
   b. No

Table 16

<table>
<thead>
<tr>
<th>Students’ difficulties when engaging in writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Number of Teachers</td>
</tr>
<tr>
<td>Percentage %</td>
</tr>
</tbody>
</table>
Figure 16. Students’ difficulties when engaging in writing

Unsurprisingly, all teachers of our sample declare that their students face problem when they asked to produce a piece of writing (100%).

Q3. What are the problems your students face when engaged in writing?
   a. Vocabulary
   b. Grammar
   c. Mechanics
   d. Organization of ideas
   e. all of them

Table 17

Problems faced students when engaging in writing

<table>
<thead>
<tr>
<th>Option</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>d</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Percentage %</td>
<td>16.68</td>
<td>5.56</td>
<td>11.11</td>
<td>16.68</td>
<td>50</td>
</tr>
</tbody>
</table>
In this question, teachers were asked to select the main problems faced by students when engaging in writing. (50%) of them agree that students face all the above-mentioned problems while producing a piece of writing. Whereas, the other choices are selected equally, (16.68%) for both vocabulary and organisation of ideas, and (11.11%) for grammar and (5.56%) for mechanics. The previous results are an indication that teachers are aware about the problems students face when engaging in writing.

**Q4. How do you often manage your pupils’ settings during the writing sessions?**

- a. As a whole-class activity  
- b. Group work  
- c. Pair work  
- d. Individual work
Table 18

Pupils’ settings during the writing sessions

<table>
<thead>
<tr>
<th>Option</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Percentage %</td>
<td>0</td>
<td>16.68</td>
<td>44.44</td>
<td>38.88</td>
</tr>
</tbody>
</table>

**Figure 18. Pupils’ settings during the writing sessions**

From the results above, no teacher solves the writing activity as a whole-class activity. Whereas, most of them use pair work in solving those activities (44.44%). only (3) teachers use the group work during writing sessions (16.68). The teachers left are choose the individual work to prepare them to the final exam.

**Q5.** Do you think that group and pair work may foster your pupils’ writings productions?

a. yes

b. no
Table 19

Pupils’ writing production is fostered by the pair work

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>11</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>61.11</td>
<td>38.89</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 19. Pupils’ writing production is fostered by the pair work

The aim of this question is to know the teacher’s opinion about using the pair work to foster students writing production, whether it interests students or not. From the results above, (11) teachers said that their students do show good result when they work together. Whereas (7) teachers disagree with the others. This means that teachers try to help students to develop the communicative skill.

Q6. According to your experience, what is the best way to solve writing activities?

- Peer-correction.
- Focusing on the content than the correctness.
- To have a good conception of the writing activities.
- Teachers must motivate pupils through varying activities (sequenced activity).
- Asking pupils to write short paragraph at home.
- Pupils needs to read more and to master the grammar and acquire vocabulary.
- Give a sample paragraph to pupils and ask them to produce their own work depending on the given model.
- Read books, watch English movies
- Through the RC activities discussing the same objectives.
- Reading and developing their knowledge outside the school.

**Q7. Are the textbook’s activities do not adequate to enhance pupils’ writing?**

a. yes ☐

b. no ☐

- In either case, please explain

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

**Table 20**

**The textbook’s activities enhance pupils’ writing**

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>6</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>33.33</td>
<td>66.67</td>
<td>100</td>
</tr>
</tbody>
</table>
When teachers were asked about their opinion about the activities provided in the textbook, (12) of them show satisfaction to these activities. While, (6) teachers were unsatisfied with the text book activities. So, the textbook activities are conceded to be one of the reasons that motivate student when they come to the writing phase. For the explanation, teachers who reply with yes explain that it is because

- They reflect more to the target culture.
- They do not engage with learners regards, age and interest.
- It should provide extra tasks to enhance their vocabulary and writing

Teachers were agreeing with text book activities believe that they are very useful and helpful in integrating the writing skill.

Q8. According to you, what are the reasons behind the observed weaknesses in pupils’ writing?

Is it because:

a. teachers do not relate the task with the other activities specially the reading comprehension one

b. students do not relate the task with the other activities specially the reading comprehension one

Figure 20. The textbook’s activities enhance pupils’ writing
c. Lack of vocabulary and writing methodology in English

d. The total reliance on the given text and use the same words

Table 21

The reasons behind the observed weaknesses in pupils’ writing

<table>
<thead>
<tr>
<th>Option</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>0</td>
<td>8</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Percentage %</td>
<td>0</td>
<td>44.44</td>
<td>27.78</td>
<td>27.78</td>
</tr>
</tbody>
</table>

**Figure 21. The reasons behind the observed weaknesses in pupils’ writing**

Responses to this question show that the (27.78%) of teachers believe that the lack of vocabulary and writing methodology in English is the main reason behind the weakness observed in students writing the same percentage with teachers state that students rely on the given text and the same word this limit the students’ creation. In addition to that, (44.44%) of them believe that students do not relate the task with the other activities specially the reading comprehension one is the main reason. Ending with teachers’ total separation writing skill from the other skill (0%). From this we indicate that teachers know the students’ points of weakness so that they try to solve it.
Section four: Middle school Teachers’ Views of the CBA

Q1. Which approach is being adopted for the teaching of English as a foreign language in Algerian middle schools?

a. The communicative approach
b. The functional approach
c. The Competency Based approach

Any other, please specify

-------------------------------------------------------------------------------

Table 22

The approach adopted for teaching English as a foreign language in Algerian middle schools

<table>
<thead>
<tr>
<th>Option</th>
<th>A</th>
<th>B</th>
<th>c</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>2</td>
<td>0</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>11.11</td>
<td>0</td>
<td>88.89</td>
<td>100</td>
</tr>
</tbody>
</table>

. The approach adopted for teaching English as a foreign language in Algerian middle schools

A: 89%
B: 11%
C: 0%
Figure 22. The approach adopted for teaching English as a foreign language in Algerian middle schools

In this question, teachers are asked which approach is being adopted recently in the Algerian educational system. The majority of teachers (88.89%) mentioned that the CBA is the recent approach that has been adopted in teaching English (12 teachers). Only (2) teachers (11.11%) said that the CA is the recent used approach this means that these teachers are unaware of the current implemented teaching approach.

Q2. How would you describe the CBA?

a. as an approach, which is based on training learners to construct their own knowledge to be able to use it in their real-life tasks
b. as an approach, which is concentrated on the communicative use of language in realistic ways and focused on enabling learners to become communicatively competent

Table 23

The CBA description

<table>
<thead>
<tr>
<th>Option</th>
<th>A</th>
<th>B</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>2</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>11.11</td>
<td>88.89</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 23. The CBA description

It appears from teachers’ responses that the majority of them (88.89%) showed a good understanding of the CBA since all of them select the appropriate definition to the new approach. They all describe it as an approach which construct their own knowledge to be able to use it in their real-life tasks. This confirms the result obtained in the previous question which indicates that the majority of teachers were well trained to use the CBA. On the other hand, only (2) teachers believe that the best description of the CBA is as an approach, which is concentrated on the communicative use of language in realistic ways and focused on enabling learners to become communicatively competence.

Q3. The implementation of the CBA helps learners to become effective competent users of English in their real-life tasks.

a. Strongly agree □

b. Agree □

c. Strongly disagree □

d. Disagree □
e. Neutral □
Table 24

Teacher’ Degree of Agreement concerning the main aim of the CBA

<table>
<thead>
<tr>
<th>Option</th>
<th>a</th>
<th>B</th>
<th>c</th>
<th>d</th>
<th>E</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>2</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Percentage</td>
<td>11.11</td>
<td>77.79</td>
<td>5.5</td>
<td>0</td>
<td>5.55</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 24. Teacher’ Degree of Agreement concerning the main aim of the CBA

The results indicated in table 24 and figure 24 reveal that, most of teachers (77.79%) show their agreements with the fact that the CBA helps learners to use English effectively and competently outside the school. Besides, (11.11%) agreed strongly with its aim, whereas, only one teacher disagree with it, the same percentage for the neutral (5.55%). And no one disagree. This confirm their awareness about the approach.

Q4. The CBA emphasizes skills progression, and improves performance.

   a. Strongly agree
   b. Agree
c. Strongly disagree

d. Disagree

e. Neutral

Table 25

Teachers’ degree of agreement with the main advantage of the CBA

<table>
<thead>
<tr>
<th>Option</th>
<th>a</th>
<th>b</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>3</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>16.67</td>
<td>77.78</td>
<td>0</td>
<td>0</td>
<td>5.55</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 25. Teachers’ degree of agreement with the main advantage of the CBA

Table 27 above indicates that the majority of the teachers 94.54% (16.67% + 77.78%) do agree that the CBA improves learners’ performance and motivates them to learn more. While, only one teacher is neutral.

Q5. The teachers’ role in the CBA should be:
a. A facilitator
b. A conventional information-provider
c. Guider

Explain your choice, please?

Table 26

The teachers’ role in the CBA

<table>
<thead>
<tr>
<th>Option</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>5</td>
<td>0</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>27.79</td>
<td>0</td>
<td>72.21</td>
<td>100</td>
</tr>
</tbody>
</table>

This question (Q5), highlights the teacher’s role in the CBA. Teachers were to some extent unanimous about the role they play in implementing the CBA. Statistically, (72.21%) of teachers said that their principle role is that of guider, while only (27.79%) of the respondents
(5 teachers) said that their role is just facilitator. Teachers justified that the role of the teacher should be a facilitator and a guide in order to facilitate learning and make the learners less dependent and more responsible for their learning process. Adding, that their central role is to create a healthy environment in class. Therefore, he is a facilitator and guider not a monitor.

Q6. Which of the learning theories below the CBA is based on?

a. Cognitive

b. Constructive

c. Socio-constructive

d. None of them

Table 27

Teachers’ awareness of the learning theories of the CBA

<table>
<thead>
<tr>
<th>Option</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>3</td>
<td>2</td>
<td>13</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>16.68</td>
<td>11.11</td>
<td>72.21</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

![Teachers’ awareness of the learning theories of the CBA](pie_chart.png)
As shown on the table 29 and figure 27, more than a half of the teachers (72.21%) said that a socio-constructive theory is the learning theory that the CBA is based on. (16.68%) of them said that CBA rests on the cognitive theory. While, (11.11%) mentioned that constructivism is the fundamental learning theory that CBA is built upon. From these results, we can deduce that more than a half of respondents agreed that the CBA is based on the socio-constructivist theory since it focuses on the importance of social interaction and peer learning to promote learners’ competencies.

Q7. Teaching English language under the framework of the CBA means:

a. Teaching its grammatical rules
c. Teaching its communicative use
b. Teaching its vocabulary rules
d. All of them

Table 28

<table>
<thead>
<tr>
<th>Option</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>2</td>
<td>0</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Percentage %</td>
<td>11.11</td>
<td>0</td>
<td>38.89</td>
<td>50</td>
</tr>
</tbody>
</table>

Figure 28. Teachers’ opinions about teaching English within the CBA
Figure 28 indicates that half of teachers (50%) said that teaching English within the CBA means teach all the mentioned aspects its vocabulary rules, its grammatical rules and the communicative use. Moreover, the majority (38.89%) said that teaching English within the CBA means teach its communicative use, which is the real functions of a language in daily life settings of communication. On the other hand, the rest of them (11.11%) choose the teaching grammatical rules.

**Q8.** Which of the four language skills do you think CBA is appropriate for improving

- a. Speaking
- b. Listening
- c. Writing
- d. Reading
- e. All of them

**Table 29**

**Teachers’ views of the CBA’s Skills**

<table>
<thead>
<tr>
<th>Option</th>
<th>A</th>
<th>b</th>
<th>C</th>
<th>D</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>
It’s clear from the table 24 that 100% of the teachers said that CBA improves the four skills together. Within the CBA the four skills reading, writing, speaking, and listening are integrated simultaneously.

**Section five: Teachers’ viewpoints about the effectiveness of the RC activities on the situation of integration within the context of the CBA in the Algerian middle school**

Q1. The Pupils’ English proficiency level in previous years was:

a. Weak

b. Average

c. Fairly good
d. Good

**Table 30**

**Pupils’ English proficiency level within the CBA**

<table>
<thead>
<tr>
<th>Option</th>
<th>A</th>
<th>b</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Percentage %</td>
<td>55.55</td>
<td>33.33</td>
<td>5.66</td>
<td>5.66</td>
</tr>
</tbody>
</table>
Results shown on table 30 reveal that 55.55% of the teachers view that the pupils level in English is weak while 33.33% think that they are average. Only 5.66% regard their level as fairly good and good. The results obtained from this question reveal that the CBA helps pupils to reach an acceptable level in English.

**Q2.** Which type of activities do you use in the classroom when you teach English within the context of CBA?

- a. Information gap
- b. Information gathering
- c. Information transfer
- d. Task completion
- e. Project work

**Table 31**

Activities used in English classroom within the context of CBA

<table>
<thead>
<tr>
<th>Option</th>
<th>A</th>
<th>b</th>
<th>c</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Percentage %</td>
<td>22.22</td>
<td>11.11</td>
<td>11.11</td>
<td>11.11</td>
<td>44.44</td>
</tr>
</tbody>
</table>
According to the data shown on figure 31, instructors in the CBA classroom do often use project work as an important task in language instruction, since the fifth option recorded the highest percentage in the total teachers’ answers with (44.44%). Besides, the less frequently used activities with the same percentage with (11.11%) was given to both task completion and information transfer and information gathering activities with (2) teachers. Whereas, most of them use information gap (22.22%). So, we can deduct from the results that most middle school teachers apply the activities of the CBA.

Q3. Using the above-mentioned activities in the classroom, your pupils are:

a. Motivated

b. Unmotivated
Table 32

Students’ motivation

<table>
<thead>
<tr>
<th>Option</th>
<th>A</th>
<th>B</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>16</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>88.89</td>
<td>11.11</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 34 demonstrates that the majority of teachers responded positively to the activities utilized in the CBA class, in the sense that 88.89% seem to have motivated students. While only 2 teachers (11%), did not gain fruitful results from applying such activities.

Q4. As an EFL teacher, do you think that the RC activities are effective for the writing one?
   a. Yes
   b. No

- In either case, explain:

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

98
Table 33

Teachers opinion about the effectiveness of RC activities on RC activities

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>17</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Percentage %</td>
<td>94.44%</td>
<td>5.66%</td>
<td>100</td>
</tr>
</tbody>
</table>

As we can notice from table 33 and figure 33 the majority of teachers 17 (94.44%) declared that the RC activities are indeed an effective activity for the writing one. While, (5.66%) of them did not find the RC activities as an effective activity for the writing one in teaching English at the middle school. We can deduct from the demonstrate that the RC activities are indeed an effective activity for the writing one, due to the fact that the majority of them see that these activities are an effective for students writing. For the explanation, teachers clarify their agreement by

- Students can learn and use grammatical structures which they have seen in reading comprehension.
- Learners are asked to write to write a paragraph the same like they have seen in the RC.
- It helps the writer to better understanding and therefore facilitates organizing ideas
to elaborate a piece of writing.
- When they read a lot, they can gather ideas and information that they can use in the
writing phase.

Teachers who reply with no explaining
- There are other activities effect more the students’ writing.

Section Six: Further Suggestions

If you feel ready to add any comments, please do

For this question, only four teachers out of eighteen responded in relation to the topic.
They believed that, the problem facing learners of middle school in a great part of it due to
the time devised for English language. Moreover, another one said that RC is the main task
to improve the writing skill. In addition, teachers should ask the learners about what they
have studied before (feedback). The last participant believe that RC is the process that help
learners to achieve the objective of the lesson (help them to write).

2.5 Discussion of the Results

Through teachers’ questionnaire analysis, much information about the teachers’
perceptions of the impacts of RC activities on the situation of integration within the context
of the CBA has been provided. The questionnaire’s main objective is to validate the research
hypothesis which is EFL learners might improve their writing production within the context
of CBA through using the reading comprehension activities designed in their textbook.

Firstly, the first section shows that the participants of this study are 50% teachers who
hold BA degree, whereas the second half hold between the master 38.89% and magister
degrees 11.11 % and 00% have a PHD degree. In addition, the majority have an experience
in the domain of EFL teaching, 16.68% of questioned teachers are teaching English from 1-4 years, 22.22% of them are teaching English from 8-12 years, those who teach English from 5-8 years 27.79%, 33.33% of middle school questioned teachers have more than 12 years of teaching experience and their experience in teaching the fourth class, the selected sample has experienced teaching the fourth class. This implies that the responses of the teachers who contributed in this questionnaire are reliable.

Secondly, the results of the second section of the questionnaire show the great importance given to the RC activities. The results of Q1 show that teachers evaluation of the level of pupils’ English proficiency of reading is weak 55.56%, whereas, some of them state that it is average 38.88% , and only one teacher says that students have a good level of reading English proficiency 5.56%. Q2 shows that 94.44% of teachers consider reading difficult to EFL students. Although, the reading skill is an important skill but it's difficult for EFL students to master. Q3 shows that most of teachers 83.33% conceder grammar as the main level of difficulties students rise when they attend to read piece of writing than lexis and comprehension. Q4 is about the reasons behind facing these difficulties in the previous question lexis and grammar (66.66%). Q5, despite the fact that there are many ways of teaching reading sessions. Some teachers teach it as part of instruction in different curriculum areas 44.44%. Whereas, others teach it separately or using both ways equally to teach reading. Q6 is about the students setting organization during the reading session. Results show that most teachers 66.66% use the group work while teach reading, this indicate that teacher try to develop student’s communicative competence which is the main aim of the CBA. Moreover, Q7 all teachers of our sample use all the mentioned types of activities (100%). Q8 teachers assume that student perform better in skimming and scanning activities 44.44% more than the other, Q9 most of teachers 66.66% assume that students are motivated while using these activities, Q10 and 77.79% state that the RC activities contribute
to the pupils’ writing achievement greatly, Q11 participants agree that the RC activities might be a great help for the pupils’ writing when they reach total comprehension of the reading passage, Q12 all teachers 100% say that all the mentioned activities are efficient in developing students’ writing. This indicate teachers do actually aware of the importance of reading activities and its positive role in integrating the other skills (writing).

The analysis of the third section has revealed the teachers’ perceptions of the writing production. It shows that most teachers state Q1, 55.56% the students have below average level of writing, Q2 because they face problems when engaging in the writing phase 100%, Q3 mainly vocabulary, grammar, mechanics, and organization of ideas. However, Q4 almost the half of teachers 44.44% said that they use the pair work setting during those activities, Q5 the same percentage of teachers agree that the pair and group work to foster students writing production. Moreover, Q6 the best way to solve writing activity according to the teachers’ experience is to focus on the reading one and give more attention to its activities. Q7 more than the half of teachers 66.67% are supporting the text book activities because it enhances students’ writing. Q8, almost the half 44.44% of them believe that students do not relate the task with the other activities specially the reading comprehension one is the main reason behind the students’ weakness in writing. This results indicate that the most suitable activities that enhance students writing production according to the teachers’ experience are the RC activities.

The analysis of the fourth section of the questionnaire demonstrated the teachers view of the CBA. Q1, Q2 confirmed the fact that the majority (83.33%) of the teachers are well trained to teach English within the CBA. Additionally, questions 3, 4, 5, 6, 7 and 8 were to get a view about the teachers’ opinions whether they possess some knowledge about the CBA or not. As a result, all respondents asserted they have a ‘good knowledge’ about the
CBA since most of them selected the options that deal with the main aspects of the CBA (as shown in the analysis).

Finally, the analysis of the fifth section showed the teachers’ viewpoints about the effectiveness of the RC activities on the situation of integration within the context of the CBA in the Algerian middle school. Q1, half of them revealed that pupils have reached an weak level in English proficiency. This indicate that pupils reached an acceptable level of proficiency in English within the framework of the CBA. A fact which implies the relative success of the CBA in promoting the teaching of English in the Algerian educational system.

Furthermore, according to Q2 and Q3 it is held that pupils welcomed not only all activities suggested by the teacher or found in their course books but learners exhibited a real motivation in doing those activities. Subsequently, the suggested activities of the CBA have come to increase the learners’ motivational level to be autonomous throughout the learning process. Such an effect leads learners not only to construct their own knowledge but to achieve the instructors’ goals and objectives. As long as, Q4 is concerned with the main information in this research, 94.44% of them were almost declared that the RC activities are indeed an effective activity for the writing one.

In sum, the results discussed in the analysis of the teachers’ questionnaire confirm the initially stated hypothesis, which consists of admitting that the use of reading comprehension activities is effective in improving pupils’ writing production within the context of CBA taking the text book as the source of activities.
Conclusion

The present chapter shed light on some practical parts of the study which have been described, analyzed, and discussed. Overall, the teachers’ answers denote an almost total agreement about the fact that reading comprehension activities displays an effective and efficient feature of producing a piece of writing. The discussion and the results of the questionnaire were about the study’s questions of whether the RC activities provided in their text book are an effective to the pupils writing production or not within the context of the CBA. The results obtained from the questionnaire prove that the majority of middle school teachers find the RC activities are really effective in the writing process. Thus, the positive results we revealed in this study have confirmed our hypothesis.

Pedagogical implications and Recommendations

Pedagogical Implications

The current investigation attempt to give a clear image about the impact of the RC comprehension activities on the situation of integration, and indicates that the chosen sample for this study did respond positively to the impact of the RC comprehension activities on the situation of integration. Therefore, some pedagogical implications are drawn:

• The RC comprehension activities are effective for students’ writing production (situation of integration) in the Algerian middle school.

• These activities have proved efficiency in enhancing EFL students’ writing on many levels (content, organization, form, spelling, and grammar…etc.).

• RC activities for instance, are so suitable and beneficial if introduced at the beginning of the academic year.

• It fosters teachers-student’s communication so that students would take advantage of it and learn how to interact and discuss with teachers.

• It helps the pupils of the 4th class in middle school to gain extra marks in the final exam.
• Learners can apply in their writings those items they practiced during the RC activities.
• Teacher and the students manage those items dealt with in the RC activities.
• Students are greatly able to apply what they have learnt in the RC activities.
• The CBA has been shown to have advantages in promoting the learners’ autonomy in learning EFL. Finally, we hope teachers would benefit from this modest work to help their students improve their writing.

Recommendations for Teachers

• To be aware of something means you know what to do, when to do, and most importantly how to do. In other words, teachers need to know what RC activities, writing production and CBA is, in terms of both theory and practice. To do so, they should have more knowledge about those items to enlarge their repertoires about their different features and requirements. Moreover, seminars must be held frequently and regularly because they are of a great help especially for novice teachers. Along inspectors and mentors, it would be more fruitful if all teachers can be invited to enrich the meeting with model lessons and their experience in terms of the teaching practices. Thus, such opportunities and meetings can redirect some teachers’ way of teaching and help them overthrow the way they have been taught before. Finally, teachers should stop using the traditional methods.

Limitation of the Study

In the present study, there were some inevitable limitations that are as follows:
• Because of administrative problems we started working late.
• The main problem was the administrative constraints that prevented from the distribution and the retrieval of the teachers’ questionnaire due time and teachers were not interested.
• Time constraints, extended time would be helpful for conducting this study on a large sample of teachers to get more valid and reliable results.
**General Conclusion**

The aim of the present study was to investigate the Algerian middle school EFL teachers’ views about the effectiveness of the RC activities on the writing production. In other words, the purpose of this study was to find whether the RC activities provided in the text book are effective in enhancing writing production for the fourth Algerian middle school pupils under the frame work of the CBA.

The dissertation included two main chapters. The first chapter constituted the theoretical part of this research work which was about an overview of the reading, writing and the CBA, in which we reviewed briefly the most common used we tackled in details the theoretical aspects of the reading, writing and the CBA such as (its history, definition, characteristic, components, approaches, teachers’ role as well as learners’ role within the CBA, and pedagogical implications behind its application in the Algerian middle school).

The second chapter was the practical part of this study. It represented the analysis of the middle school teachers’ questionnaire. The results we have obtained from this questionnaire confirmed our hypothesis, in the sense that the findings show that the reading comprehension activities provided in the text book are effective in enhancing students’ writing production in English language teaching within the context of the CBA.
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Appendix 1

Teachers’ questionnaire

Dear teacher,

You are invited to fill in the following questionnaire and provide us with your opinion about the impact of the reading comprehension activities on the situation of integration in the fourth-year students’ text book.

Your answer will contribute greatly to the achievement of this research work.

Please, tick the appropriate box or make a full statement whenever it is necessary.

Thank you in advance for your cooperation.

Miss. Khaoula BOULAKHRAS

University of Oum El Bouaghi.

Faculty of Letters and Languages.

Department of English
Section I: General Information

1-What degree do you hold?
   a. (BA) License □
   b. (MA) Master □
   c. Magister □
   d. PHD □

2- You have been teaching English for
   a. 1-4 years □
   b. 5-8 years □
   c. 9-12 years □
   d. + 12 years □

3- Have you been teaching the Fourth-Year Middle School pupils?
   a. Yes □
   b. No □

Section two: Teachers’ view about reading comprehension activities in middle school teaching.

1-Pupils’ English proficiency level of reading is:
   a. Good □
   b. Average □
   c. Weak □

2-Do your students find difficulties when they read?
   a. Yes □
   b. No □

3- If yes, at what level they find difficulties?
   a. Lexis □
   b. Grammar □
   c. Comprehension □
   d. Any other area □

4. What do you think is/are the reason(s)
5-Which of these describes best how you teach reading to the fourth-class middle school students?

   a. I usually do reading & the reading activities as part of instruction in different curriculum areas
   b. I usually do reading activities as a separate subject.
   c. I do both of the above about equally
   d. If others, please justify.

6-When you have reading activities, how often do you organize students in the following ways?

   a. I teach reading as a whole-class activity
   b. I create same-ability groups
   c. I create mixed-ability groups
   d. I create groups based on other criteria
   e. I use individualized instruction for reading

7-Which type of activities do you usually adopt when dealing with reading comprehension

   a. Activities based on the entire passage
   b. Activities based on sections of the passage
   c. Activities based on words, phrases or sentences
   d. All of them
8-Which type of activities students perform better
   a. Skimming
   b. Scanning
   c. Reference questions
   d. Inference questions

9- When using the above-mentioned activities, your pupils are:
   a. motivated
   b. demotivated
   c. indifferent

10- To what extent the RC activities contribute to the pupils’ writing achievement?
   a. greatly
   b. fairly much
   c. a little
   d. not at all

11. The RC activities might be of great help for the pupils’ writing if pupils reach total comprehension of the reading passage:
   a. I agree
   b. I am undecided
   c. I disagree

12-Which one of the following RC strategies is/are efficient in developing students’ writing
   a. Ask question
   b. Determine importance
   c. Making inferences
   d. Making connections
   e. Synthesize and
   f. Visualize
   g. All of them
Section three: teachers’ view about the writing production

1- How do you assess your pupils’ level in writing?
   a. Good
   b. Average
   c. Below average
   d. Poor

2- Do your students find difficulties when engaged in writing?
   a. Yes
   b. No

3- What are the problems your students face when engaged in writing?
   a. Vocabulary
   b. Grammar
   c. Mechanics
   d. Organization of ideas
   e. all of them

4- How do you often manage your pupils’ settings during the writing sessions?
   a. As a whole-class activity
   b. Group work
   c. Pair work
   d. Individual work

5- Do you think that group and pair work may foster your pupils’ writings productions?
   a. yes
   b. no
6. According to your experience, what is the best way to solve writing activities?

7. Are the textbook’s activities do not adequate to enhance pupils’ writing?
   a. yes  
   b. no  
   - In either case, please explain

8. According to you, what are the reasons behind the observed weaknesses in pupils’ writing?
   Is it because:
   a. teachers do not relate the task with the other activities specially the reading comprehension one  
   b. students do not relate the task with the other activities specially the reading comprehension one  
   c. Lack of vocabulary and writing methodology in English  
   d. The total reliance on the given text and use the same words

Section four: Middle school Teachers’ Views of the CBA

1. Which approach is being adopted for the teaching of English as a foreign language in Algerian middle schools?
   a. The communicative approach  
   b. The functional approach  
   c. The Competency Based approach
Any other, please specify

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

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

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

2- How would you describe the CBA?

a. as an approach, which is based on training learners to construct their own knowledge to be able to use it in their real-life tasks

b. as an approach, which is concentrated on the communicative use of language in realistic ways and focused on enabling learners to become communicative competent

3- The implementation of the CBA helps learners to become effective competent users of English in their real-life tasks.

a. Strongly agree □

b. Agree □

c. Strongly disagree □

d. Disagree □

e. Neutral □

4- The CBA emphasizes skills progression, and improves performance.

a. Strongly agree □

b. Agree □

c. Strongly disagree □

d. Disagree □

e. Neutral □

5- The teachers’ role in the CBA should be:
a. A facilitator  

b. A conventional information-provider  

c. Guider  

Explain your choice, please?

6- Which of the learning theories below the CBA is based on?

a. Cognitive  

b. Constructive  

c. Socio- constructive  

d. None of them  

7- Teaching English language under the framework of the CBA means:

a. Teaching its grammatical rules  

c. Teaching its communicative use  

b. Teaching its vocabulary rules  

d. All of them  

8- Which of the four language skills do you think CBA is appropriate for improving

a. Speaking  

b. Listening  

c. Writing  

d. Reading  

e. All of them
Section five: Teachers’ viewpoints about the effectiveness of the RC activities on the situation of integration within the context of the CBA in the Algerian middle school

1- The Pupils’ English proficiency level in previous years was:
   a. Weak   
   b. Average  
   c. Fairly good  
   d. Good  

2- Which type of activities do you use in the classroom when you teach English within the context of CBA?
   a. Information gap  
   b. Information gathering  
   c. Information transfer  
   d. Task completion  
   e. Project work  

3- Using the above-mentioned activities in the classroom, your pupils are:
   a. Motivated  
   b. Unmotivated  

4- As an EFL teacher, do you think that the RC activities are effective for the writing one?
   a. Yes  
   b. No  
   - In either case, explain:

.......................................................... ..........................................................
.......................................................... ..........................................................
.......................................................... ..........................................................
Section Six: Further Suggestions

- If you feel ready to add any comments, please do

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Thank you very much for your cooperation.
Résumé

Cette étude sert à examiner l'efficacité des exercices de compréhension programmés dans le livre scolaire, ayant pour but l’amélioration de l’expression écrite dans le cadre de l’approche par compétence. Cette dernière a pour objectif de développer les capacités des étudiants et d’améliorer leur niveau pour un meilleur apprentissage de la langue anglaise. Ceci nécessite donc l’utilisation de toutes les bases et les règles apprises durant les séances et les cours, surtout les exercices de compréhension. Ce dernier point constitue, en effet, l’hypothèse de notre étude.

Pour valider cette hypothèse, un questionnaire a été élaboré pour pouvoir recueillir un maximum d’information auprès de trente (30) enseignants-praticiens du cycle de l’enseignement moyen. Le questionnaire est appuyé par une fiche d’observation de la classe durant toute une unité didactique dans une classe d’élèves de 4ème année. Cette fiche servira de seconde source d’information pratique car l’on assistera durant toute la phase de l’unité afin déterminer l’exactitude de l’enseignement des différentes phases, particulièrement la phase des activités de compréhension du texte de lecture et celle de la phase de la production écrite. Les résultats de cette entreprise a révélé la véracité de notre hypothèse qui a été démontrée comme valide.

Enfin, il peut être dit que les exercices et les activités contenues dans le livre scolaire des élèves, particulièrement celles des textes de lectures, peuvent contribuer à l’amélioration de la production écrite des élèves. Ces exercices et activités, donc peuvent assurer non seulement une amélioration des productions écrites des apprenants, mais aussi développer et consolider, dans le cadre de l’approche par compétence, l’apprentissage de la langue anglaise.
ملخص

تهدف هذه الدراسة إلى فحص فاعلية تمارين دراسة وفهم النص الموجودة في الكتاب المدرسي فيما يخص تحسين التعبير الكتابي للطلاب في السنة الرابعة متوسط في إطار ما يعرف بمنهج المقارنة بالكفاءات، الذي يهدف إلى تحسين قدرات المتعلمين وتحسين مستوى تعلمهم واتخاذ اللغة الإنجليزية وذلك من خلال إعادة استثمار أنجازات المتعلمين أثناء حالات التعبير الكتابي. باستخدام قواعد اللغة التي درست في حصص سابقة خاصة تمارين فهم ودراسة النص.

بناءً على ذلك افترضنا أنه يمكن للطلاب أن يحسنوا من انتاجهم الكتابي باستخدام النشطة فهم ودراسة النص.
ولاختلاف صحة هذه الفرضية قمنا بإتباع أسلوبين مختلفين. الأول يتمثل في متابعة سلسلة تعليمية مع طلاب السنة الرابعة متوسط، ومحاولة تحليل انتاج التعبير الكتابي الخاصة بالتمارين. إضافة إلى ذلك قمنا بتوظيع استبيان على 30 طالب اللغة الإنجليزية في العام المتوسط. نتائج البحث أكدت فرضية عملنا بشكل إيجابي.

كاستنتاج اجمالي، يمكن القول أن تمارين فهم ودراسة النص المتوفرة في الكتاب المدرسي تساعد تلاميذ السنة الرابعة متوسط في تحقيق مستوى أعلى واحسن فيما يخص حالات التعبير الكتابي في ضوء النهج القائم على الكفاءات.