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Faculty of Letters and Foreign Languages
Department of English
Section of English

Implementing a Competency Based Instructional Framework to Develop ESP Students' Reading Comprehension: Case of Master's Students of Political Sciences at Mohamed Boudiaf University - M'sila

Thesis Submitted to the Department of English in candidacy for the degree of Doctorate in English Language and Education

PRESENTED BY: **SUPERVISED BY:**

Miss. Karima LADJEL   **Prof. Hafida HAMZAOUI**

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Miss. LADJEL Karima
June 5 th, 2018

Dedication

To LADJEL AMAR and NANOU HADA, my parents for

nursing me with affection and love.

To my sisters and brother.

To my friends.

To my teachers.

To my colleagues.

Acknowledgements

Abstract

Students in different fields of specialization such as business, political sciences, and technology sciences have to be provided with specific English syllabi and courses which address their needs and focus on promoting their competences required in their professional settings. Along this line of thought, the present investigation aims at identifying English language needs of Algerian political sciences students namely when reading in English in order to design the suitable teaching framework. For this purpose, a case study including 50 master's student from the department of political sciences; University of M'sila (Algeria) was undertaken. Various research instruments were used to cross-check the gathered data (i.e., two questionnaires think-aloud procedure, and reading comprehension tests). Both qualitative and quantitative analyses of data revealed that students' low reading proficiency is attributed to lack of linguistic, strategic, and discourse competences. Accordingly, the broad line of an English course that would suit the needs of political sciences students was drawn. This course focuses on developing students' linguistic, strategic, and discourse competences to be used when reading in English. The Competency-Based Approach (CBA) was proposed as an appropriate instructional model used to develop the different knowledge and skills of the three major competences. Summing up, the tailor made course exposes students to different authentic English political texts and tasks which help them develop general and specific language skills, functions, and forms of the three competences which in turn help them develop their reading proficiency.

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LIST OF ABBRIVIATIONS AND ACRONYMS

ESP: English for Specific Purposes

L1: First language

SL/L2: Second language

FL: Foreign Language

CBA: Competency Based Approach

CBE: Competency-based Education

CBE/T: Competency-Based Education and Training

CBI: Competency-Based Instruction (CBI)

CBP: Competency-Based Programs

CBLT: Competency-Based Language Teaching (CBLT)

S: Skill

A: Attitude

K: Knowledge

RA: Right Answer

AF:

RF: Ratio Frequency

GENERAL INTRODUCTION

During the 1st half of the 20th Century, many researchers worked on the way a particular language was taught for general purposes. Their objective was to discover the general components of a particular language and how these components could be taught for students whose aim was not specifically determined- using the appropriate approaches, methods, and techniques in a specific educational context. However, after the Second World War, there was an expansion in scientific, technological, and economic activities on an international scale. This expansion brought a unified world dominated by two major forces: technology and commerce, and imposed English as an international language. Consequently, a new type of language learner emerged, a learner who needed the language for specific purposes. This development required researchers to switch from teaching English for general proposes to teaching English for specific purposes (ESP). Thus, most researchers were required to make investigations concerning the needs of the new mass of people who wanted to learn ESP, among these people students whose sources and references included books and journals available only in English (Hutchinson and Waters 1987, 6).

Different researches are undertaken nowadays in each ESP context for the sake of identifying the specific needs which ESP students should acquire in order to perform well in their professional settings. Hence, both researchers and teachers tend to undertake a needs analysis process which helps them collect data about the target population. The analysis of the data collected assist teachers/ researchers to draw the language skills required in students' professional settings. Among these language skills is reading. The latter like any other language skills gains a great attention from both students and teachers in the context of ESP. That is to say, this receptive skill allows students to gain enough knowledge about the language forms and professional settings of a particular ESP context. Above all, reading becomes one of the most important requirements students need to

develop especially at the university level. Through reading several books and articles written in English and devoted to a particular ESP context, students are able to explore two types of knowledge which will be transformed in order to accomplish certain academic achievements. These types of knowledge include both general and specific English. However, different raising problems encountered by students nowadays impede the progress of this language skill especially in the context of ESP. In other words, students usually face problems in understanding English texts in any field of ESP. These problems might be related to the general and/or specific English language used in such technical texts. Therefore, the current research has a particular importance. First, it helps ESP teachers to understand the different reasons behind students' low reading proficiency. It provides also ESP teachers with examples about the different problems which ESP students encounter during their reading comprehension process. In addition, it aims at introducing an instructional framework which helps both teachers and students to address the different problems and develop the reading skill.

The current research tends to explore the various reading problems namely in the ESP context of political sciences. A case in point, Algerian political sciences students who need to read and comprehend books and articles written in English so important for their studies and academic achievement and who do not possess the necessary competence to do so. Therefore, the present research aims, first, to identify the source/s of reading difficulties of Algerian Master's students at the department of political sciences when dealing with English political texts; and second, to propose a course which addresses the English language needs of these students focusing on the development of the reading skill; and third, to illustrate the effect of the course design on students' reading proficiency. Consequently, the following research questions are put forward:

1) Is students' low proficiency in reading English political texts related to their linguistic, discourse and /or strategic competence?

2) What type of course and instructional model would be appropriate to develop political sciences students' reading proficiency in English?

3) How would this course and instructional model help in developing political sciences students' reading proficiency in English?

Based on literature review, the researcher puts forward the following hypotheses of the previous research questions:

1) Students' low reading proficiency in English may result from the inadequate use of the linguistic, strategic, and discourse competences.

2) A Competency -Based instruction will be the appropriate model used to develop the reading proficiency of political sciences Master's students.

3) The Competency-Based instructional model will help Master's students to develop their linguistic, strategic, and discourse competences which in turn will help to develop their reading proficiency.

In order to address the previous research questions, the current investigation which incorporates a case study of fifty ESP university students uses three main research instruments including the think-aloud procedure, tests, and questionnaires. Each research instrument has its own aim in this investigation. For example, the aim behind using the think-aloud procedure is to identify the different problems encountered by students when reading a text and to determine the type and frequency of strategies used during their reading process. The test is purposely undertaken in order to obtain numerical data that help to interpret and explore the different problems which prevent students from comprehending the different English political texts. Finally, the questionnaire is formulated

in order to cross-check the data gathered from the test and the think-aloud procedure. It aims at identifying different problems faced by students to comprehend a particular English text related to their field of specialization.

This work is divided into six main chapters. The first chapter aims at presenting the theoretical dimensions of the main variables and concepts undertaken in this study. That is to say, this chapter does not give only a set of theoretical knowledge of each variable in this research, but it tends also to show the relationship between these variables from a theoretical perspective. Hence, it tackles the three main variables including reading comprehension in ESP context, communicative competence, and the competency-based approach (CBA). Different concepts related to each of these variables are also defined. The aim of chapter one is to illustrate the effect of knowledge related to communicative competence on students' reading comprehension. It explains also the reason behind choosing the language teaching approach of the CBA to develop students' reading comprehension.

After providing the necessary theoretical framework related to the main variables of this research, the researcher explains the way this investigation is carried out. Hence, chapter two presents the type of this research and the different research tools used in order to collect data. It explains how the research design and instruments are chosen based on the way both research questions and hypotheses are stated. This chapter begins with the definition of the research used in this investigation (i.e., action research). It also presents the three main phases namely pre-intervention, intervention, and post-intervention in any action research. Second, chapter two explains the different instruments used in each phase in order to collect data. In addition, it presents the description and different objectives of each research instrument. Third, it introduces the procedures the researcher goes through when using the different research instruments. The last section of this chapter provides the

different types of data analysis the researcher uses in this investigation (i.e., quantitative and qualitative analysis).

Chapter three presents the data collected through two main research instruments including the pre-test and the think-aloud procedure. Since these two research instruments provide the researcher with two main types of data: quantitative and qualitative results, the third chapter is devoted to the quantitative and qualitative analyses (description and interpretation) of these different results. It begins first with the description of the pre-test and its major objectives. Then, it shows the different percentages gathered from students' performance when answering questions related to both linguistic and discourse competences. The researcher analyzes also the different quantitative results collected from the think-aloud procedure. Hence, this section in chapter three presents the data collected in a form of numerical figures. The latter is analyzed in order to show the nature and frequency of the strategies used. Another section in this chapter concerns mainly the qualitative analysis of the results gathered from the think-aloud procedure. Hence, this section tends to analyze the results collected from each student's verbal protocol. This analysis concerns purposely the identification of problems each student experienced during their reading comprehension process. Regarding the way each student used to address the problem, the answer each student provided for each question, and the reasons behind each answer, all these details are presented in tables and put in appendix H.

In addition to the research instruments like test and think-aloud procedure, the current research used also questionnaire as a tool to collect data. Two questionnaires were submitted to both teachers and students from the same department. Hence, chapter four is devoted to the quantitative analysis of the results gathered from these questionnaires. It consists of two main sections: teachers' and students' questionnaires. The first section in this chapter concerns the results collected from students' questionnaires. Hence, it begins with the description and main objectives of the questionnaire items. Then, it presents the different percentages of students' answers regarding their use and problems related to linguistic, strategic, and discourse competences. The second section presents the data gathered from teachers' questionnaire. Like the first section, the second one tends to describe and explain the main objectives of the teachers' questionnaire. It presents also the different responses teachers provided when answering questions related to students' use and problems of linguistic, strategic, and discourse competences.

Chapter five concerns the instructional framework used during the treatment phase. In other words, the researcher in this investigation suggests the competency based teaching approach as an instructional model to be used when teaching the course which was designed. The suggestion of this approach was based on the different interpretations and analyses of the results collected from the research instruments used during the pre-intervention phase. Hence, this chapter tends to address three main criteria. First, it explains how the competency-based approach helps students to develop the major competences –linguistic, strategic, and discourse competences- which in turn assist them to improve their reading proficiency. Second, it highlights the main issues undertaken when designing a competency-based teaching course such as course objectives, reading materials, reading activities, teacher's and students' roles, and time spent for each activity. The third point in this chapter incorporates a sample of course experimentation where the

researcher describes, explains and exhibits one of the courses designed and implemented during the intervention phase.

Like chapter three, chapter six concerns mainly the quantitative and qualitative analysis of the data gathered from both test and think-aloud procedure. That is to say, this study tests students before and after the intervention phase. Hence, after the implementation of the course, students were asked to undertake a post-test and use the think-aloud procedure for the second time in order to explore whether or not any progress has been occurred through the comparative analysis of the results which were collected before and after the intervention phase. Hence, this chapter has two main sections. The first section includes the quantitative analysis of the data gathered from the post-test. Hence, it begins first by a description and main objective of this post-test. By the end of this section, the researcher tends to present a comparative analysis of the results gathered from both pre- and post-tests. In addition, chapter five incorporates the qualitative analysis of the data gathered from the think-aloud protocols of the post-test. It contains as well as a comparative analysis of the results obtained from both think-aloud protocols of the pre- and post-tests.

CHPATER ONE

READING AND COMMUNICATIVE COMPETENCE IN ESP

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1.1. Introduction

The current chapter is purely theoretical. It provides clear understating of the main concepts which this research contains. This chapter tackles three main variables including reading comprehension in ESP context, communicative competence, and the competency-based approach. Hence, it is divided into two main sections.

The first section is devoted to the language skill "reading" in relation to ESP. Therefore, it begins with the definition of reading. It explains also how this skill is considered one time as a process and another time as a product. In addition, this section provides the major models which explain the way the reading process occurs and defines the different types of reading which students may experience. The last point tries to illustrate the importance of the reading skill in an ESP context.

The second section of this chapter indicates the theoretical relation between reading, communicative competence, and competency-based approach. Thus, it starts first by defining the key terms related to the concept "Communicative Competence". Then, it identifies the different components and subcomponents of this concept depending on a literature review.   The next point concerns the major differences between L1 and FL/L2 reading processes. In other words, it explains how knowledge related to linguistic, strategic, and discourse competences differ in L1 and FL/L2 reading processes. That is to say, it indicates the effects of this variation on students' reading comprehension. In addition, this section illustrates the effect of knowledge related to communicative competence on students' reading comprehension. The last point explains the reason behind choosing the CBA as a language teaching approach to develop students' reading comprehension.

1.2. READING

Reading like any other language skills has a great importance in different fileds of lanaguge studies. Therefore, it is defined by different researchers and from different perspectives such as psychology and psycholinguistics. Hence, researchers who are interested in this particular language skill need to understand first its different definitions before working on it.

1.2.1. Definition of reading

From the psychological perspective, a very traditional and uncluttered definition of reading would include the one provided by both Harris and Sipay (1990, qtd in Manzo & Manzo, 1995:10). These scholars view reading as the act of interpreting some graphic symbols written together. In other words, they highlight the importance of cognitive skills when defining reading. The latter is defined as a cognitive activity to deduce the meaning of graphic symbols. In this respect, Anderson (1985 qtd in Manzo & Manzo,1995:10), a cognitive psychologist states that "reading is a process of constructing meaning from written text". That is to say, he also views reading as a set of cognitive procedures the student goes through in order to interpret the text content. Perfetti (1986 qtd in Manzo & Manzo, 1995:10) also emphasizes on the cognitive aspect when defining this language skill. He believes that reading is a process of thinking controlled and directed by printed symbols. All these three definitions consider reading as a cognitive activity and a process a student undertakes in order to understand any text content.

From the psycholinguistic dimension, Goodman (1988, qtd in Carrel et al., 1998:12) states that "Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and

ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought". This definition focuses on the fact that reading is a process; it means a group of series undertaken by the reader in order to interpret the meaning of the writer in a particular text. According to the psycholinguistic dimension, reading seems to be the result of the interaction between the student's and the writer's psychological and linguistic knowledge, i.e., it is a process where the writer intends to use linguistic symbols to encode a massage and the reader is required to decode these linguistic symbols through his psychological abilities. Therefore, it is a vice-versa process where the writer sends thoughts in form of language and the reader interprets language in form of thoughts.

Despite the fact that reading is defined from different perspectives, Romero and Romero (1985:1) emphasize that all these various definitions of reading from different disciplines fall into two major perspectives. One focuses on the mental processes used in reading while the other highlights the results derived from the reading process. In this respect, Flood and Lapp (1978 qtd in Romero and Romero, 1985:1) identify two major categories when defining reading "those who view reading primarily as a decoding process, a breaking of visual code. In a second view, reading for meaning is emphasized from the very earliest stages of instruction; in this view reading as a comprehension process is stressed". The first angle takes into account all steps students go through when reading a text. While, the second one focuses only on the final results (comprehension) students are supposed to arrive at. In other words, all different definitions of reading from different perspectives fall into the concepts which view reading one time as a process and another time as a product.

1.2.2. Reading as a process and a product

According to Manzo and Manzo (1995: 9), reading can be seen as a process and a product. Reading as a process refers to all steps and functions a reader goes through when decoding the graphic symbols of a particular text. In this respect, Romero.R & Romero.A, (1985:2) identify the different features which characterize reading as a process. These features are listed below:

- Reading is a complex process

Reading is seen as a complex process simply because it involves a range of correlates such as the psychological and linguistic ones. Thus, it seems hard to state whether a student's reading performance is satisfactory or not because it depends on the number and nature of the correlates he uses together to decode the graphic symbols.

- Reading is a two-way process

Reading in fact contains two directions since its major purpose is to communicate. That is to say, in any reading process, there are two main actors: a reader who is supposed to decode the graphic symbols and a writer whose main role is to encode what he wants from the reader to understand in a form of written symbols. In this respect, Dechant (1991:6) states that reading "is a process of putting the reader in contact and in communication with the ideas of the writer which are cued by the written or printed symbols".

- Reading is a visual process

As it is mentioned before, the role of the writer is to encode his hidden massage in a form of written symbols, thus, it seems that the reading process is more visual and involves good eyesight.

- Reading is an active and thinking process

As it is mentioned before, reading seems to be a complex process since it involves a range of linguistic correlates such as syntactic, orthographic, and morphologic knowledge and cognitive correlates such as cognitive and meta-cognitive strategies. It is also an active and thinking process since the reader is supposed to be affected physically, emotionally, or intellectually by what he reads and understands.

In addition to the features which consider the reading skill as a process, Alderson (2000) specifies the aim of this process approach. He states that

> The process is what we mean by 'reading' proper: the interaction between a reader and the text. During that process, presumably, many things are happening. Not only is the reader looking at print, deciphering in some sense the marks on the page, 'deciding' what they 'mean' and how they relate to each other. The reader is presumably also 'thinking' about what he is reading: what it means to him, how it relates to other things he has read, to things he knows, to what he expects to come next in texts like this (…). He may be consciously reflecting on the difficulties or ease he is experiencing when reading, and on ways of overcoming the difficulties.

The reading process according to Alderson includes the internal and abstract discussion between the reader and the text. That is to say, it covers all strategies- such as questioning, comparing, guessing, translating, and pronouncing- which the reader uses in order to facilitate the process of reading, to overcome difficulties, and to arrive at the final understanding.   Thus, Alderson views that the process approach to teaching reading is interested much more in the cognitive processes undertaken by the reader rather than in what the reader understands from reading texts. Hence, this approach focuses on using think-aloud protocols as a method to better comprehend the different cognitive processes students go through during reading (Alderson, 2000: 4).

On the other hand, reading as a product highlights the final results that the reader accomplishes by the end of the reading process. According to Manzo and Manzo (1995: 9) "the product or more appropriately "products" refers to the actual information and insights reached as a result of reading". Reading in this respect does not focus on the stages and strategies that a particular reader experiences when reading but rather on the final insights he/she receives. Raman (2004:47) also explains that the product of reading includes all what the reader has got out of the text. It is clear as well that what the reader understands from the written symbols (i.e., the product) is not the same as how he/she arrives at such conclusion (i.e., the process).

In addition, it seems that the focus of the reading approach as a product concerns mainly the final comprehension the student arrives at. Fries (1962, qtd inHeller, 1999: 5) emphasizes that the final reading product includes only comprehension. Comprehending a text involves both word recognition and decoding. That is to say, recognizing and decoding words correctly are the most important components of reading as a product. Thus, Raman (2004: 47)views that the product approach to teaching reading emphasizes the use of questions to check whether students have reached the final product (i.e., the final understanding). Hence, this approach is quantifiable (Heller, 1999: 5).

All definitions mentioned above explain reading in two main perspectives: reading as a process and reading as a product. Thus, according to the aim of the study, both approaches are taken into account since this research is concerned with the development of all steps and strategies a student goes through when reading (i.e., the process) and the final result or meaning she/he takes at the end of reading (i.e., the product).

1.2.3. Models of reading

The different approaches which define reading as a process and a product result different models to the reading language skill. These models include bottom-up, top-down, and interactive models.

1.2.3.1. Bottom-up Model

According to Adams (1999: 10), theorists following this model believe that the process of reading is a mixture of two main elements: the thoughts provided by the printed letters on the page and the reader's ability to encode this set of printed letters. This model was mostly held before the 1960s. The Bottom-up focuses on the fact that any reading process starts by the identification of sound letters than moving to the realization of meaning of these sounds, i.e., moving from the bottom to the up of these written symbols. That is to say, the first level is the bottom where readers are supposed to hear first the sounds of letters written on the page (i.e., phonemic level). While, the second level includes transferring these sounds into meaning in order to comprehend what is being read. In this respect, Morrow and Tracey (2012: 162) explain how this model defines the reading process. They think that the reading process according to the Bottom-up model consists of five main stages. First, readers are supposed to identify the letters written on the page. Then, sounds of these letters are attached to their identification. After that, the word meaning comes to be realized. Later, all words are processed following the same previous stages. The final step includes the total understanding of the whole sentence (i.e., meaning of the combined words). Boyle and Scanlon provide an example to illustrate the way information is processed according to the Bottom-up model using items which are presented in the models of LaBerge and Samuels (1974). Boyle and Scanlon (2010: 150) state,

young readers rely heavily on translating print to letter sounds to meaning as an approach to comprehending text. In other words, children must hear each letter sound (or each word) before they can gain meaning. During silent reading, readers translate words first to inner speech, before gaining meaning. This process of determining what sounds are present in a word is known as **decoding**.

Decoding the written symbols begins with sounds and ends with meaning. In other words, according to this model, readers with difficulties in presenting sounds of written letters suffer when processing information found in a particular text. Therefore, this model can be labeled as **code emphasis model** because the aim of any teacher in this model when teaching reading is to emphasize the sound-symbol associations or the code of the written language (Adams, 1999: 10). Other readers may have the ability to sound correctly and easily but they do not possess the full attention to recognize meaning. Hence, both LaBerge and Samuels emphasize on the term *attention* when learning how to read in the model of automatic information processing.

Other researchers with contributions grouped under the Bottom-up Model would include Gough (1972) and LaBerge, and Samuels (1974). The model of automatic information processing is in fact presented by LaBerge and Samuels in which they explain the difference between beginning and fluent readers when processing information according to the bottom-up model. In other words, their researches tend to explain why beginning readers face difficulties when processing information. It focuses also on recognizing the components of information processing (qtd inAlvermann et al, 2013:699). In this model, LaBerge and Samuels conclude that any information processing (i.e., reading) contains three main components which are:

Attention: Attention has two components, internal and external (Alvermann et al, 2013:699).

Decoding: getting meaning from printed words involves a two-step process: First, the printed words must be decoded; second, the decoded words must be comprehended. Decoding in relation to reading is the process of translating printed words into spoken words. It is not necessary for the "spoken words" actually to be uttered aloud (Alvermann et al, 2013:701-702).

Comprehension: In comprehending a sentence, one must be able to interrelate and combine the separate meanings of each of its words. From this point of view, comprehension is a constructive process of synthesis and putting word meanings together in special ways (Alvermann et al, 2013:702).

LaBerge and Samuels in this model explain how these three elements are combined together in order to achieve the information processing. Thus, they discuss the point according to two different situations- beginning readers and fluent readers- when using these three elements. They conclude that all readers should have full attention when processing information (see **Figure 1.1**).
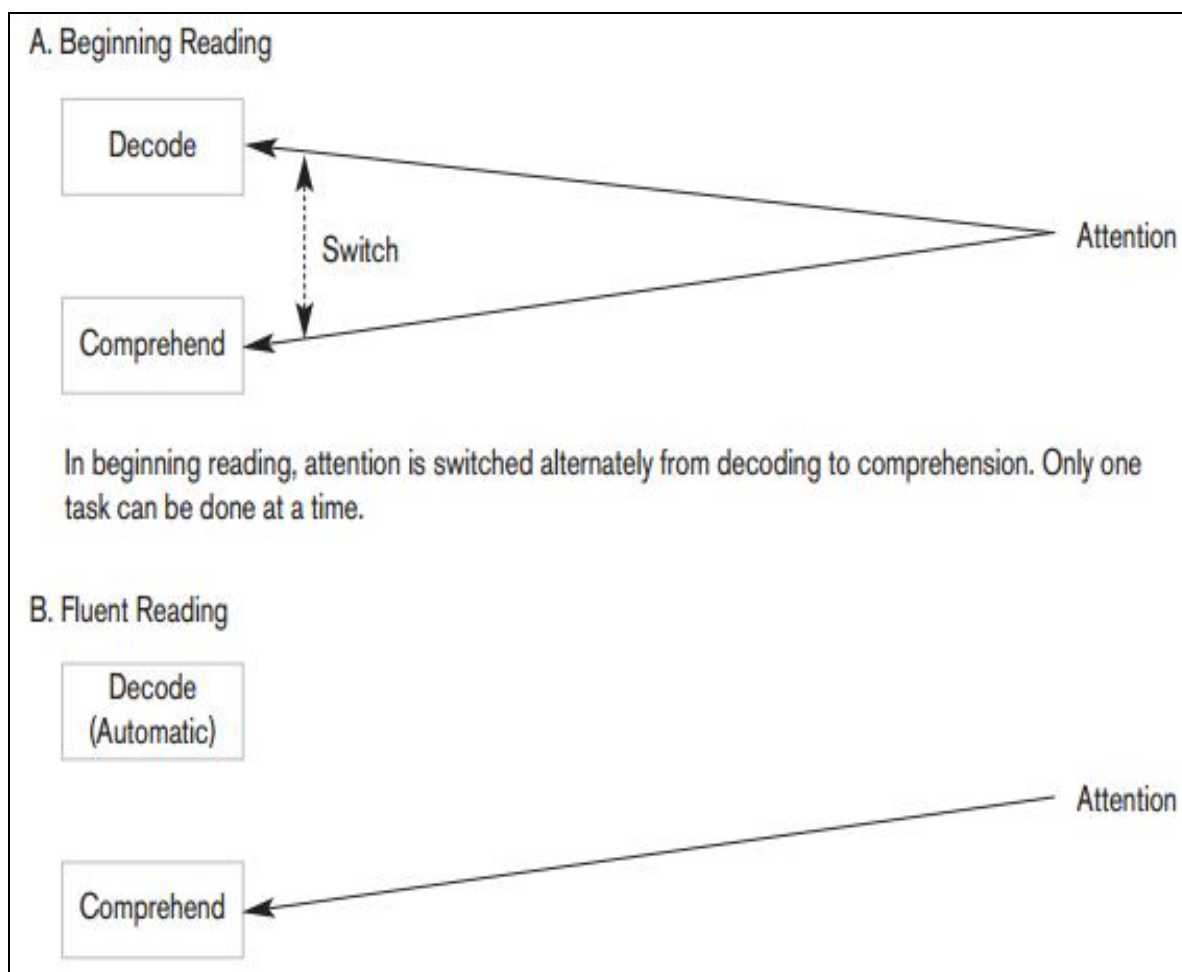
Figure 1.1: Attention and reading (Alvermann et al, 2013:703)

According to (figure 1.1.), beginning readers experience difficulties when processing information simply because their attention is either directed to the decoding phase or to the comprehension phase at a time. Beginning readers in fact cannot do both tasks at a time simply because the decoding step is not automatically done. Thus, their attention is spent between decoding and comprehending. And as it is stated before, the core of this model is that attention must be fully used and directed. On the other hand, fluent readers seem to be able to comprehend information easily simply because they have tried several times to sound words (i.e., letters) before since they are fluent. Thus, the phase of decoding words is done automatically without any attention. Hence, their attention is fully directed to comprehension. That is why fluent readers are able to comprehend all what they

read easily. By this comparison between beginning and fluent readers, LaBerge and Samuels do not assume that beginning readers are unable to process information at all. They only view that the information processing of fluent readers occurs easily and quickly than the information processing of beginning readers.

With beginning readers, switching attention occurs when reading is spent between decoding and comprehending (figure 1.1.). However, fluent readers do not do that; they just focus on comprehension since decoding is done automatically without focus. This situation includes also foreign language learners when processing information. It is hard for them to read texts in foreign language simply because switching attention occurs. Alvermann et al, (2013: 703-704) provides an example which explains the difference between beginning and fluent readers. They consider beginning readers as beginning drivers. The latter cannot in fact drive and talk to someone else at a time simply because their attention is devoted to either the mechanical aspects of driving or to the conversation with the other person. In other words, the beginning driver finds it difficult to process information of the conversation when focusing on the driving aspects. However, the professional driver (i.e., like fluent reader) is able to comprehend what the other person is saying when driving. That is to say, his driving mechanical aspects are automatically controlled because of lot of practice and progress. This situation occurs also with students who cannot understand an English text easily and correctly simply because they are unable to recognize and manipulate the different individual sounds found in English; they spend a lot of time in understanding and differentiating between sounds. Thus, the comprehension process does not occur. As a result, Alvermann et al (2013: 715) view that the only way to help those students whose attention is devoted primarily to decoding rather than comprehension is to provide them with texts that are very simple and easy to read and

decode. Other solutions may be asking students to read the text several times so that they can reach the stage of comprehending the text. Reading the text many times helps students to decode words and move to comprehending these words.

Like LaBerge and Samuels, Gough (1972) provides also a model which is typically related to the Bottom-up approach. According to Blanchard and Mason (1987:15), this model in fact is considered as an attempt to describe the way a particular text is processed following the bottom-up approach. They view that reading includes different steps. It starts from the moment where printed messages are viewed by the reader to the moment at which meaning of the printed words are determined. That is to say, in this process, the first step includes the analysis of print letter by letter, word by word. At the second stage, the reader makes different phonological (how words are pronounced) and orthographic cues (how words are written) related to each individual word written in a sentence. These cues are automatically filtered through the perceptual system of the reader in order to be interpreted by the brain (Konza, 2006: 1). In this respect, Alvermann et al. (2013: 720) present this process (figure 1.2) which illustrates serially how a particular printed sentence is processed,

> graphemic information enters the visual system and is registered in an icon, which holds it briefly while it is scanned and operated on by a pattern recognition device. This device identifies the letters of the input string. These letters are then read into a character register, which holds them while a decoder (with the aid of a code book) converts the character strings into their underlying phonemic representation. The phonemic representation of the original character strings serves as input to a librarian, which matches up these phonemic strings against the lexicon and feeds the resulting lexical entries into primary memory.

Graphemic
Input

Visual
System

ICON

Pattern
Recognizer → Scanner

Character
Register

Code Book → Decoder

Phonemic
Tape

Lexicon → Librarian

Primary
Memory

Syntactic
Semantic
Rules → Merlin → TPWSGWTAU
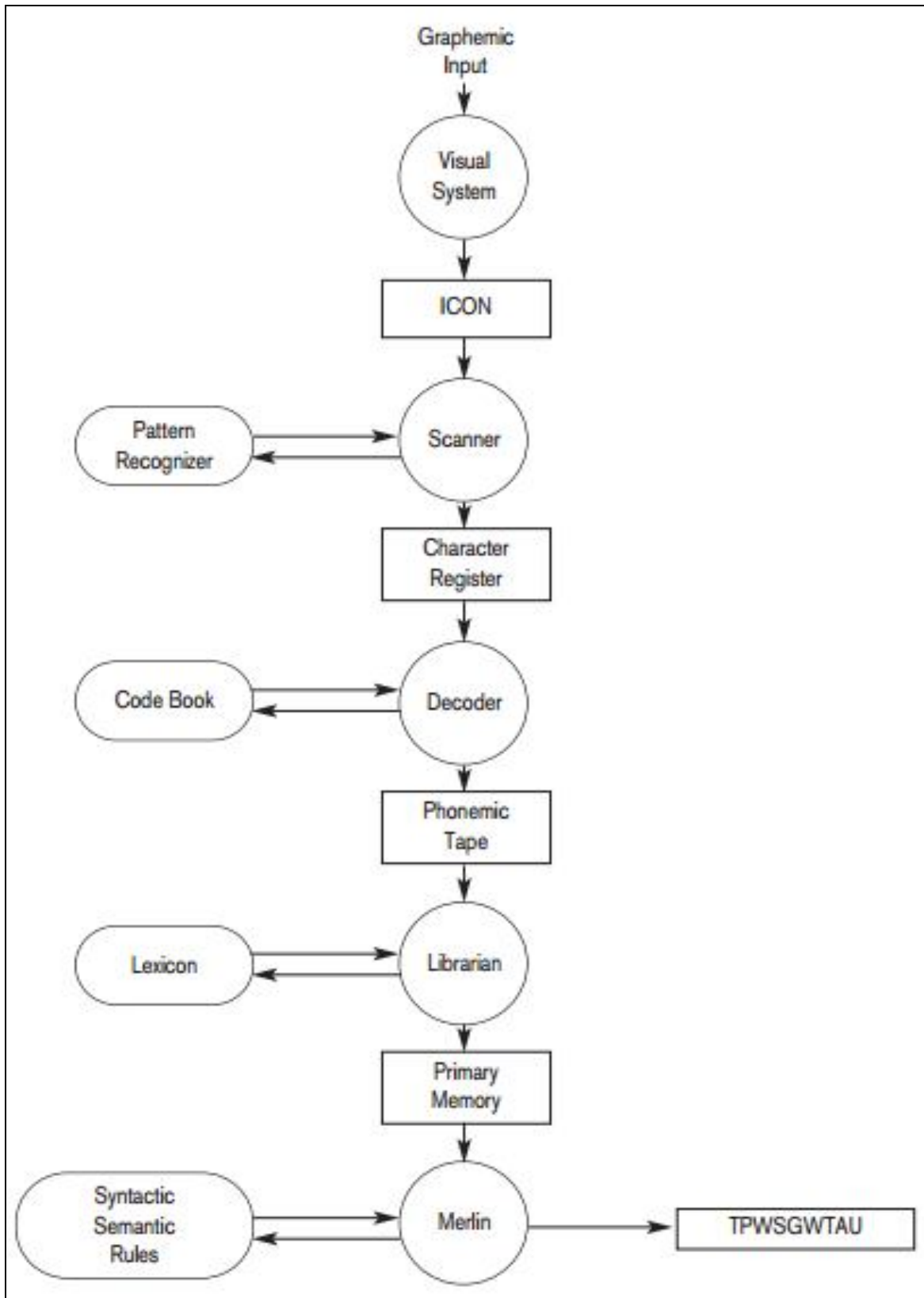
Figure 1.2: Gough's model of reading (Gough 1972 qtd in Alvermann et al, 2013: 720)

According to figure 1.2, processing a particular sentence during reading takes successive transformations. Once the reader visualizes the graphemic input, he / she directly stores it in a form of icon. The latter is scanned and decoded in order to provide the phonemic representation of such printed input (i.e., transformed from character-level representation to phonemic-level representation). After reaching the phonemic awareness, the reader moves to the next step which includes the lexical identification of the icon stored. Hence, with the help of the librarian, the reader tries to understand the meaning of the word he/she decoded. The meaning is stored in the primary memory. The last transformation refers to the deep structural level identification. In other words, all the lexical items recognized and stored in the primary memory serve as an input to the magical system (Merlin) where the reader attempts to understand each word function. The result obtained from the last step (structural level identification) is kept in the TPWSGWTAU (Alvermann et al, 2013: 720).

Both models of LaBerge and Samuels (1974) and Gough (1972) are closely related to the Bottom-up approach. These two models emphasize that information processing starts from bottom to up. The first model of LaBerge and Samuels focuses on the idea that reading moves from decoding and manipulating sounds of words to comprehending them with the focus on the reader's attention. Gough (1972) on the other hand does not reject what is presented by LaBerge and Samuels (1974), but he rather provides an illustrative image concerning all the transformations of the reading process which begin with the graphic-level representation and end with the structural- level representation. According to these two approaches, it is concluded that the reading process in the Bottom-up approach involves readers to move from deep to high level of particular information. In addition, it is clear that readers devote time to their phonemic awareness before comprehending what is

being read. This means that beginning readers should be provided with either enough time to recognize the individual sounds of particular words or with enough practice so their attention will automatically focus on comprehending the meaning.

To summarize the bottom-up model of reading, one should state its major features. First, this model focuses on what is printed; students need to understand each individual word found in a sentence. Second, readers are required to possess information related to phonemic, semantic, and syntactic levels in order to process the meaning which is found in the text. This means that the primary objective of the reader according to this model is to analyze these linguistic levels. Therefore, reading is considered as an inductive process where readers move from specific to general information processing.

1.2.3.2. Top-down Model

This model in fact assumes that reading is a meaning-driven process. In other words, students during the reading process focus on the use of their prior knowledge to make predictions and hypotheses about what is being read. That is to say, the reader tends to compare what he has learned before with what is stated in the text. This model views that any reading instruction should deemphasize the different sub-skills which normally are used to decode individual words before comprehending the text and devote a total attention to the pre-reading activities which in turn assist readers to easily and appropriately exploit their background information (Carver qtd in Manzo and Manzo, 1990: 23). Unlike the Bottom-up model, Farrell (2009: 18) explains that the Top-down model does not focus on how words are decoded but rather on the use of each individual experience and background related to a particular text. Using such type of knowledge will automatically affect the way students understand and interpret the message of the writer. The Top-down model focuses also on the point that readers can accomplish the reading process if the text confirms their

own expectations and hypotheses. Farrell (2009: 18) provides a clear illustration of the way information is processed according to the top-down model in which he states

> This top-down reading process can be explained as follows: After first looking at a passage or a text, readers guess or predict what it will be about based on their prior knowledge and experience of the topic. They can do this after reading the title, the headings, and the subheadings and glancing quickly through the text. They then continue to read the text seeking confirmation of their understanding of the topic. So readers using a top-down approach will try to fit the text into the knowledge and experiences they already have.

Three main elements the top-down model highlights when the reader processes information. These elements include the student's background, hypotheses, and confirmations. Therefore, any reading instruction involves teachers to teach students the way to link what they read in a text to what they have already learned before, to guess the meaning of what is being read, and then to reject or confirm their guess. According to Morrow and Tracey (2012: 162), when students' predictions are confirmed by the text content, the reading process progresses quickly. However, if the reader's expectations seem to be irrelevant to what is mentioned in the text, the reading process is slowed and therefore the reader tends to focus on the actual printed text.

Researchers who provide contributions to the top-down approach incorporate Goodman (1976) and smith (1971). Goodman and Smith when explaining the psycholinguistic theory emphasize the idea that readers use linguistic cueing systems (e.g. syntactic, semantic, and graphophonic information) to rapidly read the text. After children successfully master these linguistic cues, they become able to use these linguistic systems to guide their reading. In addition to the emphasis on the linguistic cueing systems, the psycholinguistic theory of reading argues that readers use their prior knowledge to guide

and control their comprehension (Morrow & Tracey, 2006: 57-58). Boyle and Scanlon (2010: 150) emphasize also that students when processing information intend to formulate, confirm, and disconfirm hypotheses based on their prior knowledge. Consequently, teachers need to focus on the use of decoding skills, sight words, and connected reading activities (e.g., reading sentence strips or forming sentences from known words) in order to help the readers reach the meaning of a particular text.

To conclude, the top-down model seems to focus on what a particular reader brings with him to read a text. Thus, any reader must have prior knowledge in order to process information in a text. This model considers also reading as a contextual guessing where the readers guess the meaning of the text depending on their contextual background. In other words, students who have learned knowledge in different contexts are not required to use all these information but rather choose only what is relevant to what is being read. In addition, the act of reading according to this model seems to be a deductive process rather than an inductive one. That is to say, during reading, students move from general to specific information processing. This means that students are not required to understand each individual word found in the text. They read for the objective of understanding meaning and not for the mastery of language.

1.2.3.3. Interactive Model

To explain the interactive model of reading, one should understand first what both models – bottom- up and top-down- mean. As it is stated before, the bottom-up model of reading focuses on the fact that readers depend on decoding words taking into account the orthographic, semantic, and syntactic levels. In this respect, Warnick (1996 qtd in Noda et al. 2003: 205) defines bottom-up strategies as " constructing the meaning by a process of building from smaller to larger units". Noda et al. (2003: 205) provide examples of these

strategies such as "analyzing the grammatical elements and dealing with lexical meaning". That is to say, this model is closely related to the linguistic competence. However, the top-down model emphasizes that all readers when trying to process information depend on their prior knowledge. In other words, they intend to formulate hypotheses concerning the meaning of what is being read. These hypotheses are confirmed or rejected through the use of their prior knowledge. In this respect, Warnick (1996 qtd in Noda et al. 2003: 205) defines the top-down strategies as "higher-level cognitive processes direct the reading activity". Noda et al. (2003: 205) provide examples of these strategies such as "predicting, inference making, and making associations with prior knowledge". This model in fact is closely related to the strategic competence.

The interactive model is a result of the two models of reading, i.e., it focuses on using both of different competences when processing information. According to Rumelhart (1977, qtd in Manzo and Manzo , 1990: 23), the interactive model views that readers use a gleaned processing approach which is a combination of bottom-up and top-down approaches. That is to say, when students are exposed to a particular text, they start using their prior knowledge in order to make hypotheses. If these hypotheses are familiar to their background, they keep using this strategic competence (i.e., using prior knowledge), however; if these hypotheses are not familiar to their background, they switch to the use of knowledge related to the different linguistic levels as an attempt to better analyze and understand what is written in the text (Manzo and Manzo, 1990:23). When students fail to confirm the hypotheses which they make in relation to the background (i.e., Top-down processing), they switch to the analysis of the orthographic, syntactic, and semantic levels of words found in that text (i.e., bottom-up processing). The interactive model of reading

includes the insights found in both bottom-up and top-down models. Harris et al (2006: 29) state also that

> Sloan and Whitehead (1986), Ruddell and Speaker (1985) and Rumelhart (1994) offer a third group of theories that they have labeled the interactive. They suggest that while reading is predominantly a meaning-making process and therefore incorporates all that is embedded in the top-down view, it does require, on occasion, that readers focus on skills-a position more aligned to a 'bottom-up' view

In other words, the interactive model considers reading as a process where students use both top-down and bottom-up models interchangeably in order to decode meaning from a written text. That is to say, students tend to deliberately use all skills related to the top-down model such as previewing the text, guessing its content, formulating hypotheses, and seeking information in the text to confirm or reject their hypotheses. During the use of such skills, students can switch from the top-down to the bottom-up model in order to pave the way to the final comprehension phase. In other words, once the top-down model fails to reach a particular phase of comprehension; students utilize the bottom-up model as an alternative, i.e., moving from predicting and formulating hypotheses depending on prior knowledge to analyzing and identifying the different linguistic levels of words provided in the text.
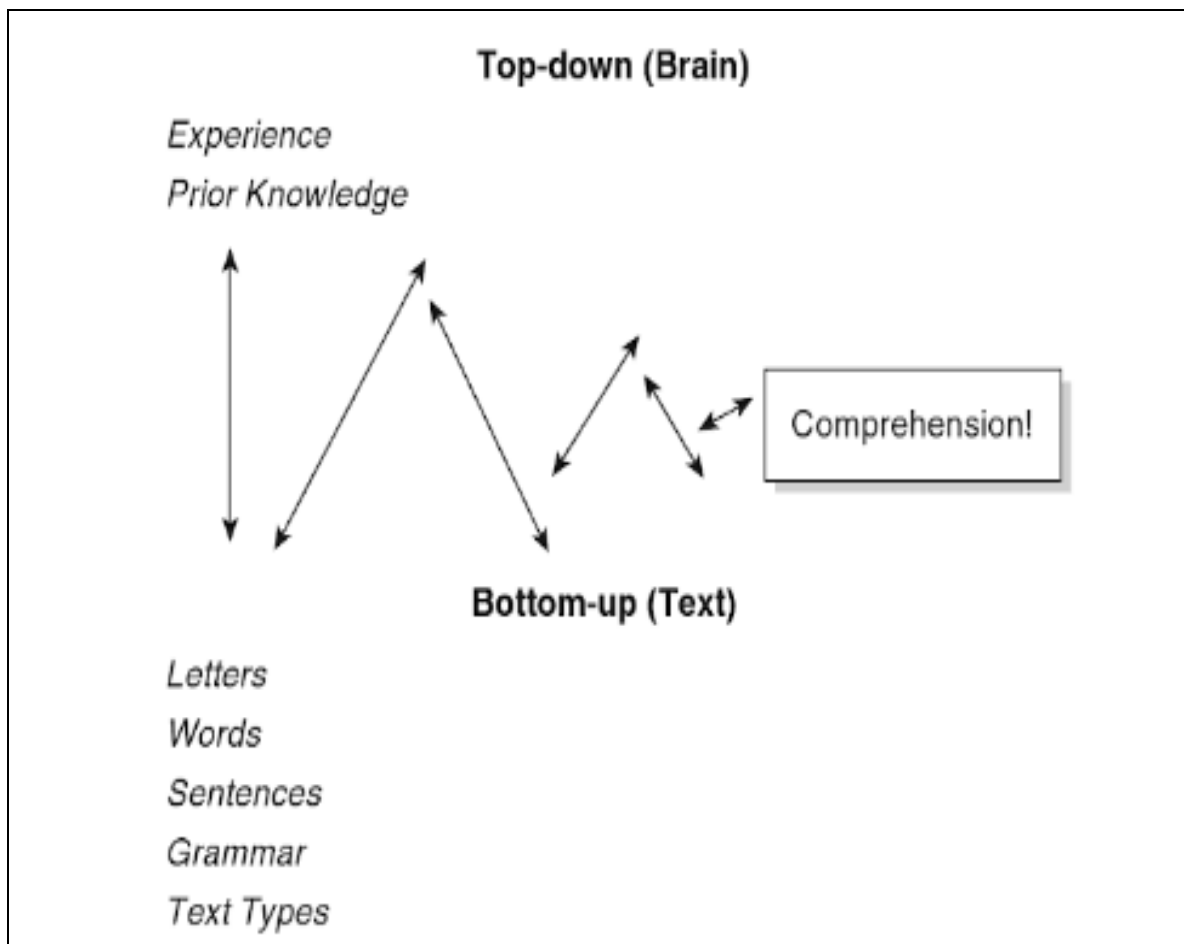
Figure 1.3: Reading as an interaction between top-down and bottom-up models (Farrell, 2009:19)

Figure 1.3 presents the way students process information according to the interactive model of reading. According to Farrell (2009:19), during the reading process, students depend on using their prior knowledge to better understand and identify the title, main ideas, and supporting details. Once students meet new words or new grammatical structures, they intend to switch their way of reading from the top-down model to the bottom-up model (as the arrow is switched from one direction to another). When using the bottom-up model, the readers focus on the linguistic aspects such as letters, words, sentences, grammatical structures, and text types. In other words, they try to analyze these different linguistic aspects as an attempt to facilitate the reading comprehension.

Farrell (2009:19) in Figure 1.3 indicates also that the frequency of using skills related to both bottom-up and top-down models is not necessary equal. That is to say, students may find the first paragraph from the text irrelevant to their prior knowledge, so they automatically depend on using skills related to the bottom-up to comprehend the whole paragraph without using skills related to top-down model. In addition, students can find all ideas mentioned in both paragraphs three and four closely related to their prior knowledge, so they depend completely on the use of skills related to the top-down model. In other words, both teachers and students cannot determine how many times students normally use skills related to the bottom-up and top-down models. It depends on the student's level and content of the text (Figure 1.3. shows that all arrows do not have the same length).   An example which illustrates the switch between bottom-up and top-down models of reading is proposed by Manzo and Manzo (1993: 20) in which they state

> A student is reading the following "Mary had a little lamb, whose fleece was white as snow." When the student gets to "fleece" this word may look unfamiliar, so s/he slows down to consider it. The student wonders, "Is it pronounced flees of fleecy?" Then, remembering the rhyme s/he has heard and recited before, realizes, "Oh, that's what that word is that I've been saying, and that's how it's spelled (…). Typically, the reader then continues with some related, human-experience-searching thoughts, such as " just what is a fleece anyway?" Using the context here suggests that it is another word for fur, because lambs usually have a white coat, and the student has been storybook pictures of Mary and her little lamb

The example provided above explains how and when students switch from the use of skills related to top-down approach such as using prior knowledge to the use of skills related to the bottom-up approach like analyzing the different linguistic levels of words and sentences. Accordingly, when the student meets the word *"fleece"* which looks

unfamiliar, he automatically switches to using the bottom-up approach in order to analyze the phonemic level of the word *"fleece"*. He keeps asking questions about its pronunciation and spelling. Later, when the student realizes the word's pronunciation and its spelling, he emphasizes on using the top-down approach where he tries to understand the word meaning using his prior knowledge. The student insists on using his prior experience in addition to the context in order to interpret exactly what the word *"fleece"* refers to.

Summing up, the top down model of reading comprehension stresses the use of skills which involve calling students' prior knowledge. In other words, it requires students to form hypotheses about what they read in the text. Later, these hypotheses are automatically rejected or confirmed by exploiting their prior knowledge. Predicting the text content using prior knowledge helps students to facilitate the reading comprehension process. The bottom-up model on the other hand involves students to focus on what is printed. According to this model, students are supposed to analyze the different linguistic levels such as phonemic, semantic, and syntactic levels of words and sentences written in the text in order to comprehend what is stated. Depending on the two previous models, the interactive model of reading stresses the use of all skills which are used in both top-down and bottom-up models. In other words, this reading model emphasizes on predicting the text content based on student's prior knowledge as well as analyzing the different linguistic levels of words and sentences mentioned in the text. All these three major models of reading are considered as the main means through which students can process information. Students' use of one of these models can be sometimes affected by the type of reading students are exposed to. That is to say, students need to know whether they read for

intensive or extensive purposes in order to decide when and how these models of reading are used.

1.2.4. Types of Reading

When developing the reading ability, both teachers and students need to recognize what type of reading they are involved in. In this respect, Anderson (2000, qtd in Grabe 2009: 7) emphasizes that the way reading ability is taught depends more on how students can recognize their purposes from the reading task itself. That is to say, students' purpose behind the reading task determines the way the reading process goes through, the skills which can be used, and the outcomes which can be achieved by the end of this process. According to Hedge (2000), Harmer (2001), and Scrivener (2005).   There are mainly two major types of reading: extensive and intensive reading (qtd in Kalmane, 2012: 15).

The emergence of these two types of reading is due to the proliferation of printed texts all around the world. Thus, once the literacy rates have increased, people's reading purposes automatically changed. In this respect, Whitington (2009: 25) mentions,

> In the period up to 1750 people would read a small number of texts intensively, that is repeatedly, with the material read being deeply absorbed. However, as printed texts proliferated and literacy rates increased, people began to read extensively, that is, they began to read a large number of texts, often only once

1.2.4.1. Extensive Reading

This type of reading holds broad purposes and outcomes. Reading extensively involves readers to focus on the general idea of a text. In this respect, Scrivener (2005,qtd in in Kalmane, 2012: 16) emphasizes that reading extensively requires students to read for general understanding without any detailed concentration on what is stated word by word in the text. In other words, during the extensive reading, students are not obliged to read

and understand the text word by word, i.e., they can skip and avoid sentences and words which cannot be understood. Above all, Bordonaro (2014: 21), states "Extensive reading generally refers to voluntary, self-directed reading by a learner". That is to say, reading extensively holds an internal desire to read. It allows students to read independently without being imposed to do so. Thus, they can choose the appropriate time and source freely for their personal pleasure and entertainment.

Depending on what both Carrell and Carson state (1997, qtd in Farrel, 2009: 83), when reading extensively, students are supposed to increase their reading speed and to maximize the large quantities of materials to be read. The emphasis is on understanding the global idea by just a rapid reading of huge number of books and materials. This type of reading requires students to focus on the general content of what is being read rather than on how the content being read is expressed through different lexical and structural knowledge. Hence, Farrel, (2009: 83) concludes that this type of reading is usually labeled as u*ninterrupted sustained silent reading (USSR), drop everything and read (DEAR) or extensive reading.* This type of reading involves students to read silently and individually and the teacher tries to just answer students' questions as a facilitator to their reading process. Hence, Farrel, (2009: 86) highlights the fact that reading extensively is much more independently occurred rather than dependently. Its speed is usually faster simply because students are encouraged to learn just the reading habit. Hence, students are usually limited by time in order to read quickly and obtain the global idea speedily; otherwise some students may read slowly so they switch from reading for pleasure (extensive reading) to reading for specific details and information (intensive reading).

As a result of extensive reading, many researches are carried out in order to check the benefits of this type of reading. For instance, Huckin and Coady (1997: 119) explain

that the result of the case study investigated by Coady (1993) strongly focuses on the idea that students can develop their reading and vocabulary abilities as a result of extensive reading practice. Huckin and Coady (1997: 119) also argue that "an effective way to develop language abilities over time is through extensive reading". Hedgcock and Ferris (2009: 214) provide also the benefits from extensive reading in which they say "Extensive reading naturally exposes readers to naturally-occurring phrasal and clausal patterns, repeated and alternate uses of lexical items and their spellings, and a range of other graphological features such as paragraphing, punctuation, and capitalization conventions". This type of reading helps students to develop their linguistic competence such as vocabulary, spelling, and punctuation.

1.2.4.2. Intensive reading

Intensive reading occurs when students recognize that the understanding of the global idea in a text is not greatly sufficient to their purposes. Thus, they switch to using this type of reading. In other words, reading texts intensively requires students to read in-depth all what is stated in the text. It requires great attention, time, and skill to analyze and understand all words and sentences found in a text. In this respect, Palmer (qtd in Hedgcock & Ferris, 2009: 161) views that reading intensively is "to take a text study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains". Accordingly, when reading intensively, readers are supposed to understand and analyze each sentence in order to better understand both the main idea and its provided details. Thus, Wang (2011: 93) explains that intensive reading allows readers to read carefully and slowly in order to stop and look up new words in their dictionary. This feature helps students to better understand the difficult sentences in a text.

Unlike reading extensively, Jacobs & Farrell (2012: 96) view that the primary aim of intensive reading process is to help students to understand and build a detailed meaning of texts which they are exposed to. It works also on developing students' reading skills and strategies used before, while and after the reading process. Above all, it gives great attention to the improvement of linguistic competence such as vocabulary and grammar knowledge. Hence, Wang (2011: 93) concludes that when reading intensively, readers should devote much more attention to every detailed idea, vocabulary, and grammar rather than depending only on the overall meaning of the text. That is to say, it requires students to deliberately concentrate on all aspects of the text including its main and supporting ideas, grammar, vocabulary, and cohesion.

As a result of reading intensively, Kalmane (2012: 17) views that students become able to use reading skills such as skimming and scanning in order to better understand the text content. They become also able to read deeply as a way to determine the different specific relationships between words, sentences, and paragraphs or to look for specific details. As well as, by reading intensively, readers can reach their goal. This type of reading occurs in circumstances where the comprehension of general idea is not sufficient, but rather understanding all details stated in the text. Above all, when reading intensively, Hedgcock and Ferris (2009: 162) view that students become able " to build students' skills and strategies for reading authentic texts beyond the reading classroom".

To relate these two types of reading to the objective of the current research, it is necessary to determine the link between types and models of reading. In this respect, Kalmane (2012: 15) states

Top-down and bottom-up processing models are important means for processing written information, and both processing types are active while reading a text, but during the reading process one or the other has a priority depending on the reader's needs and the reading situation. For instance, when a reader is involved in intensive reading, bottom-up processing is frequently used, but when a reader reads extensively, it is top-down processing that will be mostly given a priority.

It is argued that students during the intensive reading tend to follow the bottom-up model by using reading skills like analyzing the different linguistic levels of words and sentences (e.g., syntax and morphology), the structure, cohesion, and meaning of the text. On the other hand, reading extensively requires students to exploit the top-down model by predicting and formulating hypotheses about the text content based on their prior knowledge. To sum up, Kalmane (2012: 17) emphasizes that both types of reading: extensive and intensive have equal importance and contribution in developing students' language.

1.2.5. Reading in the ESP Context

According to Hirvela (qtd in Paltridge & Starfield, 2013: 77), all four language skills (reading, writing, speaking, and listening) have great importance in the context of teaching and learning English for specific purposes. Reading among these language skills seems to be the core of what most ESP students do during their learning. When acquiring knowledge of a specific target community, students depend more on reading since it is considered as one of the receptive skills. In other words, reading helps ESP students to understand information and analyze texts related to a particular target community. Even when learning the other language skills, reading which is considered as a receptive skill paves the way to ESP students to develop knowledge related to one specific target community. For instance, reading different assignments related to one specific field of

study (e.g., medicines, politics, and business) allows ESP students to determine both linguistic and discourse features related to these written productions of the target community.

1.3. COMMUNICATIVE COMPETENCE

The concept communicative competence was first introduced by the sociolinguist Dell Hymes in 1960s. This concept was presented to stand against the so-called "Linguistic competence" concept which was introduced by the structural linguist Noam Chomsky (1965). By the concept "linguistic competence", Chomsky explains that a person can be an ideal speaker or listener if he or she possesses a perfect linguistic knowledge which is expected to be unaffected by any cognitive or situational factor. Thus, according to Rickeit and Strohner (2008: 17), Hymes (1972) and Habermas (1970) emphasize that the concept "*linguistic competence*" cannot be considered as a relevant element in the theory of real-life communication. That is to say, they argue that the linguistic knowledge cannot act independently when a person is communicating in a real life situation.

By the concept "*communicative competence*", Richards & Rodgers (2001: 159) mention that Hymes (1972) identifies "what a speaker needs to know in order to be communicatively competent in a speech community". In other words, Paulston (1992: 98) state that this concept is used " in Hymes' sense to include not only the linguistic forms of the language but also its social rules, the knowledge of when, how, and to whom it is appropriate to use these forms". Therefore, many researchers such as Canale and Swain (1980), Canale (1983), Bachman (1990), and Bachman and Palmer (1996) provide different models which present the main components of the concept "*Communicative Competence*" as an attempt to explain this concept. In this respect, Jordà and Soler (2008:

41) explain one of these models which concerns mostly the language teaching purposes. They state that,

> however, these models have been developed with language assessment in mind__ rather than language teaching. For most discussions of language pedagogy per se, the model proposed by Canale and Swain (1980), along with the elaborations proposed by Canale (1983) remain the key sources for discussions of communicative competence and related applications in applied linguistics and language pedagogy.

Since the main objective of the current research is to teach and develop one of the language skills, it tends to focus on the components provided by Canale and Swain (1980) in addition to what Canale added (1983). That is to say, the term communicative competence according to this model consists of four major components: linguistic competence, strategic competence, discourse competence, and sociolinguistic competence (Trosborg, 1994: 9) (see figure 1.4). Though the researcher in the current investigation takes into account only three main components namely, linguistic competence, strategic competence, and discourse competence, she does not deny the importance of the sociolinguistic competence when developing any language skill. In other words, due to the limitations faced by the researcher during this investigation such as the time allocated to teaching English and students' lack of basic knowledge, it seems hard to teach all these four competences in a very limited period of time. Hence, she intends to work on developing first the three components as basic competences. That is to say, the researcher in fact does not reject the teaching of sociolinguistic competence, but she rather tries to insure students' development of the primary competences which facilitate the development of the sociolinguistic competence.
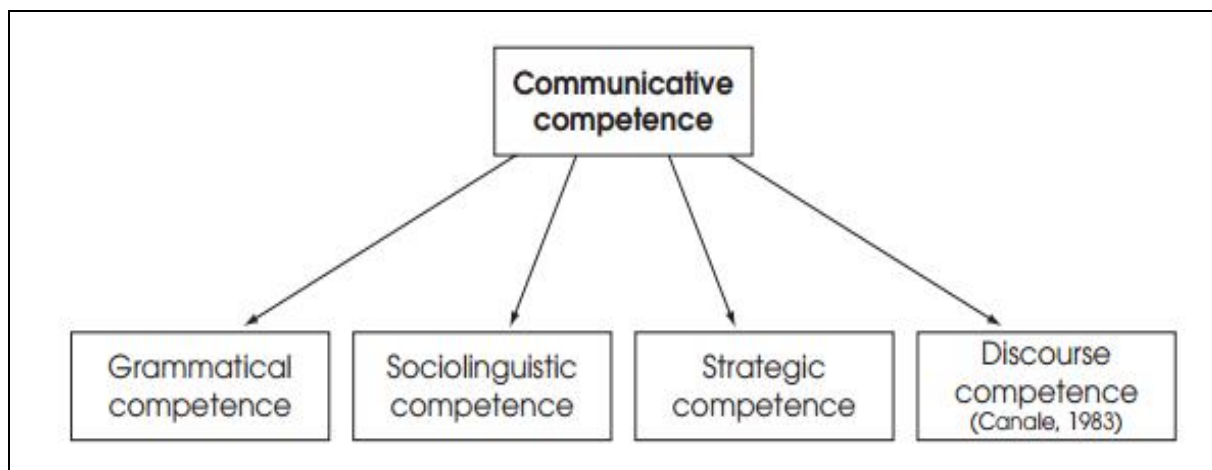
Figure 1.4: Canale and Swain (1980) and Canale's model of communicative competence (Safont, 2005: 51).

1.3.1. Linguistic Competence

The term grammatical competence was first used to refer to knowledge related to sound system, lexicon, and grammar. Later, it was re-called as "linguistic competence" (Soler and Jordà, 2008: 42). In this respect, Safont (2005: 51) explains that this component includes knowledge related to four major subcomponents such as morphology, phonology, semantics, and syntax. Hence, any language user needs to possess this sort of knowledge in order to understand whether a particular sentence is grammatically correct or not. It assists also speakers and writers to produce accurate utterances and sentences. Therefore, Safont (2005: 53) emphasizes that knowledge related to linguistic competence provides a language user with different collections of words, forms, and organisations in order to convey the intended message he/she wants to send. The different subcomponents of the linguistic competence are defined below.

1.3.1.1. Morphology

The term morphology can be defined according to different fields of studies; it is not closely restricted to just the field of linguistics. In this respect, George Yule (2006: 62-63) states

> This term, which literally means 'the study of forms', was originally used in biology, but, since the middle of the nineteenth century, has also been used to describe the type of investigation that analyzes all those basic 'elements' used in a language. What we have been describing as 'elements' in the form of a linguistic message are technically known as 'morphemes'.

The term morphology includes all different investigations undertaken in various fields of studies in order to understand all forms and organizations of elements related to a specific field of study. For instance, in biology, morphology focuses on understanding the different forms of organisms. In geology, it is related to the understanding of configuration and evolution of land forms (Aronoff and Fudeman, 2011: 1-2). However, Aronoff and Fudeman (2011: 2) explain "In linguistics morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed".

To understand the different forms of a word in a particular language, one should determine its constituent parts which are known as morphemes. According to Yule (2006: 63), morphologists can observe the different morphemes in the English language to indicate the different forms of words. For instance, words like *talks, talker talked, and talking* are all grouped under one single word which is *talk*. However, the other constituent elements like *s, er, ed, and ing* are considered as morphemes which form a particular meaning or a grammatical function. In this respect, Yule (2006: 63) defines morphemes as "a minimal unit of meaning or grammatical function". According to this definition, morphemes have two main functions: one related to word meaning and another one focuses on the grammatical function of words. The following examples illustrate these two functions.

Yule (2006: 63) explains that in the following sentence '*The police reopened the investigation*', it is noticed that this sentence contains words which have different morphemes. For example, the word *reopened* includes three main morphemes (i.e., smallest units): *re, open,* and *ed*. The first morpheme is a minimal unit of meaning *(re)* which means *again* or *another time*. The second smallest unit relates to word meaning *(open)*. The last morpheme contains the minimal unit of grammatical function *(ed)* i.e., it indicates the past form of the verb *to open*. Another example is provided by Aronoff and Fudeman (2011) to explain the terms *stem, root, and affixes*. They (2011: 2-3) state that,

> A **root** is like a stem in constituting the core of the word to which other pieces attach, but the term refers only to morphologically simple units. For example, *disagree* is the stem of *disagreement*, because it is the **base** to which –*ment* attaches, but agree is the root. Taking *disagree* now, *agree* is both the stem to which *dis-* attaches and the root of the entire word.

In the word *reconsideration*, Aronoff and Fudeman (2011: 2-3) explain that this word consists of two main morphemes: affixes and stem or root. Morphemes like *re* and *ation* are considered as affixes which are attributed to the stem. The *re* morpheme refers to the prefix which comes before the stem, while the *ation* morpheme is the suffix which goes after the stem.

1.3.1.2. Phonology

Phonology is another subcomponent that comes under the term "linguistic competence". According to Yule (2006: 43-44),

> Phonology is essentially the description of the systems and patterns of speech sounds in a language. It is, in effect, based on a theory of what every speaker of a language unconsciously knows about the sound patterns of that language. Because of this theoretical status, phonology is concerned with

the abstract or mental aspect of the sounds in language rather than with the actual physical articulation of speech sounds.

In this respect, Yule emphasizes that phonology is purely concerned with the theoretical knowledge which any language user possesses. This knowledge builds an abstract system of sounds in a particular language. According to Odden (2005: 2), this concept can be explained clearly by presenting the different aspects of sounds structure that phonology focuses on. These aspects are explained below.

a. The Sounds of a Language

One of the main tasks of phonology that focuses on is the description of sounds in different languages. It tries to identify the different sounds of vowels and consonants which any human language possesses. An illustrative example of such description includes the comparison between sounds of different languages. For instance, the phonological description of the English language concludes that this language lacks the vowel "*eu*" which the French language possesses (spelled *eu* as in *jeune* i.e., young). Other phonological description views that the consonant spelled *th* in English occurs in other languages such as Icelandic (spelled with the letter *þ*), Modern Greek (spelled with Ø). However, in other languages like German and French, this sound does not exist (Odden, 2005: 2-3).

b. Rules for Combining Sounds

According to Odden (2005: 3), another aspect which phonology focuses on includes the analysis of different combinations of sounds. Some of these combinations are allowed while others are not. An illustrative example of combinations of sounds which are possible includes the consonant sequence "*bl*" where several English words can begin with this

sequence such as *blue, blatant, blast, blend, blink*. The fact that the English language contains words which begin with cluster *"bl"* indicates that there is no rule against words which start with *"bl"*. However, another fact shows that the word *blick* does not exist in English despite it begins with the same consonant sequence *(bl)*. Odden (2005) provides an explanation concerning the combinations of sounds which are impossible. He states (2005:3) that " The best explanation for the nonexistence of this word is simply that it is an accidental gap – not every logically possible combination of sounds which follows the rules of English phonology is found as an actual word of the language".

    c. Variations in Pronunciation

Since phonology is concerned with the identification of possible and impossible words in a particular language, it focuses also on other general patterns in the pronunciation of words. For instance, a well known rule of English phonology includes the pronunciation of plural suffix nouns (ending with es). The latter can be pronounced as [iz] when it is preceded by consonants such as *(sh)* like in *bushes*, *(ch)* like in *churches* and *(j, ge, or dge)* like in *cages, bridges.* This phonological analysis does not concern the pronunciation of just the plural forms of words; it also includes the pronunciation of possessive suffix *(s)*. For example, the plural *"bushes"* seems to be pronounced in the same as the possessive *"bush's"*.

1.3.1.3. Semantics

Semantics is another subcomponent which linguists take into account when studying a particular language. According to Yule (2006: 100),

> Semantics is the study of the meaning of words, phrases and sentences. In semantic analysis, there is always an attempt to focus on what the words conventionally mean, rather than on what an individual speaker (…) might want them to mean on a particular occasion. This technical approach is

concerned with objective or general meaning and avoids trying to account for subjective or local meaning. Linguistic semantics deals with the conventional meaning conveyed by the use of words, phrases and sentences of a language.

This subfield of linguistics focuses purely on studying the literal meaning of words, phrases, and sentences; it tries to reflect the concept or object which a particular word refers to. It does not include the study of what the language user wants to convey when using words. Therefore, the main role of semantics is to analyze the basic literal meaning of words as they are. It does not include the context such as the location (where the word is used), participants (who uses the word), time (when it is used), and purpose of using it. In this respect, Yule (2006: 100) differentiates between two types of meanings: conceptual meaning and associative meaning. The former is the one that semantics is more interested in. Conceptual meaning seeks to understand the different meanings conveyed by the literal meaning of a particular word. For example, when using the word *needle* in English, any language user might think of different words such as *sharp, thin, steel instrument.* People might associate the word *needle* to other words meanings such as *pain, illness, or blood.* Hence, the latter covers the different associations language users might have when using words. Under the subject of semantics, there are different lexical components such as synonymy, antonymy, homophones and homonyms.

a. *Synonymy*

According to Yule (2006: 104), synonymy refers to situation when two or more words are closely linked to each other i.e., they share the same basic literal meaning. In this situation, these words are called synonyms. Therefore, language users can often use synonyms interchangeably in sentences. For instance, both words *answer* and *reply* function as synonyms. Hence, one can say *what was his answer?* Or *what was his reply?*

Other examples of synonyms would include the following pairs: freedom/ liberty, big/large, cab/ taxi.

However, synonyms are not always used interchangeably in order to refer to the same literal meaning. That is to say, there are different situations where one word is appropriate to be used in a particular sentence, but its synonym is inappropriate. For instance, in the following sentence "*Sandy had only one answer correct on the test*" the word '*answer*' might fit the appropriate meaning, but the word '*reply'* which is the synonym of the word '*answer'* would be inappropriate in this situation. Hence, one can conclude that the idea of *sameness* in meaning is not always total and fixed. The same thing occurs when using synonyms such as *father* and *dad*. Any language user should understand that these words are synonyms, but one is formal and the other is informal (i.e., matter of formality) (Yule, 2006: 104).

b. *Antonymy*

Antonymy refers to situation when two or more words are opposite to each other. These words are called antonyms. There are two main types of antonyms: gradable antonyms and non-gradable antonyms. The former includes words which are opposites along a scale (the degree of oppositeness). However; the latter includes words direct opposites (without the degree of oppositeness). An example of gradable antonyms would include the pair small/big. In this pair of antonyms, one can use the comparative construction in order to show the degree of along a scale like in the sentence *I am bigger than you* and *A pony is smaller than a horse*. While; in the non-gradable antonyms, there is no comparison along a scale. For example, a language user cannot say that one person is deader than another. Examples of gradable antonyms include long/short, big/ small, fast/

slow. However, examples of non-gradable antonyms incorporate dead/ alive, male/ female, true/ false (Yule, 2006: 104).

c. *Homophones and Homonyms*

Homophones refer to words which have different written forms; but they share the same pronunciation. Examples of homophones include bare/bear, meat/meet, flour/flower, pail/pale, right/write, sew/so and to /too /two. On the other hand, homonyms include words with one spoken and written forms have two or more different meanings (Yule, 2006: 106-107). Yule (2006: 107) provides different examples of homonyms

bank (of a river) –bank (financial institution)

bat (flying creature) –bat (used in sports)

mole (on skin) –mole (small animal)

pupil (at school) –pupil (in the eye)

race (contest of speed) –race (ethnic group).

1.3.1.4. Syntax

In fact, when studying a language from a linguistic perspective, syntax seems to play a great role in understanding how the language is organized and used. According to Tallerman (2015: 1) the term syntax refers to the study of sentence construction. That is to say, it focuses on the way words are ordered in order to formulate phrases and sentences; it concerns the study of the syntactic properties of languages. For instance, the syntactic studies include the classification of words, the order of words in phrases and sentences, the structure of phrases and sentences, and the different sentence constructions that languages contain. In other words, syntax seeks to identify the different constructions which both

sentences and phrases can produce in a particular language. These different constructions of sentences and phrases have different syntactic components called "parts of speech".

The traditional grammar analysis establishes different grammatical categories at first when analyzing and describing first languages such as Latin and Greek in the past. Examples of these grammatical categories include articles, nouns, and adjectives. It seems appropriate at that time to exploit these first existing grammatical categories as a starting point to describe other new languages such as English. As result of this analysis, different grammatical terms are grouped under the umbrella of parts of speech (Yule, 2006: 74). Parts of speech are considered as syntactic properties used to construct different types of phrases and sentences. There are eight different parts of speech; they are listed and defined according to Yule (2006: 74-75),

> *Nouns*are words used to refer to people (boy), objects (backpack), creatures (dog), places (school), qualities (roughness), phenomena (earthquake) and abstract ideas (love)as if they were all 'things'.
>
> *Articles* are words (a, an, the) used with nouns to form noun phrases classifying those 'things' (You can have *a* banana or *an* apple) or identifying them as already known (I'll take *the* apple).
>
> *Adjectives* are words used, typically with nouns, to provide more information about the things referred to (*happy* people, *large* objects, a *strange* experience).
>
> *Verbs* are words used to refer to various kinds of actions (go, talk) and states (be, have) involving people and things in events (Jessica *is* ill and *has* a sore throat so she can't *talk* or go anywhere).
>
> *Adverbs* are words used, typically with verbs, to provide more information about actions, states and events (slowly, yesterday). Some adverbs (really, very) are also used with adjectives to modify information about things

(*Really* large objects move *slowly*. I had a *very* strange experience *yesterday*).

Prepositions are words (at, in, on, near, with, without) used with nouns in phrases providing information about time (*at* five o'clock, *in* the morning), place (*on* the table, *near* the window) and other connections (*with* a knife, *without* a thought) involving actions and things.

Pronouns are words (she, herself, they, it, you) used in place of noun phrases, typically referring to people and things already known (*She* talks to *herself*. They said *it* belonged to *you*).

Conjunctions are words (and, but, because, when) used to make connections and indicate relationships between events (Chantel's husband was so sweet *and* he helped her a lot *because* she couldn't do much *when* she was pregnant).

The traditional grammatical analysis of languages identifies different parts of speech such as nouns, pronouns, verbs, articles, adjectives, adverbs, prepositions, and conjunctions. Hence, language users can exploit these grammatical categories to construct different sentences and phrases. However, parts of speech cannot be used in isolation in order to construct accurate sentences and phrases. That is to say, the traditional grammatical analysis provides other categories which work in parallel with the previous mentioned grammatical properties in order to preserve accuracy in sentences and phrases. This parallelism creates agreements between the different grammatical properties. For instance, Yule (2006: 75) states that "the verb *loves* 'agrees with' the noun *Cathy* in the sentence *Cathy loves her dog*. Hence, in addition to parts of speech, the other different categories that traditional grammatical analysis provides includes 'number', 'person', 'tense', 'voice' and 'gender'. The first element incorporates the number. The latter means that there should be an agreement with the number of the noun and its following verb. The number of the noun can be singular or plural. The next category refers to "person" that

illustrates the distinction between first person (speaker), second person (hearer) and third person (other participants). For example, the noun '*Cathy*' and the third personal pronoun '*she*' which are both singular agree with the verb '*loves*' (not love) in the sentence "*Cathy loves her dog*". The third category refers to the form of the verb in terms of tenses. According to this grammatical category, the verb '*to love*' in the previous sentence is in the present 'loves'; it can also be in the past 'loved'. In addition, the verb can take the active voice (Cathy loves her dog); as it can take the passive voice (Cathy is loved by her dog). The final category is gender. This element helps language users to create the agreement between the noun *Cathy* and the pronoun *her* in the previous sentence. The gender is determined based on a biological distinction between male and female (Yule, 2006: 75-76).   To conclude, syntactic study deals with the analysis of sentence and phrase structures. It focuses also on the description and order of parts of speech found in different languages. In addition, Syntactic study enables language users to produce accurate utterances by creating grammatical agreement among these parts of speech.

Summing up, the linguistic competence is considered as the primary type of knowledge which language users need to develop in order to produce accurate sentences and utterances. That is to say, due to its components namely phonology, morphology, semantics, and syntax, linguistic competence seems to the most important element required in any communication setting.

1.3.2. Strategic Competence

By the component "strategic Competence", Canale and Swain (1980, qtd in Bachman, 1990: 99) state that it is "made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence". According to this definition,

the strategic competence has a great effect in compensating what a communicator misses in a particular communication setting. It includes verbal strategies used when writing and reading and non-verbal strategies used when speaking and listening.   In addition, Bachman (1990: 99) indicates that Canal and Swain (1980) produce the compensatory function that the strategic competence is supposed to hold when the linguistic knowledge is insufficient i.e., the strategic competence comes to cover the learner's inadequate linguistic competence in a particular communication setting particularly in the language learning settings.

According to Alcón's model (2000, qtd in Jordà, 2005: 56) of communicative competence, the strategic competence has two major elements which are communication strategies and learning strategies. The former is used when a person has the intention to participate in a conversation or a communication setting. The latter tends to be used specifically when learners have the goal of learning a language. In this respect, O'Malley and Chamot (1990: 43) conclude that several studies which have been carried out on the aspect of learning strategies are deliberately interested in the language acquisition process. However, other various studies which have been undertaken in communication strategies are mainly related to the language use rather than language learning aspect. Therefore, it is concluded that the strategic competence includes the learning strategies which aim at facilitating the learning process of different language skills such as writing, reading, speaking, and listening. In this respect, Juan and Flor (2006: 271) illustrate the importance of the strategic competence -which contains the learning strategies- during the reading comprehension process. Thus, Usó-Juan and Martínez-Flor (2006: 271) mention that the strategic competence

refers to the ability to use reading strategies to enhance the communicative act between the writer and the reader. Thus, knowledge of different reading strategies, which have been categorized into metacognitive, cognitive, social and affective (…), and the ability and disposition to use them effectively has received prime consideration in L2 reading.

Summing up, the learning strategies are considered as procedural knowledge included in the strategic competence. Hence, it is important to provide the different classifications of these learning strategies to better understand how the strategic competence affects the reading comprehension process.

1.3.2.1. Classifications of learning strategies

Before classifying the different language learning strategies, it is very necessary to provide a clear definition of what is meant by a learning strategy. According to O'Malley and Chamot (1990: 52),

> Learning strategies are complex procedures that individuals apply to tasks; consequently, they may be represented as procedural knowledge which may be acquired through cognitive, associative, and autonomous stages of learning. As with other procedural skill sat the different stages of learning, the strategies may be conscious in early stages of learning and later be performed without the person's awareness.

According to this definition, the learning strategy is a type of knowledge which can be applicable to a certain learning task in order to overcome all difficulties and facilitate the stages of this particular learning task. In addition, the learning strategies tend to be learned through a process which contains different steps a student goes through. At the first stages, the student starts using these strategies consciously. While, at the end of the learning stages and through ongoing practices, the learner becomes able to use these strategies without any consciousness. Regarding the different types of learning strategies,

O'Malley and Chamot (1990) classify the learning strategies into three major categories which include meta-cognitive, cognitive, and social/affective strategies.

a. Meta-cognitive Strategies

Both Brown and Palincsar (1982), and Brown et al (1983) provide a clear understanding of the meta-cognitive strategies. They view that this type of strategies refers to knowledge of thinking about cognitive processes i.e., regulating and controlling the different cognitive processes involved in a particular task. In other words, by the meta-cognitive strategies, a learner can monitor and regulate his / her own cognition during a learning task. For example, regulating one's cognition includes strategies like *planning, evaluating, and monitoring a particular task* (O'Malley & Chamot, 1990: 99). Hence, the meta-cognitive strategies are broad and more general. They have to do with controlling and evaluating the plans, stages, and outcomes of a particular learning task. In this respect, O'Malley and Chamot (1990: 44) provide examples of these meta-cognitive strategies which can be used to control and regulate student's cognitive processes undertaken in a problem solving activity

1. Selective attention for special aspects of a learning task, as in planning to listen for key words or phrases;

2. Planning the organization of either written or spoken discourse;

3. Monitoring or reviewing attention to a task, monitoring comprehension for Information that should be remembered, or monitoring production while it is occurring; and

4. Evaluating or checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.

Taking into account the meta-cognitive strategies mentioned above, this type of strategies requires the learner to be aware of what appropriate plan he/she should draw before starting a learning task and what strategies can be used before, during, and after the learning task. It also requires the learner to continuously control his learning process by monitoring, regulating, and evaluating the incoming outcomes of the learning task. Thus, it is more complex, and it involves great attention by the learner.

b. *Cognitive Strategies*

Concerning the cognitive strategies, O'Malley and Chamot (1990: 44) argue that these strategies are used to directly manipulate all types of information provided in the learning task. That is to say, this type of strategies tends to directly approach a particular learning task by the learner. The cognitive strategies are generally mental processes the learner uses during his/her learning task or a problem solving activity. O'Malley and Chamot (1990: 45) present different cognitive strategies which can be used during the listening and reading comprehension processes. They are as the following,

1. Rehearsal, or repeating the names of items or objects that have been heard;

2. Organization, or grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes;

3. Inferencing, or using information in oral text to guess meanings of new linguistic items, predict outcomes, or complete missing parts;

4. Summarizing, or intermittently synthesizing what one has heard to ensure the information has been retained;

5. Deduction, or applying rules to understand language;

6. Imagery, or using visual images (either generated or actual) to understand and remember new verbal information;

7. Transfer, or using known linguistic information to facilitate a new learning task; and

8. Elaboration - linking ideas contained in new information or integrating new ideas with known information (elaboration may be a general category for other strategies, such as imagery, summarization, transfer, and deduction).

In this respect, the cognitive strategies are used to process information and details provided in the learning task. They tend to facilitate the comprehension of information given in a particular task; they are closely linked to the manipulation and understanding of the text content in itself. Hence, as can be concluded, the meta-cognitive strategies are used to control and evaluate the cognitive strategies which are used in the learning task. However, the cognitive strategies are directly used to manipulate and process information presented in the learning task. An example includes the situation when a student is reading a text; he can meet new word which he has never heard before. In this context, the student tends to use *translation* strategy to understand the meaning of this word (i.e., processing the information). When the strategy of *translation* does not work in this problem solving situation, he can switch to the use of *contextual guessing* cognitive strategy simply because he tends to evaluate the effectiveness of *translation* strategy which is used first. Hence, both strategies of *translation* and *contextual guessing* are considered as cognitive strategies. While *checking the effectiveness of strategies* comes under the category of meta-cognitive strategies. The latter is used to control and manipulate the cognitive strategies undertaken in the learning task.

c. Socio-affective Strategies

The last category of learning strategies refers to the social/affective strategies. O'Malley and Chamot (1990: 45) state that these strategies "represent abroad grouping that involves either interaction with another person or ideational control over affect. Generally, they are considered applicable to a wide variety of tasks". According to their definition, Chamot and O'Malley emphasize that the social/affective strategies are mainly used to discuss, process, and share information with other people. They can be also used to better monitor students' self-confidence, motivation, and anxiety …etc. O'Malley and Chamot propose also (1990: 45) different examples of social/affective strategies which can be used in different activities. These examples incorporate

1. Cooperation, or working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity;

2. Questioning for clarification, or eliciting from a teacher or peer additional explanation, rephrasing, or examples; and

3. Self-talk, or using mental control to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

According to these examples, it is concluded that social/affective strategies are typically used in learning tasks in order to share thoughts and monitor one's emotional aspects. That is to say, students can use affective strategies in order to increase their self-confidence, to motivate themselves, to avoid negative feelings, and to decrease their anxiety. On the other hand, the social strategies are undertaken in order to share thoughts with others, to obtain clarification from people, and to discuss information personally. Both these two types of strategies are grouped under one single category. They include

aspects related to both interaction and psychological factors (e.g., self-confidence, and anxiety).

Summing up, the learning strategies are classified into three major categories. The first group includes the meta-cognitive strategies which can be used to control the different cognitive processes undertaken in a particular learning task or a problem solving activity. In other words, they can are used to check the effectiveness of these cognitive processes. The second category refers to the cognitive strategies which can be directly used in order to process information presented in a particular learning task. The last type consists of the social/affective strategies which are mainly undertaken when students tend to obtain extra clarification and monitor their psychological factors such as self-confidence, anxiety, and motivation. Hence, students' awareness of these strategies play crucial role in understanding information during the reading comprehension process. In order to better understand these strategies, it is important to distinguish between the two concepts "strategy" and "skill".

1.3.2.2. Skill Versus Strategy

Concerning strategy and skill, Allen (2002, qtd in Gregory & Nikas, 2005: 92) views that the difference between these two terms is a matter of conscious and unconscious use. That is to say, Tovani (2000, qtd in Gregory & Nikas, 2005: 92) explains that strategy is a deliberate plan students tend to consciously use during the reading process in order to better understand what they read. Hence, it is flexible and adjusted according to the reader's intention and needs. On the other hand, Duffy (2003, qtd in Gregory & Nikas, 2005: 92) explains that a skill is something that a person uses automatically without any deliberate intention. In other words, Allen (2002, qtd in Gregory & Nikas, 2005: 92) finds out that after lot of training, readers possess the skill once they become able to use a

strategy automatically without any deliberate intention. In this respect, Gregory and Nikas (2005: 92) provide an example in order to distinguish between both terms skill and strategy,

> A tennis player will use a number of strategies to learn how to play tennis with proficiency. Before becoming a skilled tennis player, the novice learns a number of strategies such as how to hold the racquet, hit a forehand and backhand, and serve a ball. Becoming a skilled tennis player requires years of practicing the strategies that good tennis players use, often with the help of coaches who model the strategy. Like skilled tennis players, readers learn and apply comprehension strategies in order to become skilled readers.

According to this example, it seems that the use of strategies through a lot of training leads to the state of being a skilled reader. Therefore, readers are required to use strategies several times by the teacher's guidance in order to be able to exploit these strategies automatically without any deliberate intention (i.e., being a skilled reader).

1.3.3. Discourse Competence

Other subcomponent of communicative competence is discourse competence. According to Trosborg (1994: 11), "Discourse competence refers to the appropriateness of utterances to their linguistic contexts. This type of competence refers to knowledge of how to combine sentences into unified spoken or written texts of various types". In other words, this sort of knowledge includes both spoken and written texts. Discourse competence helps language users to be able to interpret and build utterances with the preservation of coherence and cohesion. Since the aim of this research is to develop the reading skill (i.e., dealing with written texts), it is necessary to provide a clear understanding of the different elements that discourse competence focuses on when constructing *written* texts. According

to Usó-Juan and Martínez-Flor (2006: 147), discourse competence includes knowledge related to cohesion, text organization, and text genre.

1.3.3.1. Cohesion

When reading a particular text, readers can notice the occurrence of cohesion by interpreting the different functions of cohesive ties used to present the message that the writer wants the reader to understand. In cohesive texts, most elements which are used to relate sentences and thoughts depend on each other; they complete each other in order to reach the unity of the text. According to Halliday and Hasan (2013: 04),

> Cohesion occurs where the INTERPRETATION of some elements in the discourse is dependent on that of another. The one PRESUPPOSES the other in the sense that, it cannot be effectively decoded except by recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text.

Therefore, cohesion is a crucial element in any written text. It helps readers to understand the global message by using these different dependent cohesive ties. Saville-Troike (2006: 151) summarizes the different cohesive ties found in the English language. These ties are grouped under five main categories (see figure 1.5).

Reference	
• Pronominals	*he, they*
• Demonstratives; articles	*this, the*
• Comparatives	*same, other*
Substitution	
• Nominal substitutes	*one, all*
• Verbal substitutes	*do, likewise*
• Clausal substitutes	*so*
Ellipsis	
• Nominal ellipsis	*(omissions at subsequent mention)*
• Verbal ellipsis	
• Clausal ellipsis	
Conjunction	
• Additive	*and, as well as*
• Adversative	*yet, but, however*
• Causal	*so, it follows*
• Temporal	*then, in the end*
• Continuative	*of course, anyway*
• Intonation	
Lexical	
• Same item	*mushroom–mushroom*
• Synonym or near synonym	*the ascent–the climb*
• Superordinate	*a new Jaguar–the car*
• "General" item	*the rafters–those things*
• Collocation	*boy–girl, north–south*

**Figure 1.5: Types of cohesive ties found in English language
(Saville-Troike, 2006: 151)**

According to figure 1.5, the different cohesive devices used in English include five main types: reference, conjunction, substitution, ellipsis, and lexical. The different cohesive ties which are addressed in this research include references, substitutions, and conjunctions.

a. *Reference*

References refer to lexical items used to refer to one single person or object in a text. For example the noun "*Mary*" can be used to refer to a person called "*Mary*" in particular text. Later, this name can be replaced by another reference like "*she*". Therefore, Hatch, (1992: 223) concludes that references have three main types including *pronouns, demonstratives, and comparatives.*

Regarding references, Hatch (1992: 224) views that writers can often use pronouns to refer to names in their texts. For instance, "*If the buyer wants to know what is covered by the guarantee, he has to read the fine print and consult a lawyer.*" Here, the pronoun **he** is used to refer backward to the noun **buyer**. It does not refer to the noun *lawyer*. Another example would include the following sentence "*John asked him to sing and so Bill sang*". This example is different. That is to say, the pronoun **him** refers forward to the noun *Bill* and not to the noun *John*. Thus, pronouns are used to refer to nouns in texts. This reference can be one time *anaphoric* (i.e., looking backward: first example) and another time *cataphoric* (i.e., looking forward: example two).

According to Hatch (1992: 224), demonstratives are also considered as cohesive ties. Like pronouns, demonstratives could also take the form of anaphoric or cataphoric reference. For instance, "*Magic Motor's special scale is February 14*": "*If you are buying a car, you should know about this*". The demonstrative "***this***" in this example refers

forward to the second part (i.e., *cataphoric relation*). However; in the sentence "*this is why Esprit is a leader in sports fashion*", the demonstrative "*this"* refers backward to a reason which the author has already stated (i.e., *anaphoric relation*).

In addition to pronouns and demonstratives, Hatch (1992: 224) explains that writers can also utilize comparatives to give a tie to a referent. However; comparatives are more used in anaphoric reference than in cataphoric reference. For instance, in the sentence *"I'd like more"* the comparative *"more"* is used to refer to something which has already been stated.

b. *Substitution*

Substitution is another type of cohesive ties used in order to help the writer obtain cohesion in texts. According to Hatch (1992: 224),"In contrast to reference, substitution refers not to a specific entity but to a class of items. In the constructed example *"Did you find the blankets? Only the bleu ones.,"* "*ones"* does not refer to "*the blankets*" but to a class of *blankets-* those that are *bleu*". In other words, substitutions are used to refer to group of elements rather than to one single element. In this respect, Hatch (1992: 224) provides three examples which illustrate the different types of substitutions. These examples are below:

Nominal: Do you want the blankets? Yes, I'll take one ("one" substituted for "blankets")

Verbal: Did you sing? Yes, I did. ("did" substituted for "sang").

Clausal: The Blankets needed to be cleaned. Yes, they did.

c. *Conjunction*

Conjunction is another type of cohesive tie used to connect clauses and sentences together. According to Hatch (1992: 225), in the example *"I was not invited. Otherwise, I*

would have been here", it is clear that the conjunction *"otherwise"* is used to link between two clauses in order to reach the unity. Therefore, it helps the reader to understand the relation between these two clauses. There are different types of conjunctions. Saville-Troike (2006: 151) classifies conjunctions such as "additives (*and, as well as*), adversatives (*yet, but, however)*, causal (*so, it follows*), temporal (*then, in the end*), and continuative (*of course, anyway*)". Hatch (1992: 225-226) provides Also examples of conjunctions such contrast (*however, in fact, conversely*), noncontrast (*moreover, likewise, similarly*). Other conjunctions include result (*consequently, therefore, hence*), reason (*because, since, in order to*), exemplifying (*for instance, for example, like, as*), and concession (*although, while, even*).

To conclude, writers attempt to avoid presenting random sentences and phrases in their written productions. Therefore, they use different cohesive ties in order to make sentences and phrases depend on each other; they use different grammatical and lexical ties during their writing. When reading written productions with effective cohesive ties, readers become able to interpret and reflect on what they read. However, connecting sentences and phrases in texts does not necessarily indicate that the text is well understood. In other words, there are other texts where ideas and words are well connected by appropriate cohesive ties, but readers fail in interpreting such texts, i.e., still other factors related to discourse competence which could affect the readers' understanding of the text.

1.3.3.2. Coherence

Coherence is another factor which could affect the reader's understanding of a text. Unlike cohesion, coherence does not concern the use of different linguistic forms (i.e., ties) to connect sentences together, but it emphasizes the unity of meaning. In this respect, Smith (qtd in Alderson, 2000: 74) provides a very interesting statement which highlights

the importance of the text meaning rather than the text cohesive devices and structures, "What the brains tells the eye is more important than what the eye tells the brain". That is to say, coherence is related to what the brain interprets from a particular sentence in the text. It requires readers to understand all the text sentences in relation to one main thesis statement, or to understand a text as Kaisa Tanskanen (2006: 16) labels it as "a unified whole". Coherence can sometimes be achieved without the use of cohesive devices. Widdowson (1978: 29) provides an example which illustrates the way some utterances are coherent without the use of cohesive ties:

> A: That's the telephone.
>
> B: I'm in the bath.
>
> A: O.K.

Widdowson (1978, qtd in Kaisa Tanskanen, 2006: 17) explains that despite the fact that the three utterances above do not have "surface textual cohesion", yet they constitute the so called "a plausible whole". These three utterances work together in order to provide one unified sense to the reader though the cohesive ties are not used. That is to say, cohesive devices are considered as secondary criteria used to achieve a well tied text. Widdowson (1978: 29) claims that readers who read these three utterances can easily recognize the whole meaning of the context with the absence of appropriate cohesive ties; he views also that readers can then supply the appropriate cohesive ties which are supposed to be used in these three utterances simply because they are already able to understand the whole meaning of this "coherent discourse". Hence, Widdowson (1978: 29) provides the alternative "version which is cohesive" to the three previous utterances:

> A: That's the telephone. (Can you answer it, please?)
>
> B: (No, I can't answer it because) I'm in the bath.
>
> A: O.K. (I'll answer it).

Accordingly, students during their reading process need to check the semantic unity of the text ideas regularly. Indeed, they need to recognize the ideas which support and unify one main statement. Hence, it is concluded that coherence is one of the main elements which could help readers to facilitate the understanding of a particular text. Yet, still other factors have the same role.

1.3.3.3. Text Genre and Type

As it is stated before, there are different factors which could affect written texts. Among these factors is text genre. This discourse element is sometimes misused with the term text type. Hence, it is necessary to understand and define it in relation to text type. Biber (1988, qtd in Hernández-Campoy and Conde-Silvestre, 2012: 116), differentiates between text genre and type,

> Genre categories are determined on the basis of external criteria relating to the speaker's purpose and topic; they are assigned on the basis of form, whereas text types refer to classes of texts that are grouped on the basis of similarities in linguistics form, irrespective of their genre classifications.

According to this distinction, it seems that text genre depends more on the purpose and the topic of the writer. For instance, the purpose of the reader can include *informing, convincing, entertaining* the reader. Hence, one can notice that genres might include *fiction, nonfiction, drama, epic, poetry* …etc. On the other hand, text type aims purposely to determine the linguistic parameters which texts share. That is to say, text types can be *expository, informative, descriptive, narrative, argumentative*…etc.

1.3.3.4. Text Organization

Text organization is another element that comes under the umbrella of discourse competence. By the term text organization, Alderson (2000: 67) refers to the structure of

the text content i.e., text organization is concerned with the way paragraphs are connected. It refers also to the way the relationship between ideas is indicated. In other words, a text seems to be organized when its constituent parts such as *topic sentence, supporting sentences, and concluding sentence* are logically presented. Mayer (1975, qtd in Alderson, 2000: 67) illustrates the term text organization by presenting different ways of structuring ideas related to expository text. She explains that writers who tend to follow a particular text organization aim to facilitate the reading comprehension process for readers and help them to reach clearly the intended message writers want to convey. Consequently, writers when dealing with expository text follows various structures. First, when providing collections of a particular object, writers can state them in form of lists where each list can take one single paragraph. Second, for texts of causation, writers might use the cause and effect organization where they can provide one whole paragraph for causes and another paragraph for effects. The same organization occurs for texts of responses i.e., one paragraph for problems and other paragraph for solutions. Concerning comparative texts, writers can present block of information related to similarities and another block of information for differences.

The concept discourse competence focuses more on the analysis of spoken and written texts. Particularly, there are different factors that researchers take into account when analyzing and describing written texts. Examples of these factors include cohesion, text genre, and text organization. All these elements which are defined above work together in order to convey the message the writer wants to convey. That is to say, each element has an equal importance as the other elements do.

Summing up, the concept communicative competence that was introduced by Dell Hymes in 1960 has developed other new approaches to the language teaching and learning processes. These approaches focus on teaching students the different components of

communicative competence. In order to better understand and apply the idea of the concept "communicative competence", it is important to distinguish between the two concepts "competence" and "competency".

1.3.4. Competence Versus Competency

Competence and competency are two terms which are defined differently by many researchers. According to Eraut (1998, qtd in Bacher, 2013: 70), competency consists of group of skills, while competence refers to the general capability a person possesses to accomplish a task or a job. In other words, competence is more general than competency. In this respect, Hinchliff (2009: 73) views that competence refers to the state of being able to do something adequately, however competency presents all observable behaviors that prove a person's ability to do something. That is to say, competence refers to what a person can do or act in a particular task, while competency indicates the way a person uses or goes through in order to accomplish a task i.e., *observable* and *measurable* features which confirm how a person does a task. In this respect, Takona and Wilburn (2004:18) explain that the term "competency" incorporates three observable and measurable elements including *knowledge, skill, and attitude*. By knowledge, they refer to the student's essence of information he/she has in his cognition. According to Takona and Wilburn (2004:18) this element "is at the core of most standardized test". By skill, Takona and Wilburn (2004:18) refer to "complement knowledge". In other words, skill indicates the student's ability to put knowledge into real-life practices. The last element which is *attitude* concerns the student's affective domain i.e., attitudes refer to what emotion, perseverance, and motivation students obtain as a result of the learning process.

Kaslow (2004, qtd in Thomas & Hersen, 2010: 507) explains the link between these two concepts in which he emphasizes that competence includes a set of competencies. The latter can be observable, containable, measurable, practical, and flexible. Depending on these different definitions, four major conclusions can be drawn. First, competence is a general and broad capacity, while competency is a set of discrete knowledge, skill, and attitude. Second, competence refers to a person's hidden and internal capacity to do a task, however competency includes observable behaviors a person demonstrates when doing a task. Third, competency can be directly measured while competence cannot be directly measured. Above all, a set of competencies forms one competence.

1.3.5. Communicative Competence and Reading Comprehension

By the term communicative competence, Hymes (1960) emphasizes that the linguistic competence is not the only sort of knowledge learners need to learn in order to be competent in a particular language. The latter includes all skills used in communication when reading, listening, writing, and speaking. Hence, reading among these language skills seems to be affected not only by the linguistic competence. That is to say, reading comprehension depends more on knowledge related to three main competences: linguistic, strategic, and discourse competences.

Though the definitions above emphasize that communicative competence consists of four main components, the researcher in this investigation takes into account only three main components namely, linguistic competence, strategic competence, and discourse competence. This does not deny the importance of the sociolinguistic competence when developing the reading comprehension proficiency. However, due to the limitations faced by the researcher during this investigation such as the time allocated to teaching English

and students' lack of basic knowledge, it seems hard to teach all these four competences in a very limited period of time. Hence, she intends to work on developing first the three components as basic competences.

1.3.5.1. Linguistic Competence and Reading Comprehension

With regard to the linguistic competence, previous researchers like Westwood (2004) have revealed different reading problems at the phonological, morphological, semantic, and syntactic levels. At the phonological level, readers who experience difficulties in pronouncing written words suffer when processing information found in a particular text. That is to say, forms of dyslexia and reading problems are also the result of difficulties in the phonological aspects of decoding. In other words, readers have difficulty in some aspects of phonemic awareness such as the ability to identify sounds and understand the alphabetic principle which holds that letters in words are systematically represented by sounds (Westwood 2004: 95) i.e., students are sometimes unable to understand the way letters are pronounced. Hence, they fail in understanding words and sentences.

At the morphological level, Wiig and Semel (1984, qtd in Boyle and Scanlon 2010: 124) conclude that difficulties in reading are also caused by some morphological problems. The latter often occur with more complex or higher-level morphological components such as irregular word endings, noun derivatives, and understanding of prefixes. For the first element (i.e., irregular word endings), it includes irregular verbs which take different forms in tenses like past simple and present or past perfect. When students are unaware of these different forms, they automatically fail in understanding the meaning of these verbs. Noun derivatives compose also difficulties for students when reading in second/foriegn language. For instance, students experience problems in recognizing the derivation of nouns such as

government, globalization, and hesitation. Students are sometimes unable also to understand words (e.g., nouns, verbs, and adjectives) simply because they cannot determine the different morphemes such as prefixes and suffixes.

Concerning semantics, Stahl (2005, qtd in Kamil & Hiebert, 2005: 98) emphasizes the fact that most students' problems in reading comprehension are due to their small range of vocabulary resulting from lack of exposure to language. That is to say, students seem to be unable to understand most ideas in different texts simply because they are unable to understand most vocabulary presented in these texts. Like general vocabulary, students have very low knowledge related to specific vocabulary. Therefore, their understanding of texts in English becomes more difficult. Hence, Azarnoosh et al. (2016: 123) emphasize that both technical and non-technical vocabulary knowledge seems to be the key to successful reading comprehension.

At the syntactic level, Nation and Snowling (2000 qtd in Weiss, 2010: 115) explain that readers with impaired syntactic awareness seem to experience more information processing difficulties. In other words, students who have very limited knowledge regarding parts of speech experience difficulties in recognizing the different syntactic elements like nouns, verbs, adjectives, adverbs, and conjunctions. In this respect, Brainerd and Pressley (1982: 76) state "it is clear that inadequate syntactic skills would place constraints on the ability to process phrases and sentences in running text" i.e., the consequence of the inability to recognize the different parts of speech affects students' understanding of the various sentences and phrases found in the text.

Both researchers Hymes and Chomsky emphasize on the importance of knowledge related to linguistic competence. The latter includes the ability to process information at the phonological, morphological, semantic, and syntactic levels. Hence, students need to recognize all these levels particularly during their reading comprehension process.

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1.3.5.2. Strategic Competence and Reading Comprehension

Research [HØien and Lundberg (2000), Boyle and Scanlon (2010)]has been undertaken in order to understand the different factors which affect students' reading comprehension. The strategic competence is considered as one of these affecting factors. Both communicative and learning strategies which are included in the strategic competence have been studied to better recognize their relation to the reading comprehension process. Research shows the effects of learning strategies (i.e., metacognitive, cognitive, and social/affective strategies) on students' reading comprehension. Hence, different results emphasize the fact that students with lack of strategic competence experience difficulties during the reading comprehension process. That is to say, these results attribute students' reading comprehension difficulties to the use of poor reading comprehension strategies (Boyle and Scanlon, 2010: 195). Identifying the types of strategies both good and poor readers possess helps in understanding the reason behind each group's reading proficiency level.

Concerning the meta-cognitive strategies, Meltzer et al. (1989,qtd inFrench et al. 1995: 46) view that students with learning disabilities lack strategies related to reading comprehension and other study skills. Examples of these strategies would include general disorganization, lack of monitoring strategy use, and the inability to switch strategies when and if necessary. Thus, Meltzer et al. (1989) emphasize that readers who experience problems particularly in reading comprehension have automatically lack of metacognitive strategies. In this respect, HØien and Lundberg (2000: 107) explain that most poor readers do not typically use their metacognitive strategies when reading; they intend to read passively without self-regulating control of their own understanding. They cannot realize and correct their faulty comprehension.

Alderson (2000) in his book of *assessing reading* differentiates also between good and poor readers. He focuses on investigating the effect of metacognitive awareness on students' reading comprehension. He (2000:41) states

> Older and more proficient readers have more control over this monitoring process than younger and less proficient readers; good readers are more aware of how they control their reading and more able to verbalize this awareness. (…) Good readers tend to use meaning-based cues to evaluate whether they have understood what they read whereas poor readers tend to use or over-rely on word-level cues.

As a result, one can conclude that students who lack metacognitive strategies are not able to control and evaluate their reading comprehension. Stduents tend to understand all words mentioned in a particular text without checking the overall understanding of what is being read. In addition, Block (1992, qtd in Alderson, 2000: 42) carries out a research about the use of monitoring strategy by both two different categories of students –native and ESL readers (proficient Vs less proficient). The results obtained from her investigation shows that monitoring the reading comprehension stages is affected more by the reader's intention and ability rather than being a second or first language reader. She concludes also that poor readers do not control their reading comprehension; readers do not try to recognize whether a problem is occurred or not; they do not intend to understand the different resources of these problems and the way to address such difficulties. Hence, their reading comprehension of texts is not reached.

As result of these studies, Alderson (2000: 41) emphasizes that poor readers are generally unaware of different strategies which they need in order to undertake the reading comprehension process. That is to say, inefficient readers do not know when and how exactly they exploit these different strategies during each step in the reading process. In

addition, they cannot use the different metacognitive strategies like evaluating the text simply because their attention is directly devoted to word pronunciation. They do not try to deduce meaning from the different grammatical structures of the text. Hence, their reading is limited to memorizing words to be recalled after the reading process. Accordingly, students with lack of meta-cognitive strategies seem to be unable to monitor, check, and evaluate their reading comprehension. Thus, their understanding of the text may not be reached.

For the cognitive strategies, HØien and Lundberg (2000) explain the reason behind students' reading comprehension proficiency level by providing a clear distinction between poor readers and good readers. They say (2000: 109-110)

> The strategic reader tries to acquire a general impression first, by quickly skimming through the text. This is followed by re-reading certain parts of it, attempting to sum up the main content, testing comprehension by asking oneself questions, attempting to relate what has been read to previous knowledge, (…). However, it is typical of many poor readers and dyslexics that they are passive. Somewhat exaggeratedly, we can say of poor readers: they cannot read clearly, they rarely re-read, they do not plan, do not take notes, and do not underline; nor do they attempt to express the content of the text in their own words, do not sum up, cannot distinguish between important and not important, and do not draw any conscious conclusions; they do not deliberately vary their reading speed, and do not realize that they do not understand.

Accordingly, a good reader uses different cognitive strategies during the reading process. For example, he/she tends to gain a clear understanding of the text when skimming it; he/she tries to read every part in the text rapidly as an attempt to understand only what is clear and general rather than reading deeply from the first reading. In case

when a good reader cannot understand a particular part from his/her first reading, he/she tends to repeat it several times in order to better understand what is stated in that part. After this phase, the good reader works on summarizing and synthesizing all main ideas mentioned in the text as an attempt to recall ideas after the reading process. Once the good reader summarizes what he/she has read, he/she tends to examine his/her comprehension of the text by self questioning i.e., he/she asks questions about the text content in order to insure that everything is clear and understood. A good reader tends also to invoke his/her prior knowledge in order to confirm his/her comprehension of the text content. He/she tends to work on formulating hypotheses during his/her reading comprehension process. As an attempt to confirm or reject theses formulated hypotheses, the reader tends to link his/her understanding of the text to his/her prior knowledge in order to insure whether both incoming and previous ideas are relevant or not.

Unlike good readers, poor readers do not try to exploit the different cognitive strategies during the reading comprehension process. First, they do not try to prepare for their reading. i.e., they do not make a plan to guide their reading process. Second, poor readers during the reading process do not try to re-read what is not understood i.e., when they fail to understand a particular paragraph or sentence, poor readers do not attempt to re-read for another time. They intend to read paragraphs and sentences without writing down any remark; they do not try to highlight the main ideas in the text. Hence, they cannot determine the main ideas and supporting details. In addition, poor readers do not try to summarize and synthesize the text content after the reading process. i.e., they do not try to make conclusions about what they have read using their own words.

According to Forrest-Pressley and Waller (1984:125-126), good readers have different cognitive strategies which can help them to better undertake the reading

comprehension process with good results. For example, once good readers realize that their comprehension fails to understand a particular sentence, they exploit their different cognitive strategies such as using contextual cues, asking questions, checking the dictionary, skipping the sentence. They use also strategies like re-reading, skimming, paraphrasing, and concentrating on the main points of the text. Readers with great number of cognitive strategies can approach the reading task effectively. Unlike good readers, poor readers who are not aware of these different cognitive strategies may suffer and cannot comprehend all different parts presented in the text i.e., their lack of cognitive strategies prohibits their reading comprehension process.

Regarding students with lack of socio-affective strategies, Barr et al (1996: 609) demonstrate that students with low level of reading proficiency have also problems related to their social and affective factors. For example, they are not motivated to the reading tasks. Also, they always hold negative expectations about their achievement from the reading process. Poor readers tend to convince themselves that they are incompetent and that they cannot comprehend what will be read. In this respect, Pumfrey & Reason (1991: 68) emphasize that students with poor reading ability usually possess an initial negative attitude towards their success. Thus, their negative expectation is usually followed by discouragement, low self-confidence, and failure. Accordingly, poor readers tend to admit that they cannot accomplish the reading comprehension process; they are afraid of the results obtained such as failure to comprehend, misunderstanding of the text content, and losing control. Due to these negative expectations, poor readers usually do not trust their competence, do not encourage themselves to read, and do not try to address all these problems.

According to Israel et al. (2005: 195), unlike good readers who tend to make an internal dialogue (self-talk) to guide themselves and address problems which they face during reading, poor readers have difficulty to do so. Students with lack of social/affective strategies do not ask questions for clarifications; they do not make an internal or external discussion about the text competent. In addition, they cannot address problems which they experience simply because they do not know how to monitor and overcome such obstacles (lack of cognitive and meta-cognitive strategies). Above all, they do not ask for help when they face reading comprehension problems. They intend to limit their interaction with the text because they consider themselves as poor comprehenders (Hall et al. 2011: 40-41).

Summing up, different researches emphasize that students' low reading proficiency can be attributed to the lack of strategic competence. The latter includes particularly the learning strategies such as meta-cognitive, cognitive, and socio-affective. Hence, the implications of these undertaken researches highlight the importance of strategic competence instruction as a way to raise students' awareness of the different types of strategies which in turn helps in developing their reading comprehension proficiency.

1.3.5.3. Discourse Competence and Reading Comprehension

Research [McKenna et al. (2003), Seidenberg (1991), and Englert Thomas (1987)] has attributed students' reading comprehension problems to lack of knowledge related to discourse competence. The latter includes knowledge which concerns text organization, text genre, and cohesive devices used when constructing a text. Regarding text organization, McKenna and Stahl (2015: 19) state that "an inability to recognize the organizational structure of the text could reflect a lack of understanding concerning how the ideas fit together conceptually and difficulty remembering the ideas". They reveal also that most readers face difficulties in recognizing text structures simply because they do not

understand how to recognize the different parts of the overall structure in a particular text. In other words, Seidenberg (1991: 4) explains that students may have difficulty in recognizing the main ideas and supporting details, and may not be aware of the fact that one main idea can be supported by subordinate ideas and examples. In addition, students sometimes cannot recognize the way the text is organized i.e., they cannot realize whether a text tends to compare and contrast, to provide cause and effect, or to present problem and solution. If readers fail to understand the structure of texts which they read, they might fail to recognize the main ideas and understand them effectively. Thus, according to Englert and Thomas (1987 qtd in Simmons and Kameenui 1998: 258), these comprehension difficulties are attributed to students' deficits in text structure awareness.

Concerning problems related to text genre and type, Woolley (2014: 132) explains that "each genre has specialised features that need to become familiar and to be navigated regularly. For example, the vocabulary in exposition texts is usually subject-or domain-specific and often unfamiliar to young learners. Consequently, unskilled and novice readers will have more difficulty in using the context to construct the meaning of new words". Text genre causes also some comprehension problems particularly when students are less exposed to different English political texts with different genres. Thus, Gajria et al.(2007 qtd in Woolley 2011: 115) illustrate that unskilled readers seem more comfortable when dealing with narrative texts simply because this particular genre describes events through time using very simple language and structure; while, expository texts intend to discuss more advanced concepts using complex language and structure. Therefore, Dreher and Grey (2009 qtd in Woolley 2011: 115) emphasize that different genres used in texts can be really challenging for readers especially if they do not receive instruction in how to exploit the features of each genre in order to gain knowledge about the text being read.

Cohesive devices can also prevent students from comprehending the text ideas. In this respect, Pollatsek and Treiman (2015: 351) explain that poor readers face difficulties in deducing and understanding different anaphors used to link sentences and clauses. Likewise Chen et al. (2016: 177) conclude that misunderstanding of the function and the precise meaning expressed by connectives may be a reason behind students' reading comprehension difficulties. Butler and Silliman (2002: 93) add also that pronominal references seem to cause problems to students during reading particularly when the pronoun and its referent are not adjacent. Thus, students with lack of knowledge concerning different cohesive devices are more exposed to reading comprehension problems. To conclude, discourse competence like other competences seems also to affect students' reading comprehension process. In other words, students with lack of knowledge in aspects such as text organization, text genre, and cohesive devices experience more difficulties during their reading.

Summing up, the different results revealed from the researches above conclude that the reading comprehension process is affected by many factors. These factors may include three main competences: linguistic competence, strategic competence, and discourse competence. Therefore, students need to develop their knowledge related to these major competences in order to facilitate their comprehension of different texts. In order to do so, it is very important to find the appropriate teaching approach which helps to develop these three main competences.

1.3.6. Differences in L1 and L2/FL reading

It is argued that the reading comprehension process requires students to use multiple skills and knowledge to decode what is orthographically stated. The differing amounts of skills and knowledge can affect differently the reading process in L1 and

L2/FL. That is to say, students when reading in their L1 can use a set of skills and knowledge different from the set of L2/FL knowledge and skills used when reading in L2/FL. This existing difference between L1 and L2/FL reading processes is a crucial element to discover what knowledge students lack when reading in L2/FL. Accordingly, students when reading in a foreign language may also use knowledge and skills different from the ones used in their L1 reading process.

1.3.6.1. Linguistic Knowledge when Reading in L1 and L2/FL

According to Grabe (2012: 131-132), a set of knowledge related to different linguistic levels such as phonology, morphology, semantics, and syntax can affect students' reading comprehension process. That is to say, when reading for the first time in L1, readers usually have thousand words orally stored in their heads. This starting group of words provides L1 readers with a strong implicit morphological knowledge such as dividing words into their constituent parts when reading and pronouncing them in the text. It also strengthens their knowledge concerning the way sounds go together most regularly within words (i.e., phonological knowledge), as it can offer them an implicit knowledge linked to the semantic level. In addition, readers at the starting point of their reading usually recognize an implicit knowledge related to the basic syntactic structures of L1. Hence, they can process orthographic information easily with using such primary amount of knowledge related to the different linguistic levels.

Unlike L1 readers when they first start reading, the beginning L2/FL readers do not possess this primary set of knowledge related to vocabulary and grammar. In this respect, Stoller and Grabe (2013: 37) state

> In most cases, the vocabulary and grammar knowledge of the beginning L2
> student marks a very different starting point from that of the beginning L1

reader (…) Beginning L2 students do not have a mental resources of several thousand words stored in their heads to be matched with the newly sounded-out word. Thus, one benefit of developing accurate letter-sound correspondences as a support for reading is lost in most L2 settings; that is, L2 students cannot match a sounded-out word to a word that they know orally because they do not yet know the word orally.

Accordingly, when L2/FL readers do not have enough words stored in their minds, knowledge related to other linguistic levels such as phonology (words sounds), morphology (constituent parts of words), semantics (synonyms and autonyms), and syntax (grammatical structures) will be automatically limited. That is to say, when processing orthographic information in L2/FL, students use very limited linguistic knowledge and skills.

1.3.6.2. Strategic Knowledge when Reading in L1 and L2/FL

David and Bistodeau (1993, qtd Kusiak, 2013: 115) carry an investigation about strategies that readers use when reading in L1 and L2/FL. Thus, sixteen students are chosen; half of them are native readers of English and the other half of students contains native readers of French. The results obtained from the think-aloud protocols and interviews reveal two major findings. First, concerning native readers of English, the results show that when reading in L1 (English), readers use more strategies related to top-down model than when reading in L2 (French).In other words, they tend to use strategies which allow them to predict the text content depending on their prior knowledge. These strategies include prediction, making inferences, drawing on prior knowledge, evaluative comments, and self questioning.

However when native English readers read in L2/FL, students emphasize more on using strategies related to the bottom-up reading process such as focusing on individual words analysis (i.e., depending on the analysis of linguistic features). The study concludes also that the more readers are linguistically proficient, the more they rely on top-down strategies rather than bottom-up strategies in both L1 and L2/FL reading. In other words, David and Bistodeau (1993, qtd in Wu, 2016: 29) emphasize that readers with very limited knowledge in L2/FL will automatically cause a "short-circuit" of effective strategies when the same L1 good readers are reading in L2/FL.

1.3.6.3. Discourse Knowledge when Reading in L1 and L2/FL

Like linguistic knowledge that may affect students' L1 and L2/FL reading processes, knowledge related to discourse does this also. Grabe (2012: 131) views that L1 readers when reading in their first language, the reading process goes easily simply because they have already been exposed to knowledge related to discourse such as text structure and genre. As a result of this prior discourse knowledge, L1 readers can integrate this type of knowledge which may facilitate the act of processing information in the text. In this respect,   Martin Nystrand (1986, qtd in Johns, 2002: 123) emphasizes that students' awareness of text genre contributes crucially in building readers' understanding of a text. The awareness of text sort helps readers to direct and control their guesses about the text's main topic. Concerning text structure or organization, Pearson and Fielding (1991, qtd in Stoller and Grabe, 2013: 38) emphasize that any information related to the way the author presents, structures, and relates ideas in the text facilitates the reading comprehension.

Unlike the set of knowledge of L1 readers, Stoller and Grabe (2013: 37) view that L2/FL readers seem to have lack of implicit knowledge related to discourse. Thus, they need to learn some basics about how texts are structured for effective reading

comprehension outcomes. Accordingly, students when reading in L2/FL, they do not possess enough foundations related to text organization and genre. Thus, their process of L2/FL reading does not occur easily. On this scope, McCardle, Chhabra and Kapinus (2008, qtd in Stoller and Grabe, 2013: 38) mention that "Knowledge about text genre is an important factor in reading comprehension. . . . Readers unaware of [text] structure will likely not have a plan of action for a particular text and may gain information from that text in a random manner". Concerning text genre, Stoller and Grabe (2013: 37) emphasize that L2/FL readers sometimes cannot be familiar with different genres of texts and the content expectations which each genre is supposed to hold. Hence, L2/FL readers automatically understand that the way they use to interpret information does not work.

Summing up, students when reading in their first language tend to use their prior knowledge and skills which they have already acquired before. These primary knowledge and skills help them to effectively understand the content of various texts. However, when reading in second or foreign language, readers face difficulties in processing information. This problem is due to the difference in the number of strategies and amount of knowledge in L2/FL. That is to say, prior knowledge and skills readers possess in L2/ FL are limited particularly in linguistic, strategic, and discourse competences.

1.3.7. Competency-Based Approach

According to Richards and Rodgers (2001: 141), the Competency-based approach is a language teaching approach used first in the United States in 1970s. Bacher (2013: 68-69) states that this approach in fact has different labels such as "Competency-based Education (CBE), Competency-Based Education and Training (CBE/T), Competency-Based Approach (CBA), Competency-Based learning (CBL), Competency-Based Instruction (CBI), Competency-Based Programs (CBP), and Competency-Based

Language Teaching (CBLT)". That is to say, all these labels are interchangeably used to refer to the same language teaching approach. The latter has been used to teach all different language skills especially in contexts of second and foreign languages.

This approach is based on the perspective which assumes that language is the result of interaction and communication between its users. It highlights also the fact that language is used in order to reach specific goals and purposes of communication. For this reason, Richards and Rodgers (2001: 143) explain that language practitioners tend to use this approach particularly in two main situations. The first situation occurs when learners have to achieve specific purposes and needs (e.g., ESP context). While, the second situation takes place when language designers are able to predict and determine the different language skills learners need to develop in specific contexts. In other words, the second case aims at predicting and identifying the various language structures, vocabulary (i.e., language form), and other skills learners need for their specific purposes. As result of these two situations, designers can then present these specific purposes and language skills in form of programs which contain different units.

The CBA supports most principles stated by the concept of communicative competence. It aims at developing all skills and knowledge which communicative competence focuses on. In other words, this approach is greatly linked to the concept of communicative competence. In this respect, Richards and Rodgers (2001: 143) mention,

> Central to both language and learning theory is the view that language can be functionally analyzed into appropriate parts and subparts: that such parts and subparts can be taught (and tested) incrementally. CBLT thus takes a "mosaic" approach to language learning in that the "whole" (communicative competence) is constructed from smaller components correctly assembled.

CBLT is also built around the notion of communicative competence and seeks to develop functional communication skills in learners.

According to this quotation, one can conclude three main points. First, the CBA focuses on the view that a language consists of different components and subcomponents i.e., before designing language programs, designers need to analyze the different small language subcomponents learners need to develop depending on functions they should accomplish. Second, the CBA tends to teach language in correspondent to the concept communicative competence. In other words, it aims at breaking down the whole competence of communication into small competencies in order to teach a language. Third, the CBA does not focus on teaching general and random language skills which learners may not use. However; it tends to identify the specific and functional skills and knowledge which learners seek deliberately to learn in order to achieve specific purposes.

Biggs (2010: 320) emphasizes that the term competency refers to skills, knowledge, and attitudes. A collection of competencies is grouped within the term competence. According to the distinction between these two terms, the CBA aims at teaching all skills, knowledge, attitudes grouped in a competency. Therefore, all competencies related to one competence in communication would be taught and tested according to this approach. The CBA programs aim at identifying and teaching the specific language competencies of each competence which students need in order to achieve their specific purposes during the reading comprehension process.

1.4. CONCLUSION

The term reading is defined according to different perspectives. These perspectives agree that reading is seen as a product, or a process, or as both a product and a process. As result of these different definitions, three main models are provided to explain the way

reading process is undertaken. This chapter reveals also that students can experience two different types of reading. They read either for general purposes (i.e., extensive reading) or for specific purposes (i.e., intensive reading). In addition, reading among other language skills seems to have great importance in an ESP context.

The second section of this chapter concludes that the term competence consists of different competencies. In addition, each of the different competences constituting the concept of communicative competence shows great effect on students' reading comprehension. That is to sy, lack of knowledge related to linguistic, strategic, and discourse competences seems to cause problems during the reading comprehension process. It is revealed also that students' knowledge related to linguistic, strategic, and discourse competences differ in L1 and L2/FL reading processes. Therefore, this occurring variation causes problems in students' reading comprehension.

Since the aim of this study is to design a course to develop students' reading comprehension by addressing their major difficulties, this chapter suggests the CBA as an appropriate approach to be used. In other words, the CBA approach aims at teaching the small competencies which constitute the different competences found in communicative competence. Thus, this approach can be used to teach the constituent elements of each competence in order to develop students' reading comprehension.

CHAPTER TWO
RESEARCH DESIGN AND PROCEDURE

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2.1. Introduction

This chapter provides the reader with a clear understanding of the nature and the way the research is carried out; it explains the type of this research and the different procedures used by the researcher in order to undertake this investigation. Hence, the chapter incorporates three main parts including situational analysis in ESP context, sample and research design, and types of data analyses.

Since the current research is undertaken in an ESP context, the first part begins by making a situational analysis to this ESP context which includes the department of Political Sciences, i.e., the researcher introduces political sciences Departement, Law and political sciences faculty in M'sila University. In the situational analysis, the researcher highlights the importance of English in ESP context, introduces the history of this particular faculty, and explains the different branches which come under the faculty of Law and Political Sciences in M'sila University.

The second part of this chapter introduces the sample population and the research design. In other words, she describes the profile of both students and teachers who participate in this investigation. Concerning the research design, the researcher introduces and explains the action research design which is used in this investigation. In addition, she explains the different research instruments and their procedures used to collect data in this investigation.

The third part of this research introduces the different types of data analyses. In this part, the researcher tends to explain the two types of data analyses used in this investigation including qualitative and quantitative data analyses. By the end of this

chapter, the researcher provides a figure which explains the action research which takes three steps: pre-intervention, intervention, and post-intervention.

2.2. Situational Analysis in M'sila

Students in different fields of specialization such as commerce, medical sciences, and biology have to be provided with a very specific syllabus which addresses their needs and problems and focuses on the language skills required in their professional settings. A case in point political sciences student who needs to read and comprehends books and articles written in English so important for his studies and academic achievement. Therefore, the present study requires the researcher to undertake an investigation at the department of political sciences that comes under the faculty of Law and political sciences in M'sila University. To do this, the researcher intends to provide broad information about the faculty of Law and political sciences of M'sila University and the integration of the English language in ESP contexts considering the department of political sciences as an example.

The University of M'sila is one of the Algerian universities that provide both graduate and post graduate students with different courses, researches, and other services. This University was first established in 1985. It included at first an institution of higher education in mechanics. Later in 1989, the university incorporated other institutions of Civil Engineering and Urban Technologies. In 1992, it became a university center. By the end of 2001, it became a university with four faculties and 23 departments. Currently, the University has seven faculties including Technology - Science -Mathematics and Computer- Law and Political Science - Economics - Literature and Languages – and Human and Social Sciences. It has also two institutions and twenty three research laboratories accredited by the

Ministry of Higher Education and Scientific Research. It includes about 1402 teachers, who provide courses in various fields to about 29629 students[1].

The faculty of Law and Political Sciences is one of the seven faculties of M'sila University. It was first established as an institution in the academic year of 1997-1998. Later, it became a faculty of Law. Due to the increase in students' number, the University has expanded the faculty by incorporating other fields of studies related to political sciences during the academic year of 2002-2003. These political fields of studies include international relations and governance. The Department of Political Sciences of the University Mohamed Boudiaf, M'sila has received the first LMD students in the academic year of 2005- 2006[2]. The following figure explains the structure of the faculty of Law and Political Sciences.
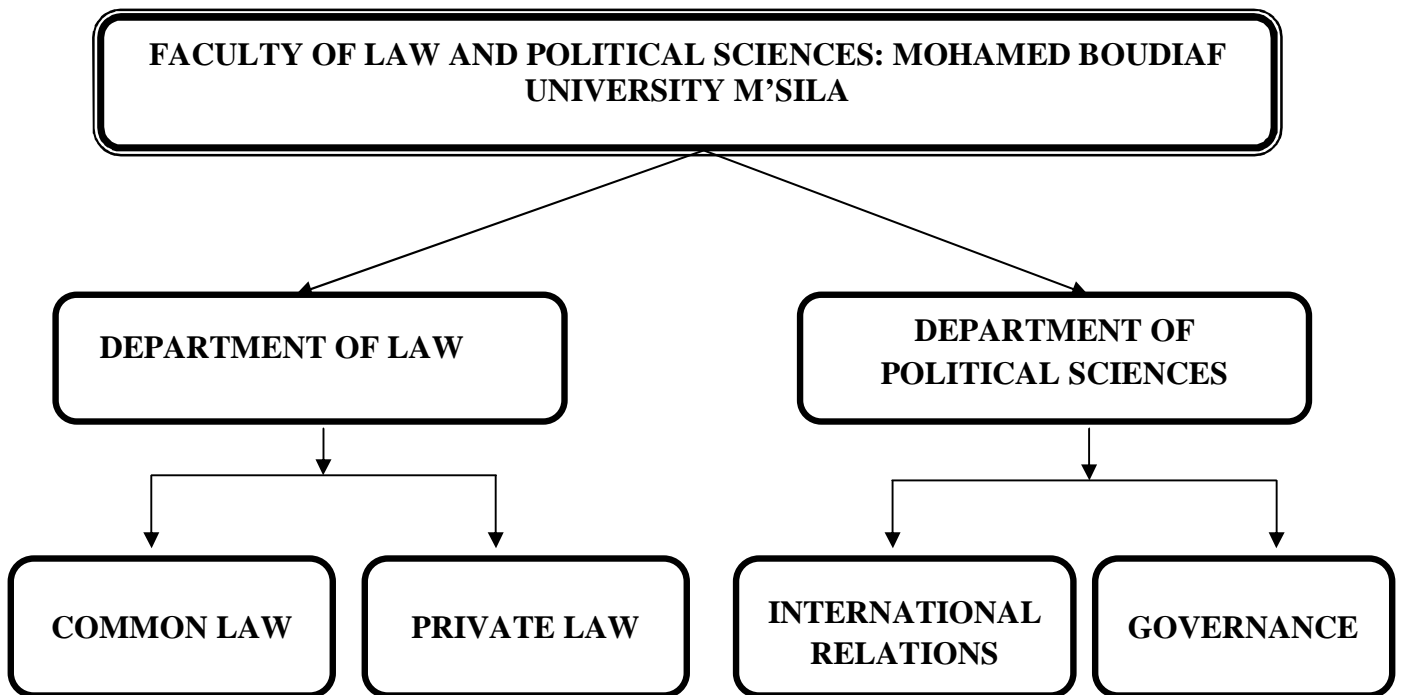
Figure 2.1: Departments of Law and Political Sciences Faculty[3]

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[1] http://www.univ-msila.dz/ar/?page_id=473

[2] http://virtuelcampus.univ-msila.dz/facdroitsp/?page_id=758

[3] **http://virtuelcampus.univ-msila.dz/facdroitsp/?page_id=30**

As can be noticed in the figure above, the faculty of Law and Political sciences has two main departments namely Law and Political sciences. Both departments have also two different braches which students are asked to choose when they arrive to the third year level. For the department of Law, students at the third year are required to choose either common law or private Law to be studied. Regarding the Department of Political Sciences, students at the third year are asked to choose either international relations or governance. Like the department of Law, Political sciences department incorporates students who are enrolled in the LMD system. The latter requires students to study three years to get the License degree. These three years are organized in form of six semesters (i.e., each year incorporates two semesters). Students are required to study for other two years to have the Master degree. That is to say, they are required to go through other four semesters. For the Doctorate degree, students are required to study for other three years.

In the LMD system, Master students go through four semesters. Each semester in fact has its own curriculum. Master students at the department of political sciences are enrolled in two main specialties namely international relations and governance. Since the sample of the current research includes students who are specialized in international relations, the following figures (i.e., 02/ 03/ 04) indicate the curriculum of each semester students of international relations study in order to get the Master degree.

As can be noticed in appendix (F), students who need to obtain the Master degree in international relations are required to study different modules which are grouped under four main units. That is to say, each semester has four units namely: the fundamental unit, the research methodology unit, the discovery unit, and the transversal unit. The modules of

each unit change from one semester to another. In addition, each module under each unit has a coefficient and a credit.

The fundamental unit paves the way to students to learn the basic information and concepts in the field of the international relations. In each semester, the fundamental unit consists of three main modules. Examples of fundamental modules which students are required to study during the Master training semesters include comparative forging policy, strategy and international security, contemporary political theory, new trends in international relations theory, and contemporary global political issues. All modules under the fundamental unit share the same coefficient (i.e., 3) and credit (i.e., 6).

The second unit refers to the research methodology unit. The latter requires students during the master training semesters to study the basic concepts and information about the way a research is carried out. That is, this unit helps students to master the different skills and strategies related to the process of making a research. It also provides students with the basic research ethics. In addition, it helps students to master the use of Information and Communication Technologies when undertaking a research. Hence, different modules are included under this research methodology unit. Examples of these modules incorporate research methodology, research ethics, and Information and communication Technologies. The modules of this unit have credits ranging from six to three. They have also coefficients ranging from two to one.

The third unit refers to the discovery unit. This type of unit provides students during the Master training semesters with different information from other specialties related to the same field of study. That is to say, it helps students to gain and discover knowledge about other disciplines in political sciences. Examples of modules which come under this unit include international criminal law, cooperation and conflict in international

relations, international political economy, global governance, and diplomatic and consular law. All modules under this unit share the same coefficient (i.e., 1) and credit (i.e., 1).

The last unit of the Master training includes the transversal unit. This type of unit provides students during the three semesters with knowledge related to foreign languages. According to the ESP context of this research, students of political sciences are required to study English for three semesters. The study of the English language helps students to gain the basic knowledge of this language and to learn the different English terms and expressions related to the field of political sciences. The English module has also a coefficient (i.e., 1) and a credit (i.e., 1).

2.3. SAMPLE POPULATION

The participants in this study fall into two groups: students and teachers in the Department of Political Sciences, Faculty of Law and Politics, University of M'sila. This Department includes 105 master's students among whom 50 students (i.e. 47.61 %) are randomly selected to participate in this study. The sample population consists of 23 male and 27 female students belonging to the age group between 24 and 28 years old. The majority of students studied six years at the primary school, four years at the middle school, and three years at the high school. Other few students were enrolled in the classical system where they studied five years at the primary school, three years at the middle school, and three years at the high school. All the sample population is enrolled in the LMD system. This means that they have already studied three years for their License degree. The reason behind choosing this particular population is that master's students at the Department of Political Sciences are required to read continuously books and articles related to their field of study. Most of political resources are written in English. Hence, when students are for example required to write a dissertation at the end of their studies,

they usually need to read English political books and articles in order to get information. That is to say, political sciences students are exposed to extensive reading of these different English political books and articles.

On the other hand, all six teachers who teach English at the Department of Political Sciences participated in the present study. Three teachers are subject specialists and the other three are English teachers. Teachers who are subject specialists are specialized in international relations and common politics. The three subject specialists and one English teacher hold a Doctorate degree, and the other two English teachers hold a Magister degree. Regarding their teaching experience, two teachers with a "Magister" degree have been teaching English for four years. Other two teachers with a "Doctorate" degree have been teaching English for three years. Other two teachers with a "Doctorate" degree mention that they have been teaching English for two years.

2.4. RESEARCH METHOD AND DESIGN

This section is devoted to the explanation of the research design where the researcher introduces the nature of this investigation, its instruments, procedures, and the different data analysis approaches. The current investigation is an action research. Its main objective is to identify and address the different problems which prohibit Political Sciences students from comprehending English texts.

2.4.1. Action Research

The current investigation is an action research. This type of research is defined by many researchers. Kemmis and Mctaggart (1988, qtd. in Nunan, 1992: 17) explain that an action research should contain three main features; it is undertaken by the practitioners. (i.e., teachers are the researchers themselves in their classrooms) rather than outside

teachers; it should be a collaborative research; and its main objective is to make changes in the context where the research is carried out. Kemmis and Mctaggart in their definition show that this type of research should be necessarily undertaken by the teacher himself in the context where the problem takes place. In this respect, Hopkins (1985, qtd. in Cohen etal, 2007: 297) emphasizes that an action research is a "personal attempt" i.e., it is carried out by the teacher himself in a real context (e.g., classroom). Kemmis and Mctaggart argue also that any action research aims at changing things in the context. However, for the condition of collaborative research, Nunan (1992: 18) states:

> While collaboration is highly desirable, I do not believe that it should be seen as a defining characteristic of action research. Many teachers who are interested in exploring the process of teaching and learning in their own context are either unable, for practical reasons, or unwilling, for personal reasons to do collaborative research.

Cohen and Manion (1994) on their turn, define action research as " a small-scale intervention in the functioning of the real world and a close examination of the effects of such an intervention" (qtd in Cohen et al, 2007: 297). By this definition, Cohen and Manion explain that any researcher when carrying out an action research is supposed to provide an intervention based on systematic study in the context itself. This intervention should be tested and examined in order to illustrate its effects in the context. In this respect, Corey (1953) highlights also that an action research is a *systematic process* that requires practitioners (i.e., teachers themselves) to identify and understand a problem which occurs in the real world. This scientific study can then lead practitioners to improving and making decisions as an attempt to solve this problem (qtd in Cohen et al, 2007: 297).

2.4.1.1.Process of Action Research

Then, it is important to describe the process of an action research, i.e., the different steps which any teacher should follow in order to do an action research. In this respect, Nunan (1992: 19) illustrates the different stages of an action research in the following figure:

Pre-intervention Phase	→**Step 1:** Initiation	→A teacher comes to me with a problem: His current group of students do not seem interested or motivated. What should be done?
	→**Step 2:** Preliminary Investigation	→We spend some time collecting baseline data through observation and recording classroom interaction.
	→**Step 3:** Hypothesis	→ After reviewing the initial data, we form the hypothesis that the students are unmotivated because the content of the classroom is not addressing the needs and interests of the students.
Intervention Phase	→**Step 4:** Intervention	→The teacher devises a number of strategies for encouraging the students to relate the content of the lessons to their own backgrounds and interests. These include increasing the number of referential over display questions.
Post-intervetion phase	→**Step 5:** Evaluation	→After several weeks, the class is recorded again. There is much greater involvement of the students, and the complexity of their language and student-led interactions is enhanced.
	→**Step 6:** Dissemination	→The teacher runs a workshop for colleagues and presents a paper at a language conference.
	→**Step 7:** Follow-Up	→The teacher investigates alternative methods of motivating students.

Figure2.2: Steps of an action research Nunan (1992: 19)

Figure 2.1 shows the different steps of an action research. The latter consists of seven steps. These steps are grouped into three main phases namely pre-intervention, intervention, and post-intervention. The pre-intervention phase consists of three main steps. First, it starts with the identification of the problem where the teacher himself notices an occurring problem in his classroom. Then, the second step includes a preliminary investigation where the researcher makes a small investigation such as observing, questioning, and/or interviewing. The aim of this step is to collect data which lead to the third step which is formulating different research hypotheses. After the identification of the research hypotheses, the intervention phase occurs. In other words, the fourth step incorporates the teacher's intervention where he/she provides his/her own plan which could address this phenomenon. This plan or intervention is based on the analysis of the data collected in the second and third steps (i.e., it is not a personal intervention coming without previous studies). This provided plan is put into practice for a period of time (e.g., three weeks, one semester, or an academic year …etc). The next phase refers to the post-intervention. The latter incorporates three steps. The fifth step requires the researcher himself/herself to evaluate the effects of his/her intervention. This evaluation may include questioning, interviewing, recording, or testing in order to understand the effects of this intervention on the participants (i.e., checking the effectiveness of the intervention). Dissemination is the sixth step where the teacher tries to share his/her intervention by presenting his/her research at conference in order to be shared by colleagues. This step helps the researcher to receive feedback, comments, and additions. The last step is called follow-up. This label means that the researcher can continue his investigation in order to obtain other interventions in the same context.

2.4.1.2. Principles of Action Research

Hult and Lennung (1980)and McKernan (1991) list the following principles that form the framework of any action research. They (qtd in Cohen et al, 2007: 299) highlight that an action research

- Makes for practical problem-solving as well as expanding scientific knowledge

- Enhances the competencies of participants

- Is collaborative

- Is undertaken directly in situ

- Uses feedback from data in an ongoing cyclical process

- Seeks to understand particular complex social situations

- Seeks to understand the processes of change within social systems

- Is undertaken within an agreed framework of ethics

- Seeks to improve the quality of human actions

- Focuses on those problems that are of immediate concern to practitioners

- Is participatory

- Frequently uses case study

According to these principles, an action research is considered as a problem-solving process which depends highly on using scientific knowledge and systematic methodology. The first aim of this of research is to solve a problem of particular entity of participants. Hence, it is regarded as the process of developing students' competencies. In addition, any action research is supposed to be collaborative where group of practitioners share and exchange the work of this research. It should be also undertaken in a real world where the problem or phenomenon being studied is occurred. That is to say, the researcher needs to

act in the real situation rather than in an artificial context. This condition helps the researcher to validate the results and better control the variables being studied.

In addition, the data gathered from the process of action research are considered as feedback that the researcher can exploit to better understand what type of intervention or solution is needed, i.e., he/she can use this feedback continuously in order to guide this process and make the right decisions. Since the action research involves the use of real settings rather than artificial ones; this means that studying any problem or phenomenon should not be isolated from the society. Any action research is also undertaken in order to make different changes to improve students' competencies. Hence, these changes should be understood in the social context as well (i.e., the changes should not be isolated from the social context of the participants).

In addition, when making an action research, a framework of ethics needs to be agreed on in order to complete this process without any problems or conflicts among the participants. Hence, both collaborative practitioners (i.e., teachers) and participants (i.e., students) need to be aware of the different conditions, aims, and ethics of this research since they are part from this investigation. Both practitioners' and participants' awareness creates a commitment which insures the accomplishment of this collaborative work. Another interesting principle that the action research focuses on is the development of human actions. By using the expression human actions, it seems that the aim of the researcher is not to improve only a particular type of knowledge but also to develop the skill of using this knowledge (i.e., how to put this knowledge into practice in real life situation). The development of such skills can be noticed through observable actions in real life situations.

Regarding the selection of problems which should be studied in an action research, any teacher or practitioner is supposed to select problems that are of immediate concern to practitioners. This means that teachers need to focus on the problems which form a real handicap during the teaching and learning processes. Hence, this type of research is supposed to be contributory. The latter means that the problem being studied needs to be shared by different collaborative teachers. This collaboration helps to understand the problem effectively through different perspectives which teachers can provide. Another interesting principle is that action researches use usually case studies. Undertaking a case study involves the researcher to select a single entity of participants who share the same geographical, temporal, and organizational conditions. This selected entity is supposed to be studied and understood.

Summing up, the current investigation is considered as an action research which consists of three main phases namely pre-intervention, intervention, and post-intervention. During the pre-intervention phase, the researcher tends to detect the different problems which prohibit students from comprehending English texts. The results gathered from this phase help the researcher to put forward hypotheses related to the problem being studied. During the second phase, the researcher provides an intervention based on the research hypotheses which are formulated in the first phase. This intervention aims at developing students' reading comprehension proficiency by addressing their problems. During the post-intervention phase, the researcher tends to see the effect of the intervention on students' reading comprehension proficiency. That is to say, during the last phase, the researcher tries to see whether the intervention provided helps students to develop their reading or not. These three phases of the action research require the researcher to use different instruments in order to reach the objective of each phase.

2.4.2. Research Instruments

After the identification of the research design, the researcher needs to collect the appropriate data which help her to gain clear understanding of the phenomenon under investigation. Different research tools can be used to collect information about a particular research topic. The choice of these instruments depends on the identification of the research design and objectives. Since the current investigation is an action research, three research instruments are used in order to reach the different objectives of the action research phases. These instruments incorporate the think-aloud procedure, the test, and the questionnaire.

2.4.2.1. Think-aloud Procedure

This procedure is defined by Hartson and Pyla (2012: 440) as "a qualitative data collection technique in which user participants, as the name implies, express verbally their thoughts about their interaction experience". The think-aloud procedure provides qualitative information about humans' cognitive processes. Hartson and Pyla (2012: 440) state also the reason behind using this procedure "By this method, participants let us in on their thinking, giving us access to precious understanding of their perspective of the task and interaction design, their expectations, strategies, biases, likes, and dislikes". Thus, the aim behind using this procedure in the current research is to identify the different problems students encounter when reading a text and to determine the type and frequency of strategies used during their reading process (i.e., students' use of strategic competence). 10 students out of the 50 informants are subject to the think-aloud procedure. After the training phase of using this procedure, they are provided with a text, asked to read it, and answer the questions of comprehension. The students are also asked to verbalize their thoughts at each step. This research instrument is used in both pre and post intervention

phase. That is to say, the researcher collects data about students' use of strategies before and after the intervention phase. These results are compared to each other to see whether students' use of strategic competence is learned by students or not. O'Malley and Chamot (1990) strategy categorization is used.

2.4.2.2. Reading Comprehension Tests

The test is considered as a quantitative data collection tool. This data collection instrument is defined by Cohen et al. (2007: 414) as " a powerful method of data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind". Testing helps the researcher to gather more detailed statistical information about a particular research problem. It aims at examining different criteria the researcher wants to address and collect data about. Since the current investigation is an action research which has pre and post intervention phases, the researcher uses both a pre-test during the pre-intervention phase and a post-test during the post- intervention phase. The pre-test aims at detecting students' reading problems which they experience during the comprehension process, while the post-test tends to evaluate the effect of the intervention on students' reading proficiency.

There are different types of tests. Each one has its own objectives. In this investigation, both pre-test and post-test are considered as criterion-referenced tests rather than norm-referenced tests. In order to understand the objective of this type of tests, it is important to distinguish between these two types of tests. In this respect, Cunningham (1998) (qtd in Cohen et all 2007: 415) provides the difference between norm-referenced and criteria-referenced tests:

> A *norm-referencedtest* compares students' achievements relative to other
> students' achievements, for example a national test of mathematical

performance or a test of intelligence which has been standardized on a large and representative sample of students between the ages of 6 and 16. A *criterion-referenced test* does not compare student with student but, rather, requires the student to fulfill a given set of criteria, a predefined and absolute standard or outcome.

The researcher tends in this investigation to use the criterion-referenced test before and after the intervention phase. The aim of using this type of test during the pre-intervention phase is to see whether students are able to fulfill a given set of linguistic and discourse criteria. That is to say, the results gathered from the criterion -referenced test helps the researcher to detect the different criteria which students cannot accomplish and which may affect their reading proficiency. Like the pre-test, the post-test which is used during the post-intervention phase has the same objective. In other words, this type of test does not intend to compare students to others, but it rather tries to check students' ability to accomplish certain linguistic and discourse criteria i.e., it tends to see the effect of the researcher's intervention on students' reading proficiency. In order to understand the different objectives of the tests used before and after the intervention phase, it is important to introduce and explain each one in isolation.

a. Pre-test

The pre-test is purposely undertaken in order to obtain numerical data that help the researcher to interpret and explore the different problems which prevent students from comprehending the different English political texts. Hence, it is used during the pre-intervention phase. The test is downloaded from the University of Ramkhamhaeng, Thailand e-book website[1]. This web-site provides both students and teachers with tests

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[1]http://e-book.ram.edu/e-book/inside/html/dlbook.asp?code=EN327

used to evaluate students' proficiency level before attending a particular program. It is linked to the field of political sciences. The test is adapted by the researcher and another English teacher. They tend to adapt the test according to the purpose of this study. The test contains questions which focus on testing students' knowledge and skills related to discourse and linguistic competences. While the think-aloud procedure data aim at unveiling students' strategic competence, the test's target is to test students' discourse and linguistic competences

The pre-test is divided into two main tasks (text reading task and question test). During the text reading task, students are asked to read the text carefully (using the think-aloud procedure) in order to determine the nature and frequency of the strategies they use. While during the question test, students are required to answer some structured questions related to discourse and linguistic competences. The test has one main paragraph which comes under the title of "*constitution*". It contains also 15 questions to check students' reading comprehension. The objectives are the following:

Discourse Competence

Questions from one to ten are purposely designed to test students' knowledge related to discourse competence such as text organization, cohesive devices, and text genre.

Question one: it comes after the text reading task directly. Therefore, its main objective is to determine whether students can recognize the topic they are reading about or not. If students cannot answer the first question correctly, this may help the researcher to determine the reasons behind this problem based on the student's verbal protocols which are collected through the think-aloud procedure. In addition, it is designed to see whether

students can make a link between the text and its title during the reading comprehension process.

Question two: The second question includes the identification of one-sentence summary for the text students are reading. This question in fact has one main objective. It aims at testing the rate of the students' reading comprehension. That is to say, it does not involve only the determination of the main topic but also what is exactly said about this main topic (i.e., moving from the main topic to the general idea).

Question three and four: These two questions aim at testing students' ability to recognize the supporting ideas of the text and to differentiate between the main idea and supporting details. They are mainly related to discourse competence.

Question five: This question is designed to discover whether students are able to recognize the concluding sentence of the text being read. This question may help the researcher to notice whether students can differentiate between the main topic, main idea, supporting ideas, and concluding idea.

Question six: this question requires students to find the reference of the personal pronoun "*it*" in the sentence provided. The question aims at testing student's reading understanding of the sentence through testing his ability to recognize the reference of the pronoun "*it*". If the student chooses a wrong answer, this may indicate one of the problems which prohibit his comprehension of the text content. That is to say, it tends to discover whether cohesive devices form problems to students to understand the overall idea of a particular text.

Question seven: it shares the same objective with question six. The only difference between them is that the previous question aims at finding a pronoun reference while this one requires students to find a phrase reference. The two questions attempt to test students' knowledge concerning references.

Question eight: This question requires students to give examples about the conjunctions that correspond to example, cause, result, addition, explanation. In other words, it attempts to test students' knowledge concerning the English cohesive devices (i.e., conjunctions).

Question nine: this question is the reverse of the previous one. In other words, question eight gives a direct instruction about the conjunctions in isolation (de-contextualization). While in this question, students are required to deduce the meaning of a particular phrase depending on the function of the cohesive devices (i.e., conjunctions).

Question ten: Here, students are asked to identify the genre of the text they are reading. The objective of this question is to check whether students lack knowledge related to text genre, and if this lack creates a problem in understanding the text. It tends also to determine whether students make a link between the genre of the text and the ideas provided to better comprehend the text during the reading task. That is to say, students are tested to see if they are aware of the different genres and features which characterize each genre.

<u>*Linguistic Competence*</u>

Questions from eleven to fifteen are used to test students' knowledge related to the linguistic competence.

Questions eleven and twelve: in these questions, students are required to find the synonym of a particular word which can be an adjective, a verb, or a noun. The main objective is to see whether vocabulary is also a problem which prohibits students' understanding of a particular text.

Question thirteen and fourteen: In these questions, students are asked to explain prefixes and root of certain words. These questions tend to see whether students are aware of the

different parts of a particular word and if they are able to divide words into prefixes, suffixes, and roots to better understand their meaning (i.e., morphological level).

Question fifteen: in this question, students are asked to determine the function of a particular word in a sentence. Since the type function of a particular word in a sentence affects the meaning of the idea presented, the objective of this question is to determine whether students are able to grasp the correct meaning of a particular sentence depending on the correct identification of a particular word function.

b. Post-test

The post-test is used after the intervention phase in order to obtain numerical data that help the researcher to check whether students have developed their linguistic and discourse competences. That is to say, the data gathered from the post-test are compared to the others obtained during the pre-intervention phase. The comparison between these results assists the researcher to see the effect of the intervention on students' reading proficiency development. The text of the post-test does not contain a title. It consists of two main paragraphs. The text is taken from the book of *"An introduction to global studies"* written by *Campbell, P. J., MacKinnon, A. S., & Stevens, C. (2014: 313-314).* It is related to the students' field of speciality, i.e., its content and features are relevant to the target population. The test is designed by the researcher and another English teacher. It tends to test the same criteria which are found in the pre-test. That is to say, it contains questions which focus on testing students' knowledge and skills related to discourse and linguistic competences. While the think-aloud procedure data aim at unveiling students' strategic competence, the test's target is to test students' discourse and linguistic competences.

Like the pre-test, the post-test is divided into two main tasks (text reading task and question test). During the text reading task, students are asked to read the text carefully

(using the think-aloud procedure) in order to determine the nature and frequency of the strategies they use. While during the question test, students are required to answer some structured questions related to discourse and linguistic competences. The test contains 15 questions to check students' reading comprehension. Each question has a particular objective to be reached. The objective of each question is stated below.

Discourse competence

Questions from one to ten are purposely designed to test students' knowledge related to discourse competence. The latter includes text organization, cohesive devices, and text genre.

Question one: Once students finish reading the text, this question tends to check students' ability to identify the main topic.

Question two: The second question involves the identification of one-sentence summary for the text students are reading. That is to say, it aims at testing the rate of the students' reading comprehension, i.e., it does not involve only the determination of the main topic but also what is exactly said about this main topic (moving from a topic to a general idea).

Questions three and four: In these questions, students are tested to see if they can recognize the different supporting ideas of the text, and whether students can differentiate between the main idea and the supporting detail.

Question five: The current question is designed to discover whether students are able to recognize the concluding sentence of the text being read. This question may help also the researcher to discover whether students can differentiate between the main topic, thesis statement, supporting ideas, and concluding idea.

Question six: requires students to find the references of different pronouns and phrases provided in the text. That is to say, it aims at testing student's reading understanding and

interpreting different sentences through testing their ability to recognize the reference of pronouns and phrases. These pronouns and phrases are given from different parts in the text.

Question seven: This question requires students to give examples about the conjunctions that correspond to cause, result. In other words, it attempts to test students' ability to use knowledge related to English cohesive devices (conjunctions).

Questions eight and nine: These questions are the reverse of the previous one. In other words, question seven requires students to give examples about different English conjunctions, while in these questions; students are required to deduce the meaning of a particular sentence depending on the function of different conjunctions.

Question ten: In this question, students are asked to identify the genre of the text they are reading. The objective of this question is to check whether students make a link between the genre of the text and the ideas provided to better comprehend the text during the reading comprehension process. That is to say, students are tested to see if they are aware of the different genres and the features which characterize each genre.

Linguistic competence

Questions from eleven to fifteen are formed to test students' knowledge related to linguistic competence.

Questions eleven and twelve: These questions are designed to check students' understanding of general and specific English vocabulary (i.e., vocabulary related to their field of specialty). Therefore, students are required in these questions to find the synonym of words which can be adjectives, verbs, or nouns.

Question thirteen and fourteen: in these questions, students are required to determine the function of words in different sentences. The objective of these questions is to determine

whether students are able to comprehend the meaning of a particular sentence depending on the correct identification of its words function. That is to say, they aim to check student' ability to determine the syntactic function of different words found in a sentence.

Question fifteen: The last question tends to test students' knowledge concerning the morphological aspect. In this question, students are asked to divide words into their constituent parts (i.e., fixes and root). Hence, its main objective is to check whether students are able to put into practice the morphological knowledge.

2.4.2.3. The Questionnaire

This research tool like other tools is used in order to collect mostly quantitative information about a particular research topic. According to (Wilson and McLean 1994, qtd in Cohen et al. 2007: 317), "The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse". Questionnaires are used widely in most researches since they help the researcher to gain quantitative results about the topic under investigation. Cohen et al. (2007: 317) state also that "These attractions have to be counterbalanced by the time taken to develop, pilot and refine the questionnaire, by the possible unsophistication and limited scope of the data that are collected, and from the likely limited flexibility of response". Although questionnaires are widely used to collect mostly numerical data which help effectively to understand a particular topic or a phenomenon, they require a great attention from the researcher when designing the different items of this research instrument. That is to say, in order to collect reliable and valid quantitative results, the researcher has to take enough time when formulating the questionnaire items, to pilot the questionnaire with small number of participants, and to make the necessary refinements

after the piloting phase. These three main procedures can be accomplished if the researcher tends to avoid any misunderstandings or sophistications when formulating the questionnaires and to specify and limit the data which he/she needs to collect through the use of this research instrument. Questionnaires become effective research instruments if the researcher specifies his/her objectives from the use of this research instrument. The researcher cannot choose the use of questionnaires simply because they are easy or mostly used in researches. She needs to know why this particular research instrument is used and not another one. The objective of the research needs to be relevant to the research instruments.

The current investigation uses questionnaires in order to cross-check the data gathered from the think-aloud procedure and pre-test, i.e., the researcher needs to use another research tool in order to collect data about students' linguistic, strategic, and discourse competences. Hence, the questionnaire is considered as complementary research tool. In this investigation, the questionnaire is used for both teachers and students after the use of the think-aloud procedure and pre-test. The aims of the students' questionnaire are to explore and understand the different problems occurred during their reading comprehension process and to collect information about students' linguistic, strategic, and discourse competences. Like students' questionnaire, teachers' questionnaire is designed in order to provide the researcher with different problems which students encounter during their reading and to understand students' use of the three competences.

a. Students' questionnaire

Students' questionnaire consists of three main sections. Each one has its own objectives (see appendix C). The first section concerns information related to students' profile. This part starts with determining gender and age of each participant. The second

section tends to collect data related to the students' reading habits. The third section is designed in order to recognize the different problems which prohibit students' reading comprehension. The objectives of each question from these parts are presented below.

Part One: is concerned with collecting information related to students' profile. This part starts by determining gender and age of each participant. It includes also questions (Q1and Q2) which tend to quantify each correspondent's English learning experience and represent students' attitudes towards studying English.

Part Two: is concerned with collecting data related to students' reading habits. This part includes three main questions which seek to indentify students' frequency of reading texts in English (Q3), to discover the nature of documents or texts students usually read in English (Q4), and to indicate the reasons behind students' reading of English texts (Q5).

Part three: is designed to explore the different problems behind students' reading proficiency. This section begins with two questions. Then, three rubrics come under this section. The objectives of each question are provided as following:

Questions six and seven: seek to understand students' level of reading comprehension in English texts (Q6) and to look for sources of most difficulties students face when reading English texts (Q7).

Rubric one: after the identification of different problems which prohibit students' reading comprehension, this first rubric tends to collect data about problems which are related mainly to the linguistic competence. Therefore, it contains the following questions. Questions eight and nine: tend to understand whether students face problems in distinguishing between words which look similar at different linguistic levels (e.g.,

phonological, morphological levels) (Q8) and to determine the effect of these problems on their reading comprehension (Q9).

Questions ten and eleven: are related to students' ability to identify word function in a sentence (Q10) and the effect of this ability on reading comprehension (Q11).

Question twelve: is formed to discover whether students tend to refer to roots when trying to understand new words.

Question thirteen: seeks to determine the frequency of students' difficulty in breaking a particular word into affixes and root.

Questions fourteen and fifteen: tend to determine whether students have difficulty in pronouncing English words (Q14) and to explore the effect of this difficulty on their reading comprehension (Q15).

Rubric two: is related to the identification of different strategies (i.e., strategic competence) which students usually use during their reading comprehension process. It focuses on three major strategies; meta-cognitive, cognitive, and affective strategies. Thus, this rubric includes questions from sixteen to forty two. These questions concern students' use of meta-cognitive strategies (such as stating purpose before reading, planning for reading, previewing the text, comprehension monitoring, monitoring strategies, and evaluating comprehension), cognitive strategies (like underlying information, note taking, understanding a sentence word by word or as a whole, translating, repeating words and sentences, contextualizing, guessing, confirming or rejecting a guess, ignoring words and sentences, elaborating, adding information, and self questioning), and affective strategies (e.g., reinforcing strategy, and expressing failure to understand something).

Rubric three: is closely linked to different aspects of discourse competence. That is to say, this rubric tends to understand students' use of discourse aspects such as text organization, cohesive devices, and text genre. It incorporates questions from forty three to fifty five. These questions explore students' ability to link words together when understanding a sentence, to link preceding and following sentences or paragraphs together when reading a text, to compare ideas which are mentioned in different parts from the text, to recognize all of main topic, important ideas, and the concluding sentence, to differentiate between main ideas and supporting details, to recognize the function of each cohesive device used in a text, to use English cohesive devices in order to deduce sentence meaning, to identify text genre during the reading process, and to synthesize their understanding of the text after the reading process.

b. Teachers' questionnaire

Like students' questionnaire, teachers' questionnaire consists of three main parts. The objectives of questions under each part are provided as following.

Part one: the first part in the teachers' questionnaires includes three questions related to their profile, teaching specialization, and experience.

Part Two: concerns the difficulties which students experience during their reading process. Hence, it consists of three rubrics: linguistic, strategic, and discourse competences. This part begins with four questions which concern the importance of English in this ESP context (Q4), students' attendance of the English course (Q5), students' level of English proficiency (Q6), and reading habit (Q7).

Rubric one: this rubric is related to the linguistic competence. In other words, it asks teachers questions about the different linguistic aspects which students usually use during

their reading process. Questions from eight to fourteen explore students' ability to recognize individual sounds when pronouncing words in the text, to differentiate between homophones, to refer to roots and affixes when understanding new words, to recognize the exact meaning of words which have different meanings in different contexts, to understand vocabulary related to general and specific English, and to determine word function given in a particular sentence in a text.

Rubric two: asks teachers some questions about students' use of strategic competence. Thus, this particular rubric includes questions from fifteen to forty two. These questions concern teachers' opinions about students' use of meta-cognitive strategies (such as stating purpose before reading, planning for reading, previewing the text, comprehension monitoring, monitoring strategies, and evaluating comprehension), cognitive strategies (like underlying information, note taking, understanding a sentence word by word or as a whole, translating, repeating words and sentences, contextualizing, guessing, confirming or rejecting a guess, ignoring words and sentences, elaborating, adding information, and self questioning), and affective strategies (e.g., reinforcing strategy, and expressing failure to understand something).

Rubric three: is closely linked to different aspects of discourse competence. It asks teachers questions concerning students' use of discourse aspects such as text organization, cohesive devices, and text genre. It includes questions from forty three to fifty four. These questions tend to explore teachers' opinions regarding students' ability to link words together when understanding a sentence, to link preceding and following sentences or paragraphs together when reading a text, to compare ideas which are mentioned in different parts from the text, to recognize all of main topic, important ideas, and the concluding sentence, to differentiate between main ideas and supporting details, to

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recognize the function of each cohesive device used in a text, to use English cohesive devices in order to deduce sentence meaning, to identify text genre during the reading process, and to synthesize their understanding of the text after the reading process.

Part three: the last section in the teachers' questionnaire identifies the different reasons behind students' low reading proficiency. In addition, it gives an opportunity to teachers to provide different suggestions concerning students' reading comprehension development. Therefore, this part contains two main questions with different objectives.

Question fifty five: asks teachers about the different reasons behind problems which students possess.

Question fifty six: invites teachers to provide different suggestions in order to improve students' level of reading proficiency.

2.4.3. Procedure

The choice of appropriate research tools is not sufficient in order to understand a particular research problem. Hence, the researcher needs to follow a certain procedure when using these different research tools. That is to say, research instruments such as think-aloud, test, and questionnaire have different procedures the researcher should go through if he/she needs to use them in his/her investigation. Following these different procedures insures that the data which will be collected are valid and reliable. Each research instrument has in fact its own procedure when it is used. Since this investigation uses three main research instruments namely think-aloud, test, and questionnaire, it is important to explain the procedure which the researcher follows when using each of these instruments.

2.4.3.1. Think-aloud

The use of think-aloud instrument requires the researcher to train students to use this procedure. Students in the think-aloud procedure are required not only to express their thoughts loudly but rather to provide what is necessary in their verbal protocols. In this respect, Bowles (2010: 114) states

> Once research participants have consented to participate and to have their voices audio-recorded, they should not merely be instructed to speak their thoughts out loud. Rather, a formal protocol that has been designed (and preferably pilot-tested) in advance is necessary. The protocol should, minimally, (1) reiterate the reason the participants are being asked to think aloud, (2) provide instructions about how they should think aloud, and (3) include a warm-up task during which participants practice thinking aloud and have time to ask the researchers any questions about the process before beginning the operational study.

Before using the instrument of think-aloud, the researcher thinks of introducing it to students. Such training phase helps the researcher to collect valid data and avoid results which are irrelevant to the purpose of the study. This training involves four phases which are explaining, modeling, supervised practice, and recorder use.

a. Explaining

The first step in the think-aloud procedure requires the researcher to explain to students what you are doing and for which purpose exactly (Gear, 2008: 46).Before the training session, students are told about the purpose of the study , i.e., the teacher explains that the focus of the study is to identify the problems students experience during their reading process. She also states that students need to verbalize the different strategies which they usually use during their reading comprehension process. In addition, students are asked to think aloud when reading the text and to avoid pauses as much as possible.

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After the teacher's explanation of this research instrument, students are provided with printed verbal protocols to illustrate how this instrument is used. The teacher tries to explain the protocol in Arabic to better understand its content. After explaining the verbal protocol, students are required to ask questions for further clarifications and details.

b. Modeling

At this stage, the teacher tends to act in front of her students to show them how someone can think-aloud. According to Gear (2008: 46), "What is in the modeling stage is that teachers model with purpose in mind". Thus, the purpose of the teacher at this stage is to explain to students how to express their thoughts, how to verbalize the problems which they face, how to show the way they use to address these problems, and how to choose answers for the questions.

c. Supervised practice

At the final stage, practice session is given to the students in order to familiarize them with the method, and to ensure that they are following the appropriate procedure rather than collecting just a descriptive data to the reading process. During this step, students are exposed to three tasks which are prepared in advance. Each task contains a very short text (less than five sentences) which involves students to read. The role of the teacher in this step is to guide them by giving instructions which help them to know how they think loudly.

d. Recorder use

The use of think-aloud procedure requires teachers to record their students' talk when expressing their thoughts loudly. There are in fact different technologies and software used to record students' talk. In this respect, Bowles (2010: 120) states

For most SLA research, audio recordings of participants' think-alouds can be obtained with either handheld digital voice recorders or computerized recording software, which make it easy to conduct research in both classrooms and laboratories. The recordings obtained are generally clear enough to enable both word-level and segmental analysis.

In this investigation, the researcher uses a mobile voice recorder in order to record students' talk. The latter is transformed into verbal protocols in order to be analyzed and interpreted.

2.4.3.2. Test

The test is another research instrument which is used in this investigation in order to collect data about the topic being studied. Like any other research instrument, this one requires the researcher to go through a certain procedure. The latter includes constructing and piloting the test.

a.Constructing and Piloting

The current research uses two tests. The first one takes place before the intervention phase simply because it aims at collecting data about students' problems related to linguistic, strategic, and discourse competences. The second test is used after the intervention phase and aims at exploring the effect of the intervention on students' reading proficiency (i.e., through comparing students' competences before and after the intervention) i.e., the results obtained from the post-test help the researcher to detect whether students' reading proficiency shows any progress. Identifying the different objectives of each test assists the researcher to understand the way the tests are constructed. In addition, the researcher needs to understand how tests are constructed in order to insure that the results which will be gathered are valid and reliable. Before

constructing a particular test, one should take into account several criteria. These criteria are introduced by Cohen et al. (2007:418) and paraphrased by the researcher as following

1- Purpose of the test: this variable refers to the overall question the researcher needs to answer. That is to say, the researcher needs to understand the reason behind undertaking a particular test. According to the research objectives, the pre-test tends to determine the difficulties students encounter when dealing with the reading task in an ESP context and the post-test tends to check the effectiveness of the course design.

2- Type of the test: any researcher needs to identify the type of the test he/ she will undertake such asnorm-referenced test, criterion-referenced test, diagnostic test …etc. Regarding the current investigation, the researcher uses the criterion-referenced test.

3- Objectives of the test: these objectives must be stated in very specific terms so that the content of the test items can be seen. These items are stated in the following table (2.2).

Objectives of the diagnostic test (pre-test)	Objectives of the criterion-referenced test (post-test)
- To explore the different problems and weaknesses students have during their reading comprehension process - To identify the sources of students' weakness and problems - To determine the content of the course based on students' needs.	- To check whether students' reading proficiency shows any progress. - To check the effectiveness of the course designed. - To check whether the different problems and weaknesses still exist.

Table 2.1: Objectives of pre- and post-tests

4- Content of the test: the researcher needs to state what is being tested and what the test items are. Thus, according to the research questions, the pre- and post-tests investigate students' linguistic and discourse competences.

5- Construction of the test: this requires the item analysis in order to explain the item discriminability and item difficulty of the test in general. By this analysis, Cohen et al. (2007: 424) emphasize that the item discriminability concerns mostly norm-referenced test rather than criterion-referenced tests simply because the former test aims at discriminating between scores of two different groups of students. Thus, Cohen et al. (2007: 424) state

> In a norm-referenced test we wish to compare students with each other, hence item discriminability is very important. In a criterion-referenced test, on the other hand, it is not important per se to be able to compare or discriminate between students' performance. For example, it may be the case that we wish to discover whether a group of students has learnt a particular body of knowledge, that is the objective, rather than, say, finding out how many have learned it better than others. Hence it may be that a criterion-referenced test has very low discriminability if all the students achieve very well or achieve very poorly, but the discriminability is less important than the fact than the students have or have not learnt the material.

Concerning the use of item difficulty, this of course varies from criterion-referenced tests to norm-referenced tests. In this respect, Cohen et al. (2007: 424) explain also that

> With regard to item difficulty, in a criterion referenced test the level of difficulty is that which is appropriate to the task or objective. Hence if an objective is easily achieved then the test item should be easily achieved; if the objective is difficult then the test item should be correspondingly difficult. This means that, unlike a norm-referenced test where an item might be reworked in

order to increase its discriminability index, this is less of an issue in criterion referencing.

That is to say, the item difficulty in norm referenced tests tends to be reworked and modified simply because it is related to its discriminability index. However, in criterion-referenced test, the item difficulty is not linked to the discriminability item simply because the objective of the criterion-referenced test is to insure whether students have learned some knowledge and not to compare scores of two different groups.

If the pre-test notices that item difficulty percentage is low, this indicates students' inability to answer the question. Therefore, the researcher can explore the different sources of such problems and weaknesses. The results obtained from this test help the researcher to design a course to teach students what they need. After the intervention phase, the students undertake a criterion referenced test, and the researcher can notice whether students have acquired some knowledge and skills or not. That is to say, the item difficulty which is calculated in the criterion-referenced test will show whether the content of the intervention is effective or not. In this respect, Gronlund and Linn (1990) state "where instruction has been effective the item difficulty index of a criterion-referenced test will be high" (qtd in Cohen et al, 2007: 424).

6- Format of the test: format of the test is one of the most important criteria the researcher needs to take into account when constructing a test. The format of the test includes different elements such as layout and color, instructions, and order of questions…etc. Concerning the first two elements, the researcher needs to insure that the test is written with a type of layout and color which are clear and understood by the students. He/she cannot use a type of layout and color which may prohibit students from understanding the test content. Regarding test instructions, the researcher should provide

clear instructions to students so that they become able to understand what to do and how to do it. If the instructions are not clear, students may fail to answer the questions of the test. Consequently, the results which will be gathered from this test will not reach the objectives of the research. Regarding the last element, the researcher should give importance to the order of the test questions when they are provided. That is to say, the test questions need to be stated from easy to difficult ones. The researcher cannot put the difficult questions at the beginning of the test. The order of the questions may affect also students' answers.

7- Piloting the test: this requires the researcher to give the test to a number of students to see what seems to be clear and what seems to be ambiguous. In this respect, Dornyei (2003: 63) emphasizes that the stages of piloting study "allow the researcher to collect feedback about how the instrument works and whether it performs the job it has been designed for". Hence, before the data collection phase, both tests are piloted with eight students out of the population. In other words, students are asked to answer the reading comprehension pre-test and post-test in order to determine what they cannot understand. The results obtained allow the researcher to collaborate with a subject specialist to modify the tests.

8- Validity and reliability of the test are two main criteria which the researcher should take into account in order to obtain valid and reliable results. Ensuring validity involves the researcher to pay attention to different types of validity such as content validity and face validity (Cohen et al, 2007: 163). By content validity, Cohen et al.(2007: 137-138) explain that

> the researcher must ensure that the elements of the main issue to be covered in the research are both a fair representation of the wider issue under investigation (and its weighting) and that the elements chosen for the research sample are themselves addressed in depth and breadth. Careful

sampling of items is required to ensure their representativeness. For example, if the researcher wished to see how well a group of students could spell 1,000 words in French but decided to have a sample of only 50 words for the spelling test, then that test would have to ensure that it represented the range of spellings in the 1,000 words – maybe by ensuring that the spelling rules had all been included or that possible spelling errors had been covered in the test in the proportions in which they occurred in the 1,000 words.

Hence, the researcher in this investigation attempts to insure content validity in both pre- and post-tests. That is to say, she tends to formulate test items (i.e., questions) which include as much as possible the different aspects of linguistic and discourse competences. Through the pre- and post-test questions, the researcher tries to test students' competence related to all linguistic aspects such as phonology, morphology, semantics, and syntax. To insure the content validity, the researcher tries for example when testing morphology to provide questions which include different morphological cases like prefixes, suffixes, and roots. That is to say, she does not include some morphological aspects and ignore others (see appendices A and B). Like linguistic competence, the researcher tends to provide various questions to test students' discourse competence including text organization, text genre, and cohesive devices. Example of text organization, the researcher in the pre- and post-tests , tries to ask students questions about all aspects related to text organization, i.e., she tends to provide questions about thesis statement, main ideas, supporting details, and concluding idea (see appendices A and B).

By face validity, Cohen et al. (2007: 163), define it as "is where, superficially, the test appears – at face value – to test what it is designed to test." That is to say, the test should be relevant to the overall objective of the research topic. In this respect, Douglas (2010: 10-11) provides an example which illustrates how a test posses a face validity.

For example, imagine that you developed a test to measure whether learners had understood the material presented in a unit on verb forms in a Spanish as a foreign language class, (…) In this example, test takers are asked to replace the infinitive with a present tense form in the appropriate person-number for the subject of the sentence. Evidence could be gathered to show that students who had studied hard and done all the exercises in the unit successfully also scored high on the test, and vice versa. In other words, there is evidence that your interpretations of student progress, based on test performance, were valid. Now suppose that your colleague, teaching a different class, proposed to use your test to assess the reading ability of the students in his class. After all, he argues, the test clearly requires skill in reading (…) Clearly, this would be an unethical use of your test since there is no evidence that his interpretation of his students' performance on it as indicating their ability to read Spanish was warranted, and thus it would be wrong for your colleague to use your test for this purpose.

In relation to the current investigation, the researcher tries to formulate questions which are relevant to the linguistic and discourse competences. In other words, since the main objective of the researcher is to test students' linguistic and discourse competences, she tends to ask questions about the different aspects related to these two competences. She does not include questions related to other competences or language aspects. For example, the researcher does not formulate questions which may test students' social and cultural competences (see appendices A and B).

Regarding reliability, Cohen et al. (2007: 146) view it as consistency. They explain that a particular research is considered reliable in case when it is carried out on other similar group of participants and in the same context, then the same results are gathered i.e., consistent. Cohen et al. (2007: 162) emphasize also that any researcher can insure and address this statistical item by calculating it through the use of split-half method, internal

consistency method, and other forms. Hence, in this research, the internal consistency method is used to calculate the test reliability. According to Douglas (2010: 106-107):

> Internal consistency is based on the idea that all the tasks on a test contribute to the measurement of whatever ability the test is designed to measure. Estimates of internal consistency indicate whether the tasks that are intended to measure the same general ability produce similar scores, and are based on the reasonable idea that there should be positive correlations between different items on the same test. There are a number of different approaches to calculating internal consistency reliability but they tend to depend on three factors: the average score (i.e. test difficulty), the standard deviation (i.e. relationship among task performances), and the number of tasks on the test (i.e. the number of times the ability is measured). We'll look at a method called the Kuder Richardson Formula 21 because it's reasonably straightforward to understand.

$$\text{Reliability} = \frac{n}{n-1} \left[\frac{1 - M(n-M)}{n(sd^2)} \right]$$

Figure 2.3: Kuder-Richardson formula 21 (KR-21) (Douglas, 2010: 107)

n: Number of items on the test

sd: Standard deviation

M: Mean score

Table 2.2: Elements of Kuder-Richardson formula 21

9- Administrating and marking the test: in the current research, the tests are distributed by the researcher herself to 50 students. Concerning the marks, it is agreed that both tests are out of 19. In other words, both pre- and post-tests contain 19 questions (with sub-questions). Hence, each question in each test is out of one point. The teacher tends to

give all questions related to linguistic and discourse competences an equal mark in order to give an equal importance to every question.

2.4.3.3. Questionnaires

Since questionnaires are also used in this investigation, the researcher is required to go through a particular procedure. The latter includes constructing and piloting the questionnaires.

a.   Constructing and Piloting the Questionnaires

Dornyei (2003: 16-17) views that the researcher needs to go through five main steps in order to construct a good questionnaire for a particular investigation. The first step includes taking decisions regarding the general features of a particular questionnaire such as the aim, the objectives, the length, the format, the layout, and the main parts in the questionnaire. The second step incorporates the process of drafting and writing effective items (i.e., questions). After the process of writing the questionnaire items, the next step refers to selecting and ordering these items according the questionnaire objectives, i.e., the researcher may need to put certain questions at first rather than at the end. The fourth step involves the researcher to write instructions or examples in case some questions are not clear enough. In other words, the investigator can provide the respondent with illustrative examples and expressions which may help to answer some questions. The last step concerns piloting the study where the researcher needs to pilot his/her questionnaire with a number of students in order to obtain feedback about the way the questionnaire is processed.

The different forms of questions included in questionnaire may be closed ended and open ended questions. The first type refers to questions where the respondent is not required to provide his own answer for the question, i.e., in closed ended questions, the

researcher provides the respondent with different standard answers to choose. In this respect, Dornyei (2003: 35) states the advantage of this research item,

> The major advantage of closed-ended questions is that their coding and tabulation is straightforward and leaves no room for rater subjectivity. Accordingly, these questions are sometimes referred to as 'objective' items. They are particularly suited for quantitative, statistical analyses (…) because the response options can easily be numerically coded and entered into a computer database.

The use of closed ended questions allows the researcher to easily analyze the results by inserting the data into the computer software. This type of questions is also categorized into two main groups: items of rating scales and multiple-choice items. Examples of rating scales include likert scales where the respondent is required to indicate whether he/she strongly agrees, agrees, strongly disagrees, or disagrees with a particular statement, semantic differential scales where the respondent is required to tick the degree of particular statement from more difficult to more easy or from useless to useful, and the last example of true /false items or as it is known as yes/no items involves the respondent to say whether particular statement is true (or yes) or false (or no).   Regarding the second category of closed-ended questions which incorporate multiple-choice questions, the researcher in this case provides the respondent with multiple options. The respondent can then choose the option which he/she believes in (Dornyei, 2003: 36-43).

The open ended question is another type of questions the researcher can use when designing a questionnaire. According to Dornyei (2003: 47) "Open-ended questions include items where the actual question is not followed by response options for the respondent to choose from but rather by some blank space (e.g., dotted lines) for the respondent to fill". That is to say, the use of such questionnaire items involves the

researcher to give enough space for the respondents to provide their own answers and comments. Open ended questions may provide the researcher with information which he may not expect. In this respect, Dornyei (2003: 47) states that "open-format item scan provide a far greater "richness" than fully quantitative data. The open responses can offer graphic examples, illustrative quotes, and can also lead us to identify issues not previously anticipated. Furthermore, open ended items are sometimes needed for the simple reason that we do not know the range of possible answers and therefore cannot provide pre-prepared response categories".

Accordingly, the current research uses both close ended and open-ended questions. Regarding close ended questions, the researcher focuses on the use of multiple-choice questions and yes or no questions. Concerning open ended questions, the researcher tends to use this type of questions in order to collect information which she can not anticipate.

Regarding the step of piloting the questionnaire, Dornyei (2003:63) emphasizes its importance and states that:

> Because in questionnaires so much depends on the actual wording of the items (even minor differences can change the response pattern) an integral part of questionnaire construction is 'field testing,' that is, piloting the questionnaire at various stages of its development on a sample of people who are similar to the target sample the instrument has been designed for. These trial runs allow the researcher to collect feedback about how the instrument works and whether it performs the job it has been designed for. Based on this information, we can make alterations and fine-tune the final version of the questionnaire

Hence, before the data collection phase, the questionnaires were piloted with 15 students and 5 teachers out of the sample population. The data collected from these piloted

questionnaires helped the researcher to make the necessary modifications in order to obtain more reliable data.

2.5. DATA ANALYSIS

Once the researcher finishes collecting data through different research instruments, the next step incorporates the analysis of these data. In this investigation, the researcher collects different types of data since she uses different research instruments such as questionnaire, think-aloud, and test, i.e., each of these research instruments provides the researcher with two types of data: quantitative and qualitative data. As result of these two types of data, the researcher is required to use two different types of data analysis. The latter include qualitative and quantitative analyses.

2.5.1. Qualitative Analysis

This type of analysis concerns the qualitative data which can be collected through the use of research instruments such as interviews, questionnaires, think-aloud procedures. Cohen et al. (2007: 461) explain that this type of data analysis requires the researcher to categorize, describe, explain, and interpret the data in relation to the participants' point of views. Qualitative analysis helps the researcher to understand, describe, summarize, portray, and determine the frequency of a particular phenomenon through the analysis of records of particular respondents. During the process of analyzing the qualitative results, the researcher can categorize or summarize the different responses of respondents rather than analyzing the whole records with their exact words. On the other hands, there are some cases where the researcher needs to preserve the same verbal protocol with the exact words he/she collects in order to indicate a particular phenomenon or prove something. In this respect, Cohen et al. (2007: 461) state

Some studies include a lot of verbatim conversations; others use fewer verbatim data. Some researchers feel that it is important to keep the flavour of the original data, so they report direct phrases and sentences, not only because they are often more illuminative and direct than the researchers' own words, but also because they feel that it is important to be faithful to the exact words used. Indeed, as reported in the example later, direct conversations can be immensely rich in data and detail

The current investigation uses questionnaire and think-aloud protocols. Thus, the researcher chooses the qualitative analysis in order to analyze the qualitative data obtained from these two research instruments. In this type of analysis, the researcher categorizes, describes, explains, exemplifies, and interprets the qualitative data.

2.5.2. Quantitative Analysis

The researcher uses this type of analysis in order to quantify the numerical data gathered through questionnaires, tests, and think-aloud protocols. Unlike the qualitative analysis where the researcher interprets the results depending on different verbal protocols provided by the respondents, quantitative analysis allows the researcher to explain and interpret the numerical data collected by comparing and observing certain statistical measurements such as the mode, the mean, and high and low scores. However, despite these numerical measurements which are found in this quantitative analysis, Cohen et al. (2007: 501) emphasize that "Quantitative data analysis has no greater or lesser importance than qualitative analysis", that is, both quantitative and qualitative analyses have the same significance.

The current investigation uses this type of analysis in order to deal with some data collected through questionnaires, tests, and think-aloud procedures using tables, graphs scores, and frequencies. In addition, Cohen et al. (2007: 501) explain that the numerical data collected through different research instruments can be presented and calculated through the use of software like the Statistical Package for Social Sciences (e.g., SPSS, Minitab, and Excel). Hence, the current research uses the software of Excel.

Research Design

Pre-intervention

| Pre-test | Teachers' Questionnaire | | Students' Questionnaire | Think-aloud |

Questionnaire

Intervention

Course implementation

| Post-test | Post-intervention | Think-aloud |
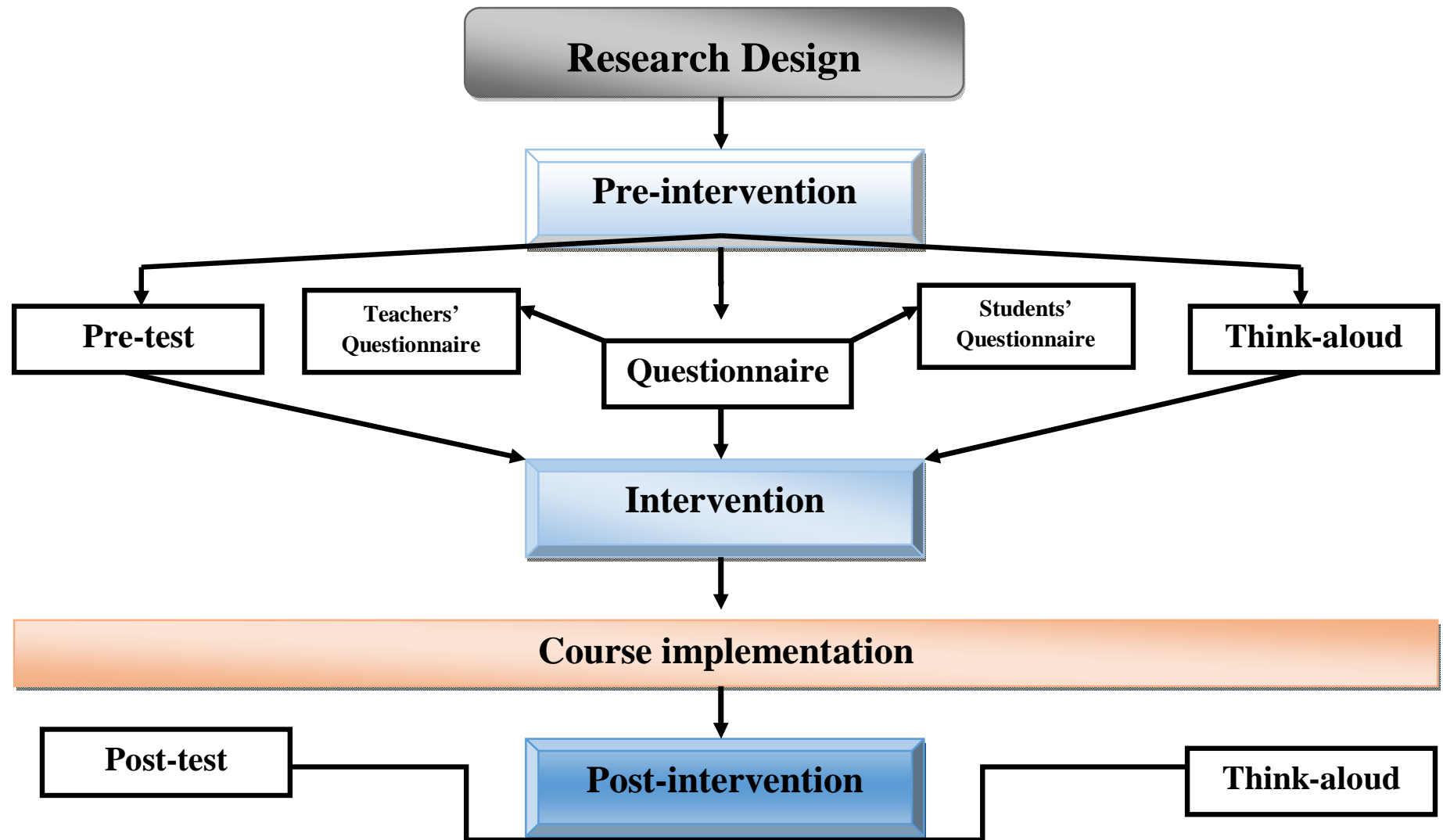
Figure 2.4: Research Design

CONCLUSION

This chapter concerns the research design and procedure used in this investigation. Hence, the current investigation is an action research undertaken in order to explore the different problems which students encounter when reading English political texts. It tends also to understand the reason behind these problems and design a course which would address these problems.

The action research includes three main steps including pre-intervention, intervention, and post-intervention. During the pre-intervention phase, the researcher explores and understands the different problems of reading English political texts. The results collected from the pre-intervention phase help the researcher to design a course which addresses students' needs. The intervention phase includes the implementation of the course content. The last phase which includes the post-intervention aims at checking the effect of the course implemented, i.e., the results gathered from the post-intervention help the researcher to check whether students' reading proficiency shows any progress.

Regarding the research instruments, the current investigation uses three main instruments including think-aloud procedure, questionnaire, and test. The think-aloud procedure is used before and after the intervention phase. That is to say, it is used at first in order to collect different verbal protocols which help the researcher to explore the different reading comprehension problems which students possess. It aims also at quantifying the frequency of the strategies which students use during their reading process. This procedure is used also after the intervention phase in order to check the effect of the course on students' reading proficiency.

In addition, the researcher designs questionnaires for both students and teachers. Students' questionnaire helps the researcher to collect information regarding the use of linguistic, strategic, and discourse competences during their reading process. On the other

hand, teachers' questionnaire helps also the researcher to understand students' use of the competences (i.e., according to teachers' perspectives) and to understand the reason behind the different problems students experience during their reading.

The third research instrument incorporates pre- and post-tests. The first one is used before the intervention phase to diagnose the different problems which students encounter when reading English political texts. The post-test is undertaken after the intervention phase in order to check the effect of the course designed. In other words, the results of the pre-test are compared to the results collected from the post-test.

Concerning the data analysis, the researcher uses different research instruments. Hence, she uses two types of data analysis including qualitative and quantitative analyses. The first type concerns the analysis of the qualitative results obtained from think-aloud protocols. The second type includes the analysis of the quantitative data collected from questionnaires, and tests.

CHAPTER THREE

ANALYSIS OF PRE-INTERVENTION PHASE:

PRE-TEST AND THINK-ALOUD PROTOCOLS

3.1. INTRODUCTION

3.2. QUANTITAIVE ANALYSIS OF THE PRE-TEST

    3.2.1. Description of the Reading Pre-test

    3.2.2. Report and Interpretation of the Results

    3.2.3. Summary and Interpretation of the Results

    3.2.4. Discussion of the Results

3.3. QUANTITAIVE ANALYSIS OF THINK-ALOUD PROTOCOLS (1)

    3.3.1. Identification and Definition of the Reading Strategies used

    3.3.2. Report and Interpretation of the Results

    3.3.3. Discussion of the Results

3.4. QUALITATIVE ANALYSIS OF THINK-ALOUD PROTOCOLS (1)

    3.4.1. Report and Interpretation of the Results

    3.4.2. Discussion of the Results

3.5. CONCLUSION

3.1. INTRODUCTION

The current chapter concerns the analysis of the data collected through the think-aloud procedure and pre-test. It consists of three main sections. Each section tends to report, interpret, and discuss the results in relation to the research hypotheses. The first part of this chapter includes a descriptive analysis of the quantitative results obtained from the pre-test comprehension. It provides the percentage of the right answers of all students concerning questions related to both linguistic and discourse competences.

Since the first section of this chapter addresses only linguistic and discourse competences, the second part tends to address students' reading comprehension in relation to strategic competence. That is to say, this section includes the quantitative analysis of the data gathered through the think-aloud procedure. The results are analyzed in order to show the type and frequency of strategies used by the subject students.

The last part of this chapter presents the qualitative analysis of each student's verbal protocol. It identifies the main problems each student experiences when answering questions of the pre-test. These problems are illustrated from the verbal protocols of each student. They are specifically related to the linguistic, strategic, and discourse competences. Other detailed criteria such as the way each student used to address the problem, the answer each student provided for each question, and the reason behind each answer are analyzed and in tables (see appendix G).

3.2. QUANTITATIVE ANALYSIS OF THE PRE- TEST

The first section of this chapter addresses the quantitative analysis of the pre-test. This analysis helps the researcher to explore the different problems and weaknesses related to students' linguistic and discourse competences.

3.2.1. Description of the reading pre-test

The pre-test is divided into two main tasks (text reading task and question test, see appendix A). During the text reading task, students are asked to read the text carefully (using the think-aloud procedure) in order to determine the nature and frequency of the strategies they use. While during the question test, students are required to answer some structured questions related to discourse and linguistic competences.

3.2.2. Report and Interpretation of the Results

This section deals with the analysis of the results gathered from the reading comprehension pre-test. It aims at presenting a descriptive analysis for the exploratory data obtained and specifying the areas of the comprehension difficulties. Hence, it presents the percentage of students' right answers of questions related to discourse and linguistic competences. It is noted that the bold option in each table refers to the correct answer in the pre-test. The reliability of the test was calculated through the use of Excel and the Kuder-Richardson formula21 (KR-21) (Douglas, 2010: 107) (see chapter 02, p.52). 0.7 is the reliability of the test.

$$\text{Reliability} = \frac{n}{n-1} \left[\frac{1 - M(n-M)}{n\,(sd^2)} \right]$$

Figure 3.1: Kuder-Richardson formula 21 (KR-21)(Douglas, 2010: 107)

a. Discourse Competence

The data reported and interpreted below concern questions related to discourse competence i.e., questions from one to ten are related to discourse aspects such as text organization, cohesive devices, and text genre. The correct answer for each question is in bold.

1. **What is the topic of this passage?**

Options	AF	RF
a. The constitution of the United States	6	12%
b. The constitution of Great Britain	00	00%
c. **Constitutions in general**	**11**	**22%**
d. the Constitution of U.S and G.B	24	48%
e. Constitutions and governments	9	18%
Total	50	100%

Table 3.1: Students' answers regarding the main topic

The data provided in the table above show students' answers concerning the main topic of the text. After tallying the percentages, table 3.1 shows that most students (78%) fail to recognize the main topic of the text. Only 22 % of the subjects succeed to realize the topic the text discusses.

2. **What is the topic sentence of this passage?**

Options	AF	RF
a. The United States has a written constitution.	35	70%
b. The constitution must have citizens' support.	01	2%
c. A constitution is considered as the vital and absolute law of a particular society.	**11**	**22%**
d. The constitution of the United States is the oldest in the world.	00	00%
e. all are correct	02	4%
No answer	01	2%
Total	50	100%

Table 3.2: Students' answers regarding the topic sentence

According to the results presented in the table above, it seems that 78% of the subjects fail to recognize the thesis statement of the text and only 22% of them succeed to understand the text. Thus, they are able to determine the topic sentence.

3. **What is the main purpose of a constitution according to the text?**

Options	AF	RF
a. To declare freedom of humans	00	00%
b. To determine the powers of the government only	9	18%
c. To give equal voting rights.	00	00%
d. To define people's relationship only	31	62%
e. **determine powers of governments and the relationship among people**	9	18%
f. all are correct	01	2%
Total	50	100%

Table 3.3: Students' answers regarding the supporting ideas (01)

According to the results of table 3.3, the majority of students (82%) cannot perform the task successfully. Only 18% of the participants reach the task correctly.

4. **How can a constitution be effective in a particular society?**

Options	AF	RF
a. it must be partly written and partly unwritten	23	46%
b. it must be wholly written	5	10%
c. **it must be supported by all citizens**	**18**	**36%**
d. it must be supported by the governments	12	24%
Total	50	100%

Table 3.4: Students' answers regarding the supporting ideas (02)

As can be read from table 3.4, 64% of the students fail to answer the question correctly.

5. **What is the concluding sentence of this passage?**

Options	AF	RF
a. The U.S has a written constitution	14	28%
b. The constitution of the U.S differs from the constitution of G.B	11	22%
c. The constitution must gain all the citizens' support in order to be effective	6	12%
d. **Each country must have a constitution since it draws the basic rules and guidelines**	**19**	**38%**
Total	50	100%

Table 3.5 : Students' answers regarding the concluding sentence

The results in table 3.5 show that most of the students (62%) fail to recognize the concluding sentence of the text, only 38% of the subjects succeed to realize the correct concluding sentence.

6. **"It is the oldest living written constitution in the world.' 'It' refers to :**

Options	AF	RF
a. the constitution of Great Britain	31	62%
b. the constitution of the United States	**18**	**36%**
c. the constitution of Thailand	00	00%
d. the constitution of France	00	00%
Irrelevant answer (constitution of Algeria)	01	2%
Total	50	100%

Table 3.6: Students' answers regarding word reference

When students are asked to determine the reference of a particular pronoun in the text, the majority of them (62%) choose the wrong answer. That is to say, they think that the pronoun "*it*" in the text refers to the constitution of G.B. This indicates students' inability to determine the reference of pronouns. One student (2%) provides an irrelevant answer. In other words, he views that the pronoun "*it*" refers to the constitution of Algeria. His answer is based on the expression "**our does**" he finds in the text. He thinks that the pronoun "*our*" refers to the Algerian constitution (i.e., possession). Only 36% of the students succeed to identify the reference of the pronoun it.

7. "**This whole printed constitution** determines the rules of governments" the phrase " this whole printed constitution" refers to:

Options	AF	RF
a. the constitution of Great Britain	27	54%
b. the constitution of the United States	**22**	**44%**
c. the constitution of Thailand	00	00%
d. the constitution of France	00	00%
Irrelevant answer (constitution of Algeria)	01	2%
Total	50	100%

Table 3.7: Students' answers regarding phrase reference

This task is used to assess students' discourse competence. So, the results above reveal that most of the students (54%) fail to recognize the right reference of the phrase "**this whole printed constitution"**, only 44% of students do well in this question. Like the previous task, student H (2%) insists on providing an irrelevant answer.

8. Give an expression from the text that refers to:

- Example   …………………
- Cause   …………………..
- Result   …………………..
- Addition   …………………
- Explanation …………………

	Correct answers		Wrong answers		Total	
	AF	**RF**	**AF**	**RF**	**AF**	**RF**
Example	50	100%	00	00 %	50	100%
Cause	47	94%	3	6%	50	100%
Result	19	38%	31	62%	50	100%
Addition	17	34%	33	66%	50	100%
Explanation	19	38%	31	62%	50	100%
Mean	60.8 % (RF)		39.2% (RF)		100% (RF)	

Table 3.8: Students' answers concerning conjunctions

According to the data presented in the table above, all students (100%) are able to determine the different expressions which refer to examples. When students are asked to provide expressions related to cause, 94% of them succeed to do so. Only 38% of the students are able to recognize expressions used to provide results. Concerning expressions related to adding information, only 34 % of the students are able to recognize them. Regarding expressions of explanation, the results obtained show that only 38% of students answer correctly.

9. The U.S   has a written constitution. (<u>unlike the constitution of Great Britain</u>): The

underlined phrase is a marker of:

Options	AF	RF
a. definition	10	20%
b. example	17	34%
c. similar meaning	3	6%
d. contrast	**20**	**40%**
Total	50	100%

Table 3.9: Students' answers regarding the function of particular conjunction

As can be read in table 3.11, the highest percentage (60%) includes students who

fail to answer the question correctly.

10. The current passage is :

Options	AF	RF
a. argumentative	6	12%
b. Descriptive	13	26%
c. informative	**23**	**46%**
d. comparative	8	16%
e. narrative	00	00%
f. expository	00	00%
g. prescriptive	00	00%
Total	50	100%

Table 3.10: Students' answers regarding text genre

Students are asked to determine the genre of the text they read. The question's aim

is to test one of the most important criteria of discourse competence. Thus, according to the

results obtained, many students (46%) are able to answer the question successfully. This

indicates that many of them have no problem concerning the text genre. The only problem

they face according to the verbal protocols is the inability to understand the other genres

(like expository, perspective) and to differentiate between descriptive and informative texts.

b. Linguistic Competence

The data presented in the following section concern students' answers of questions related to linguistic competence i.e., questions from eleven to fifteen are related to different linguistic aspects.

11. A constitution is the essential: the word essential means

Options	AF	RF
a. fundamental	**32**	**64%**
b. unnecessary	7	14%
c. needless	6	12%
d. All are correct	5	10%
Total	50	100%

Table 3.11: Students' answers concerning synonym (01)

According to able 3.13, the highest percentage (64%) refers to students who answer the question of synonyms successfully. Most of the students are able to understand the word *essential* through the use of the cognitive strategy *"translation"*. The only problem they face is the inability to understand the synonyms which are provided in the options. This may refer to students' lack of vocabulary.

12. What each person is permitted to expect from the others":the underlined word means

Options	AF	RF
a. restricted	11	22%
b. allowed	**20**	**40%**
c. limited	9	18%
d. controlled	4	8%
No answer	6	12%
Total	50	100%

Table 3.12: students' answers concerning synonym (02)

This question is purposely put in order to confirm whether students face problems in finding the synonyms of words or not. Thus, the data provided show that the highest percentage (60%) includes students who either answer wrongly or do not answer at all. The remaining percentage (40%) incorporates students who answer correctly.

13. Constitution" The prefix 'con-' means……

Options	AF	RF
a. before	5	10%
b. together	**19**	**38%**
c. against	2	4%
d. again	21	42%
No answer	3	6%
Total	50	100%

Table 3.13: Students' answers regarding word division (01)

The total results show that most of the students (62%) fail to provide the right answer of the prefix "*Con*". This percentage includes also those students who do not provide any answer. Only 38% of the participants answer the question correctly.

14. **"Precedents":** the prefix **'pre'** means ………. -the root **'cede'** means………

Options	AF	RF
a. after, move	14	28%
b. between, yield	6	12%
c. before, go	**24**	**48%**
d. back, carry	5	10%
e. all are correct	00	00%
No answer	7	14%
Total	50	100%

Table 3.14: Students' answers concerning word division (02)

According to the data presented in table 3.16, 52% of students fail to answer the question correctly.

15. **These rules matter: The word " matter" in this sentence functions as :**

Options	AF	RF
a. noun	12	24%
b. adjective	15	30%
c. verb	**22**	**44%**
d. adverb	7	14%
e. preposition	00	00%
Total	50	100%

Table 3.15: Students' answers concerning word function

As can be read in table 3.15, the highest percentage (56%) includes students who fail to recognize the syntactic function of the word *"matter"*.

3.2.3. Summary and Interpretation of the Results

In this section, the results of the pre-test questions are synthesized and interpreted into two main competences: discourse competence and linguistic competence. The researcher puts in the following tables the percentages of correct and wrong answers of

questions related to discourse and linguistic aspects. Then, the mean of each table is calculated using Excel.

	Right answer (RF)	**Wrong answer (RF)**
Main Topic	22%	78%
Topic sentence	22%	78%
Supporting sentences	27%	73%
Concluding sentence	38%	62%
Text Genre	46%	54%
Mean	31%	69%

Table 3.16: Students' answers concerning questions related to text organization and genre
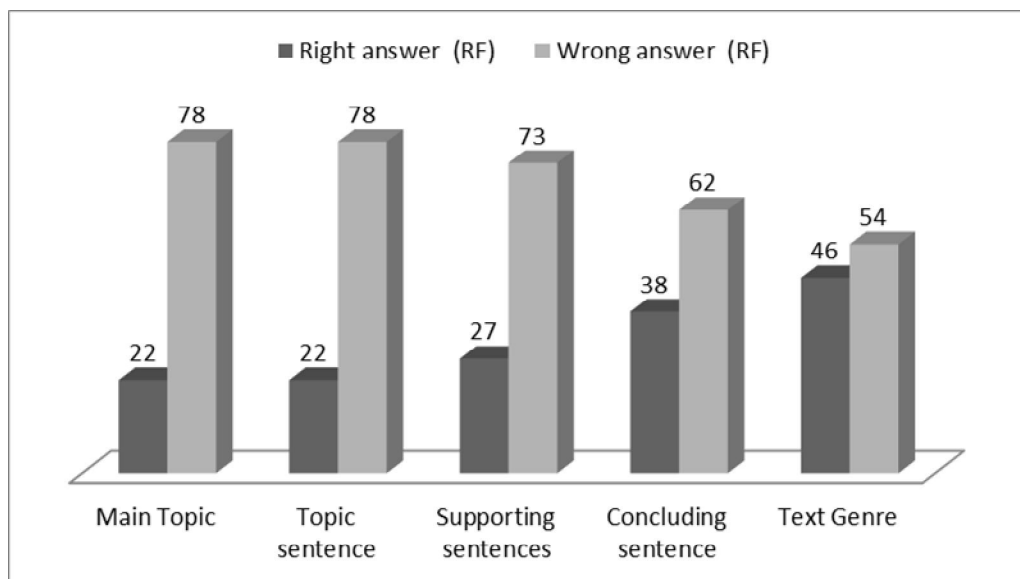
Figure 3.2: Students' answers concerning questions related to text organization and genre

Figure 3.2 presents students' answers of questions related to text organization and genre (i.e., questions 01/ 02/ 03/ 04/ 05/ 10). According to the results obtained, it seems that the majority of students (78%) have difficulty in recognizing the main topic of the text. The data provided confirm also that students face difficulties when they are asked to recognize the main ideas like *topic sentence, supporting sentences(i.e., details), and concluding sentence.* This remark is based on figure 3.2 where the highest percentages

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(78%, 73%, 62%) of wrong answers reflect students' failure. Concerning text genre, more than half of the students (54%) cannot determine the right answer. This means that students are either not aware of the different text genres found in English, or they cannot recognize the different features of each genre.

	Right answer (RF)	**Wrong answer (RF)**
Word reference	36%	64%
Phrase reference	44%	56%
Example	100%	00%
Cause	94%	6%
Result	38%	62%
Addition	34%	66%
Explanation	38%	62%
Function of conjunction	40%	60%
Mean	53%	47%

Table 3.17: Students' answers concerning questions related to cohesion
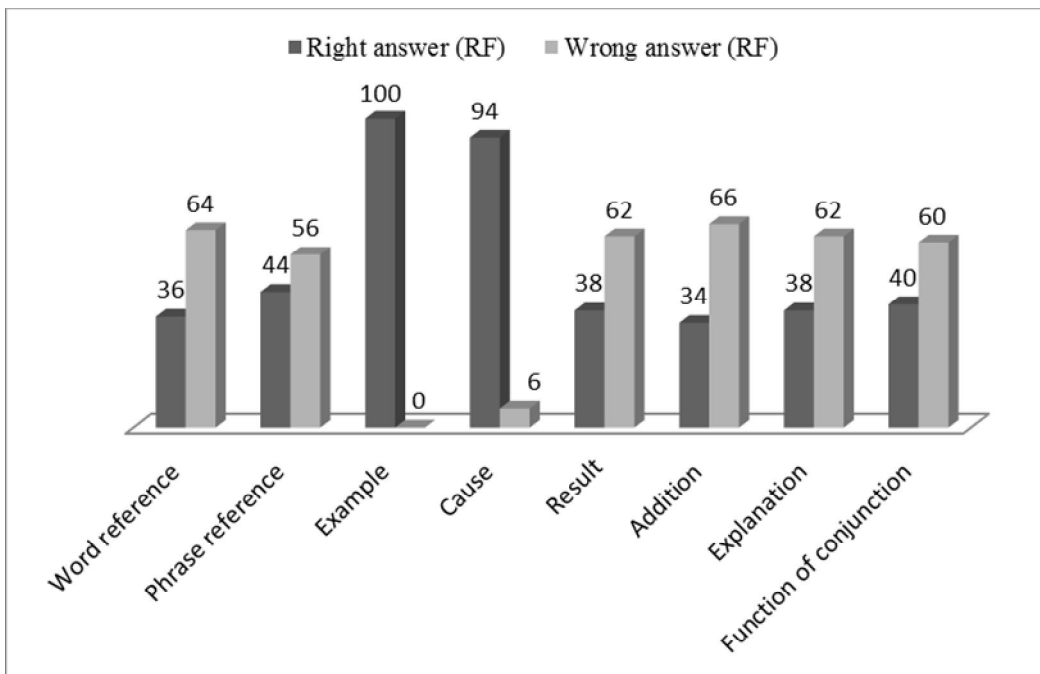
Figure 3.3: Students' answers concerning questions related to Cohesion

According to the results presented above, most of students fail to answer question (08). In other words, the majority of students cannot provide expressions used to add information (66%), express results (62%), and explain information (62%). This means that students do not know the different conjunctions used to provide additions, results, or explanations. In addition, most of the students (60%) who fail to answer question (09) are not able to determine the function of the conjunction given in a particular sentence. Concerning references (questions 06/ 07), the data gathered confirm that most of the students (64% and 56%) find difficulty in recognizing the reference of a particular word or phrase.

	Right answer (RF)	Wrong answer (RF)
Vocabulary	52%	48%
Morphology	43%	57%
Grammatical structure	44%	56%
Mean	46%	54%

Table 3.18: Students' answers in questions related to linguistic competence
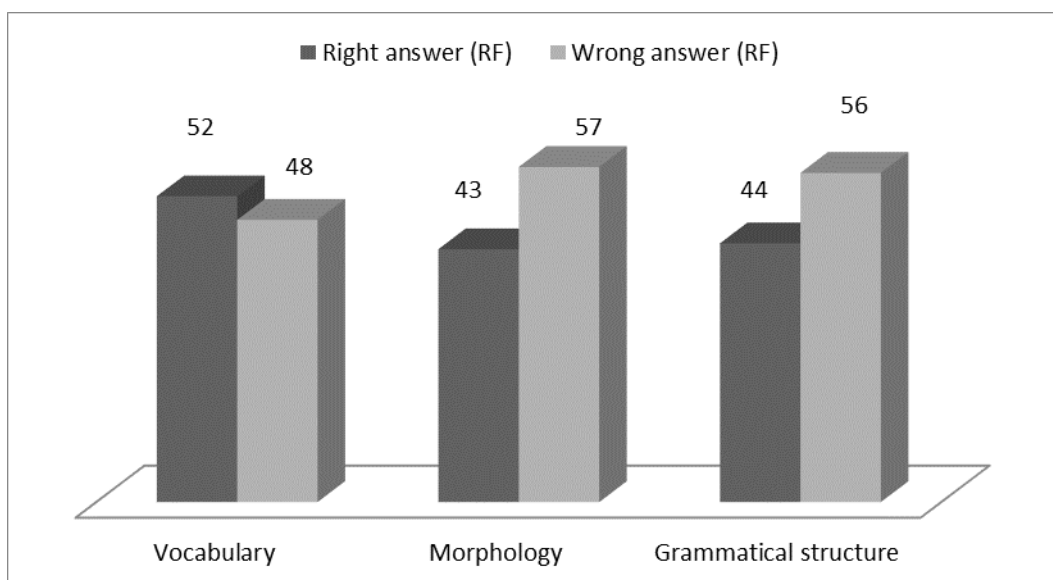
Figure 3.4: Students' answers concerning questions related to linguistic competence

The data provided in figure 3.4 show the percentages of students' answers concerning questions (11/ 12/ 13/ 14/ 15) related to linguistic aspects such as vocabulary, morphology, and syntax. As can be noticed, it seems that the majority of students (52%) who answer correctly questions (11 and 12) do not have problems concerning vocabulary. Regarding morphology, when students are asked to explain the prefix and root of particular words, the highest percentage obtained stands for the wrong answers (57%). That is to say, students have problems particularly at the morphological level. The third aspect refers to the syntactic level where students are asked to determine the function of words. The results provided show that the highest percentage presents students' wrong answers (56%). Hence, the results confirm that most of the students face problems at the syntactic level.

Discourse competence	Questions	Right answer (RF)	Wrong answer (RF)
Main topic	1	22%	78%
Thesis statment	2	22%	78%
Suporting senetnce	3	18%	82%
Supporting senetnce	4	36%	64%
Concluding sentence	5	38%	62%
Word reference	6	36%	64%
Phrase refernce	7	44%	56%
Conjunction 1	8	60,8%	39,2%
Conjunction 2	9	40%	60%
text genre	10	46%	54%
Mean		36,28%	63,72%
Linguistic Competence	**Questions**	**Right answer (RF)**	**Wrong answer (RF)**
Vocabulary	11	64%	36%
Vocabulary	12	40%	60%
Morphology	13	38%	62%
Morphology	14	48%	52%
Grammar	15	44%	56%
Mean		46,8%	53,2%

Table 3.19: Calculating the mean of students' answers in linguistic and discourse competences

Table 3.20 explains the way the mean of right and wrong answers of both discourse and linguistic competences is calculated using Excel.

	Mean of right answer (RF)	Mean of wrong answer(RF)
Linguistic competence	46.8%	53.2%
Discourse competence	36.28%	63.72%

Table 3.20: Mean of students' answers in linguistic and discourse competences

Table 3.20 presents the mean of right and wrong answers of questions related to both discourse and linguistic competences.
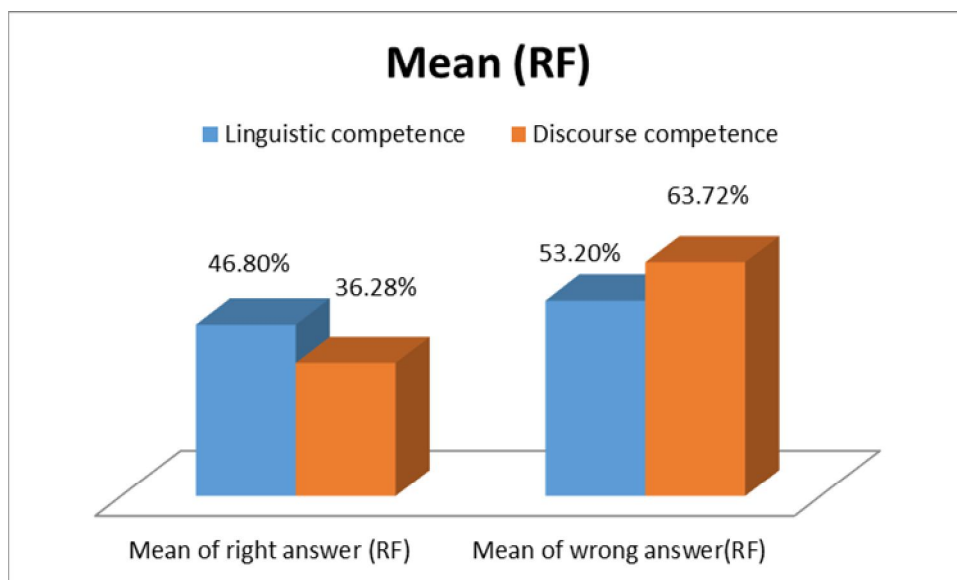
Figure 3.5: Mean of students' answers concerning questions related to discourse and Linguistic competences

The figure above shows the mean of students' right and wrong answers in both linguistic and discourse competences. According to the results obtained, it has been proved that the majority of students encounter problems in both competences. In other words, 63.72% of students fail to answer questions related to discourse competence. Regarding linguistic competence, 53.20% of students cannot answer questions correctly.

Scores	AF	RF
2	4	8%
3	2	4%
4	7	14%
5	9	18%
6	5	10%
8	1	2%
11	1	2%
12	2	4%
13	5	10%
14	11	22%
15	3	6%
Total	50	100%

Table 3.21: Students' test scores
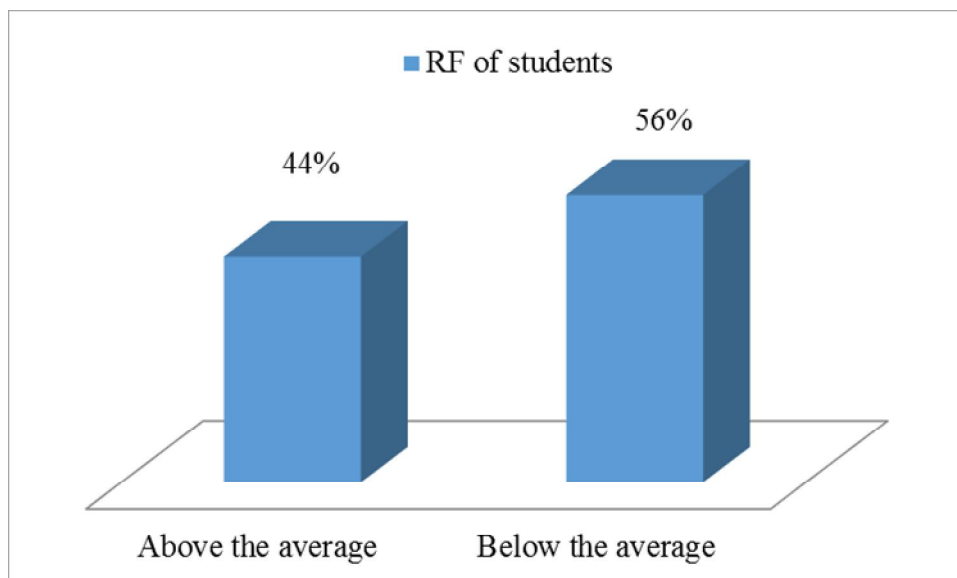
Figure 3.6: Students' scores above and below the average

Figure 3.18 indicates the percentages of students whose scores are above and below

the average. Since the pre-test is out of 19, the average is (9.5). As can be read, the highest

percentage (56%) refers to students whose scores are below 9.5. This total result confirms that most of the students face problems in reading. These problems are mainly related to the linguistic and discourse competences.

3.2.4. Discussion of the results

The quantitative data obtained from the pre-test provide the researcher with interesting information concerning problems students usually face during their reading comprehension. Thus, the results confirm the hypothesis which emphasizes that most problems students encounter are mainly related to discourse and linguistic competences. For the linguistic competence, most of the students are unable to determine the function (verb, noun, adjective…etc) of words within a sentence. This conclusion is based on the low scores obtained by students when they are asked to answer question number 15. Having such a problem may prohibit students from understanding the right meaning of any particular sentence. Another phenomenon related to the morphological aspect, some students have difficulty in recognizing the prefix, suffix, and root of words. Other students know what both affixes and root mean but they cannot find out the meaning of the provided affixes or roots found in particular words. The last observed problem is related to vocabulary. In other words, students fail to recognize the synonyms of words. This problem can be related to their lack of vocabulary. Certainly, having such difficulties prohibits students from comprehending English texts related to their speciality. All these mentioned problems concern the linguistic competence.

For the discourse competence, the first problem that can be stated includes students' inability to recognize the main topic, the topic sentence, the supporting details, and concluding sentence. According to the low scores obtained from all questions related to text organization, it seems that students have difficulty in recognizing the main ideas of a text. This problem can be attributed to lack of practice and low exposure to English texts.

The following two problems are closely related to cohesive devices. First, word reference and phrase reference seem to form problems in comprehending English texts. In other words, the scores collected confirm that most of the students cannot identify the reference of words and phrases found in the text. If students cannot determine or fail to recognize the right reference of words and phrases, their understanding of the text or a sentence where the reference is found can be affected negatively. Second, students seem to be unaware of the functions of some conjunctions found in English. To illustrate, the scores obtained in both questions eight and nine prove that most of the students do not know what expressions they should use in order to express contrast, explanation, addition. Moreover, they are unable to determine the function of any particular conjunction used to make the text coherent. Since conjunctions are used to build coherence, the unawareness of these conjunctions and their functions may prohibit student's comprehension of the text. The last point or difficulty refers to text genre. The results gathered from the test prove that most of the students do not know the different genres of English texts. In addition, they are unaware of the features which characterize each genre.

3.3. QUANTITATIVE ANALYSIS OF THE THINK-ALOUD PROTOCOLS (1)

Since the quantitative results of the pre-test help the researcher to understand students' lacks in only linguistic and discourse competences, the quantitative results of the think-aloud procedure tend to help the researcher to understand also students' lacks in strategic competence i.e., this quantitative analysis allows the researcher to detect and quantify the different strategies students use during their reading process.

3.3.1. Identification and Definition of the Reading Strategies

Before tabulating the frequency of the strategies obtained, it is importatant first to identify and define these strategies in order to have an agreement on the concepts which will be presented. The strategies used in this research follow the classification of O'Malley and Chamot (1990). In other words, learning strategies are grouped into three major categories: meta-cognitive, cognitive, and social/affective strategies

3.3.1.1. Meta-cognitive Strategies

According to O'Malley and Chamot (1990: 137), the metacognitive strategies occur when students think about the learning process, plan for the learning process before its occurrence, monitor the learning process, and when they evaluate how well they have performed a particular task. O'Malley and Chamot (1990) categorize also the metacognitive strategies into three groups: planning, monitoring, and evaluating.

Planning: O'Malley and Chamot (1990: 137) explain that this strategy includes listing the principles of an anticipated learning task; choosing strategies to use for handling the task; making a plan to better perform a particular task. Thus, before reading any particular text, students need to use strategies related to planning. These strategies include:

Purpose for reading: students need to state their own purpose from their reading (enjoyment, looking for particular information, to wholly understand what is written…etc). Such determination can help students to identify the appropriate strategies which will be used during reading.

Planning before reading: as it is mentioned above, students should plan for their reading. This strategy includes identifying the strategies which will be used, organizing the reading process (what to do during pre-reading, while reading and after reading)…etc.

Previewing the text; this strategy requires students to check the text before reading it. in other word, previewing the text involves reflecting on items appearing in the text such as the title, number of paragraphs, pictures, diagrams, author, source of the text. Such strategy helps students to have a prior understanding about the text.

Comprehension monitoring: O'Malley & Chamot (1990: 137) explain that this type of strategy involves students to check and control their understanding when they read a text. i.e., stating what they understand from each sentence or paragraph. When monitoring comprehension, students are required to confirm what they understand and correct their misunderstanding.

Strategy monitoring: O'Malley & Chamot (1990: 137) define it as "tracking use of how well a strategy is working".

Comprehension evaluation: Evaluating comprehension comes at the end when students finish their reading. It requires stating what they have understood from one particular text .i.e., what ideas they comprehend and what ideas they cannot understand.

Strategy evaluation: According to O'Malley & Chamot (1990: 137), once the task is completed, students need to judge and identify the effectiveness of each used strategy.

3.3.1.2. Cognitive Strategies

O'Malley & Chamot (1990: 138) explain that these strategies involve applying specific techniques to better perform a task. Examples of these strategies include:

Summarization: O'Malley & Chamot (1990: 120) define it as "Making a mental, oral, or written summary of new information gained through listening or reading."

Translation: O'Malley & Chamot (1990:120) view that this strategy involves using the first language as a base for understanding the second language**.**

Contextualization: O'Malley & Chamot (1990:126) state that "Assisting comprehension or recall by placing a word or phrase in a meaningful language sequence or situational context".

Repetition: O'Malley & Chamot (1990:138) define it as "Repeating a chunk of language (a word or phrase) in the course of performing a language task".

Elaboration: Mezzadri (2017:32) explains it as "Relating new information to prior knowledge; relating different parts of new information to each other; making meaningful personal associations to information presented".

Note taking: Mezzadri (2017:32) defines it as "Writing down key words or concepts in abbreviated verbal, graphic, or numerical form while listening or reading".

Overgeneralization: Richards (2015: 274) defines it as "The process of overgeneralization refers to extending the use of a form, by analogy, to an inappropriate context".

Self questioning: self questioning refers to the process of asking questions during the reading process. This strategy is undertaken by the student himself. That is, the student tends to ask himself some questions and tries to find answers to these questions by himself as well.

Guessing: Rubin (1981) state some strategies that directly affect learning. One of these strategies is guessing (called also inductive inferencing). According to this author, guessing occurs when students deduce meaning from keywords, structures, pictures, or context. (qtd in O'Malley& Chamot, 1990: 4)

Confirming or rejecting a guess: Students rely on guessing and hypothesizing meanings. The last needs to be rejected or confirmed depending on a particular context or justification. The expression *"confirming and rejecting guess"* is used by Carrasquillo

and Segan (1998) in their book of "The teaching of Reading in Spanish to the Bilingual student" in which they present the several researches made about teaching reading comprehension.

Underlying information: This current strategy involves students to put a line under any important word, phrase, or/and sentence. The main purpose of this strategy is to recall information.

Addition of information: adding information occurs when students tend to provide other information related to the text they read. This strategy is usually used by students to check their understanding of the text and to confirm whether ideas being read are relevant to their own prior knowledge. The term *"adding information"* is used by Carrasquillo and Segan (1998).

Understanding sentence word by word or as whole: In this strategy, students tend to break a sentence into its constituent parts to see what each part means in isolation, while understanding a sentence as whole involves students to look at the sentence (and its constituent parts) as some unified elements grouped together in order to provide one whole idea. The concept of this strategy is used by Mebarki (2008).

3.3.1.3. Socio-affective Strategies

According to O'Malley & Chamot (1990: 139), this type of strategies involves contacting others to better understand the task or using affective features to express and control the student when performing the task.

Self reinforcement and positive feelings: according to O'Malley & Chamot (1990: 139), this strategy comes under the socio-affective strategies. It involves motivating oneself by arranging rewards and stating positive feelings during a language learning task.

Expressing failure to understand: This strategy is used by students when they do not understand what they are reading. Expressions used to indicate failures include " I do not know, I cannot understand, I cannot grasp the meaning…etc). Expressing failure to understand something can help students to figure out a solution for the failure of their understanding. The term of this strategy is used by Mebarki (2008).

Expressing negative feelings: Students use this strategy when they need to express their negative feelings (bedroom, failure, anxiety) toward the task they perform.

3.3.2. Report and Interpretation of the Results

This section deals with the analysis of the quantitative data gathered through the think-aloud procedure. It aims at identifying the type and quantifying the frequency of reading strategies used by ten students when they were reading the text. The data collected help the researcher to determine whether lack in strategic competence forms also a problem in comprehending English texts. In order to determine students' lack in strategic competence, the researcher needs to identify and quantify what strategies students use and what strategies students do not or rarely use.

Table 3.22: Types and Frequency of Reading Strategies in the Subject Students' Verbal Protocols (1)

Reading Strategies	A	B	C	D	E	F	G	H	I	J	Total
Students											
Meta-cognitive strategies											
Planing											
1- Purpose for reading	0	0	0	0	0	0	0	1	0	0	1
2- Planing for reading	1	0	1	0	0	0	0	1	0	0	3
3- Previewing the text	0	0	1	0	0	0	0	0	0	0	1
Monitoring											
1- Comprehension Monitoring	4	6	5	4	3	1	4	11	2	0	40
2- Strategy Monitoring	0	0	0	0	0	1	0	0	0	0	1
Evaluating											
1- Comprehension Evaluation	1	0	0	0	0	0	0	1	0	0	2
2- Strategy Evaluation	0	0	0	0	0	0	0	0	0	0	0
Total of the Meta-cogitive strategie	6	6	7	4	3	2	4	14	2	0	48
Pre-test											
Cognitive strategies											
Repetition of words	389	215	273	99	278	182	99	300	166	262	2263
Repetition of Sentences	30	10	16	10	16	8	2	22	15	18	147
Understanding sentence word by wor	8	6	5	7	10	11	7	6	5	8	73
Understanding sentence as whole	2	4	4	0	3	1	3	10	1	2	30
Addition of information	0	0	0	0	0	0	0	1	0	0	1
Translation	24	31	13	27	46	69	29	98	28	50	415
Note taking	0	0	4	0	0	0	0	2	0	0	6
Elaboration	0	1	3	1	0	0	2	2	0	0	9
Overgeneralization	6	2	4	0	0	2	0	1	0	3	18
Summarization	0	0	0	0	0	0	0	1	0	0	1
Contextualization	1	1	2	0	1	0	0	0	0	0	5
Guessing	2	4	3	0	1	0	0	1	0	0	11
Rejecting and confirming guess	1	2	1	0	1	0	0	1	0	0	6
Underlying information	4	7	0	0	0	0	0	3	0	0	14
Self questioning	5	4	5	0	5	1	0	1	1	1	23
Summarization	0	0	0	0	0	0	0	1	0	0	1
Contextualization	1	1	2	0	1	0	0	0	0	0	5
Guessing	2	4	3	0	1	0	0	1	0	0	11
Rejecting and confirming guess	1	2	1	0	1	0	0	1	0	0	6
Underlying information	4	7	0	0	0	0	0	3	0	0	14
Self questioning	5	4	5	0	5	1	0	1	1	1	23
Total of the cognitive strategies	472	287	333	144	361	274	142	449	216	344	3022
Affective strategies											
Self reinforcement and positive feeling	0	0	1	0	0	0	0	0	0	0	1
Expressing failure to understand	5	4	6	5	4	3	3	10	4	2	46
Expressing negative feelings	3	0	1	1	2	0	0	0	1	0	8
Total of the affective strategies	8	4	8	6	6	3	3	10	5	2	55
Total of strategies used by each stu	486	297	348	154	370	279	149	473	223	346	

Table 3.22 shows the type and frequency of reading strategies recorded in the subject students' verbal protocols (1). The vertical column shows the types and categories of reading strategies, while the horizontal columns present the frequency of the strategies used by the 10 subject students (from A to J). The vertical column includes three categories of strategies; metacognitive, cognitive, and affective strategies. Regarding the use of social strategies, students cannot use this category of strategies since they are taking a test i.e., students are not able to use strategies like asking for clarification, discussing with others, and sharing information since they are doing a test individually.

Depending on the results presented in table 3.23, the first section which includes the frequency of the metacognitive strategies shows that the majority of students rarely use this category of strategies. For the *planning strategies*, for example, only one student states his purpose before the reading task. Second, only three students make a plan in order to monitor their reading process. Third, only one student previews the text before the reading process i.e., student H tries to reflect on the title, number of paragraphs, source, author… etc. *For the monitoring strategies*, the majority of students rely on using the strategy of monitoring comprehension during their reading process. In addition, it is noticed that only one student uses strategy monitory once. *For the evaluating strategies,* comprehension evaluation is used by only two students and strategy evaluation is not used by all students.

The second section in the table above presents the different *cognitive strategies* with their frequency. As can be noticed, most of the students rely frequently on using strategies like *repetition of words, repetition of sentences, and translation*. In addition, most of the students prefer to understand a sentence word by word rather than as a whole. This can be noticed in the results (table3.23) which indicate that the frequency *understanding a sentence word by word strategy* is higher than the frequency of

understanding a sentence as whole strategy. The strategies that come at the second place include *overgeneralization, self questioning, underlying information, and guessing*. Another remark is that students use sometimes the strategy of *guessing* without *confirming or rejecting their guess*. This can be noticed in the results where the frequency of *guessing strategy* is higher than the frequency of *confirming and rejecting a guess strategy*. The strategies which are rarely used by students include *note taking, elaboration, contextualization, summarization, and addition of information.*

The last section in table 3.22 provides the frequency of the *affective strategies*. It confirms that most of the students rely frequently on the strategy of *expressing failure to understand something*. This strategy scores the highest frequency comparing other affective strategies such as *self reinforcement and expressing negative feelings*. Using the strategy of expressing failure to understand something can either help or prohibit students to comprehend English texts. For example, if students overuse the strategy of *expressing failure to understand something* without addressing this specific failure, their comprehension of the text will be hard to accomplish.

3.3.3. Discussion of the Results

The quantitative data obtained from the think-aloud procedure provide interesting information about the way and the type of reading strategies used by the subject students. The data gathered confirm the research hypothesis which states that students' low level of reading proficiency may result from the inadequate use of strategic competence. For example, it is revealed that most of the subject students do not use meta-cognitive strategies such as *planning for reading, stating purpose for reading, strategy monitoring, comprehension evaluation, and strategy evaluation*. This can be noticed in table 3.22 where the total number of students who use these meta-cognitive strategies is low.

The data confirm also that few subject students do not use different cognitive strategies such as *addition of information*, *note taking, summarization, contextualization, and confirming and rejecting a guess*. This can be noticed in table 3.23 where the number of students who use these cognitive strategies is low. Concerning the way students use the cognitive strategies which they know, it is confirmed through the data collected that most the students misuse some of the cognitive strategies. For instance, students prefer to understand any sentence word by word rather than understand it as a whole. The use of such a strategy may affect the student's comprehension of the text if he or she relies frequently on it i.e., students are much more required to understand the global ideas of the text being read rather than reading and explaining each sentence constituent parts. The strategy of *understanding a sentence word by word* may prohibit students to comprehend English texts if it is used regularly without *understating the whole ideaof a sentence*. Another example is *translation* which is used by most of the students in order to understand some new words. Students tend to translate words from English into their first language (Arabic) or their first foreign language (French). What is noticed is that when students translate words, they do not try to attribute or link the meaning of that translated word to the context where it is found i.e., students are satisfied with translating and understanding any new or complex word without trying to understand its meaning in the context. They do not attempt to understand the whole idea after translating and understanding a particular word found in a sentence. Another point is that students tend to make hypotheses (guess) as an attempt to understand what is being read without trying to confirm or reject these hypotheses. The use of *guessing strategy* may prohibit students 'reading comprehension process if the hypotheses made are not correct according to the text content. Hence, students need to reject and confirm their hypotheses whenever they guess the meaning of a word or an idea.

Regarding the affective strategies, students do not use the strategy of self reinforcement and expressing positive feelings. This can be observed in table 3.23 where the number of students who use this affective strategy is low. In addition, the results collected show that most of the subject students tend to use the strategy of *expressing their negative feelings* during the reading process. This may indicate students' inability to control these negative feelings such as boredom and low confidence. Another remark which concerns the way affective strategies are used by the subject students, it is noticed that few of the students misuse the strategy of *expressing failure to understand something*. Using this affective strategy can either help or prohibit students to comprehend English texts. For example, if students overuse the strategy of *expressing failure to understand something* without addressing this specific failure, their comprehension of the text will be hard to accomplish.

3.4. QUALITATIVE ANALYSIS OF THE THINK-ALOUD PROTOCOLS (1)

This section aims at analyzing qualitatively the results gathered through the think-aloud procedure. The analysis includes the identification of the different problems which were recorded when students were performing the pre-test (see chapter 2).

3.4.1. Report and Interpretation the Results

After the think-aloud procedure, the researcher gathered ten records of ten students. The records were transformed to written materials to be analyzed. These verbal protocols were analyzed in order to determine the way students answered the questions, the problems they faced when answering these questions, and the reasons behind choosing their answers. All these mentioned criteria are presented in tables (see appendix 05). Each table consists of three columns. The first column contains the questions that are asked. The second one presents each student's answer in addition to the right answer abbreviated as (R. A).The

third column includes the analysis. In addition to these tables (in appendix 05), the researcher synthesizes the main problems each student experienced when they were undertaking the pre-test. These problems are illustrated by the verbal protocols of each student. The problems are specifically related to linguistic, strategic, and discourse competences.

Analysis of student A competences

The qualitative analysis of the think -aloud protocols which are recorded reveal that student A has some difficulties in linguistic, discourse and strategic competences. The following protocols show problems of student A in relation to:

1- linguistic Competence

law of a society it determines each country's governments yeh governments الحكومة these governments are based are based upon are based upon upon rules rules or guidelines these governments are based upon rules rules or guidelines upon rules or guidelines that determine how they are organized and what powers is la force they have
مفهمتش
الكلمات كامل
Complex
شوية

Regarding the semantic level, it seems that student A has lack of vocabulary. Thus, he cannot understand the first two sentences found in the text. The problem is confirmed even when the student is asked to find synonyms of particular words. His lack of vocabulary forms difficulties in understanding both the text and the questions which he is required to answer (example *question 03*). Another similar problem is presented in question six when the student is asked to determine the synonym of the word *"permitted"*. Due to his limited knowledge in vocabulary, student A chooses the wrong answer. Concerning the morphological aspect, this student does not know how to divide a particular word into suffix, prefix, and root (examples: *questions (7) and (8) in appendix A*).

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Another remark which is noticed also in this protocol concerns the phonological level. Student A faces difficulty in pronouncing words. Therefore, he intends to repeat words which he pronounces in wrong way several times. Despite of the fact that repeating words is considered as an effective strategy to facilitate the reading process, student A focuses more on repeating words to better pronounce them and forgets totally to focus on linking these words together when repeating them to better understand the whole idea. Hence, lack of phonological knowledge may also be considered as a reason which leads to the misuse of repetition strategy.

many countries have constitutions that have not proven many countries have constitutions
constitutions that have not proven that have not proven يملكون *countries* معناتها
countries have not proven
ok
countries لا يملكون
proven
سما كلمة
Proven
هي شيء بعض الدول معندهمش

Regarding the syntactic level, the problem that student A faces is related to the function of the verb *"to have"*. That is to say, he thinks that the verb *"to have"* in the protocol presented above refers to verb *"to possess"* in all cases. According to this protocol, it seems that student A does not know that the verb *"to have"* can function as a main verb or as an auxiliary to form the present perfect tense. This lack of knowledge in syntax may affect the student's understanding of the sentence.

If a nation's constitution is to be effective in limiting government and protecting citizens' rights
If
معناتها شرط
a nation's
واش معناتها
nation's nation's constitution
is the verb to be effective
كيما بالفرنسية
effectif
in limiting la limit government and protecting protection citizen's rights
right
معناتها صحيح

<div dir="rtl">

و لا قادرة تمعني عكس اليسار

</div>

According to this protocol, two main problems are noticed. The first one which is related to semantics includes student's difficulty to differentiate between the meaning of the word *"right"* i.e., the word *"right"* has different meanings in different contexts (eg: *"right"* to mean a direction or the power to do something). The second problem the protocol shows is that student A intends to look at the sentence as some isolated words rather than as a group of words used to provide one whole idea. This problem may be attributed to the syntactic aspect.

<div dir="rtl">

اول حاجة كلمة

</div>

matter

<div dir="rtl">

متقدرش تكون فعل لانها جاية في اخر الجملة سما هذا الاحتمال راح نحيه

</div>

These

<div dir="rtl">

هيا

</div>

Subject

Rules

<div dir="rtl">

هوا الفعل

</div>

Matter

<div dir="rtl">

ممكن تكون

</div>

Adjective, adhverb, preposition

adhverb, preposition

<div dir="rtl">

مش فعارفة واش يقصد بيهم

سما نخير

</div>

Adjective

<div dir="rtl">

لا حنا في العربية يجي الفعل و الفاعل و بعدها الصفة تتبع الموصوف

</div>

This protocol is related to question number ten. The aim of the question is to determine whether students are aware of the different parts of speech found in one sentence (i.e., syntax). According to this protocol, it seems that this student does not know some different parts of speech like adverb and preposition. Also, student A thinks that both Arabic and English languages share the same grammatical structures. This problem is related to the syntactic level.

2- Strategic Competence

<div dir="rtl">

ايه فهمت دوك سؤال ثالث واش قصدوا

نروح سما نحوس عليها في النص

نبدأ بالعنوان و بعدها نروح للنص نقراه

</div>

ايه هذي غير البداية مزال مكملتش خلاص

Student A seems to be unaware of some strategies that should be used to accomplish the comprehension tasks (i.e., when answering questions). Few cognitive strategies are used during the comprehension task. These strategies include *transfer, translation, locating information in the text, rejecting and accepting hypotheses.* Concerning the reading task, this student lacks many strategies. For instance, regarding the meta-cognitive strategies, student A does not use strategies like *previewing and evaluating the text* which play a crucial role during the reading process. For the affective strategies, he does not try to control his anxiety. In other words, student A does not use his affective strategies to increase his motivation. Due to his lack of knowledge in strategic competence, student A relies on using only the cognitive strategy of *locating information in the text.*

3- Discourse Competence

A constitution a constitution constitution …. em a constitution oki…
مفهمتش العنوان
A constitution
هذا العنوان مفهمتوش ايه
هذي غير البداية
معليش نقرا النص و نشوف
a constitution is the essential essential
كيما بالفرنسية هذي الكلمة
معناتها هذي الكلمة تبدو مهمة اوكي فهت بلي كلمة

The first problem that is noticed during the reading process is that this student does not make a link between the title and the text he is reading. In addition, he is not trying to connect the preceding idea with the following one. Therefore, the understanding of the text is not reached. This problem leads student A to choose the wrong answer when he is asked to state the main topic of the text (*examples questions 01, 02, and 03*). This problem shows that student A does not know that all elements of text organization can contribute to help him understand the text content.

What is the topic sentence of this text?
واش يقصد بكلمة
topic sentence?

In this protocol, student A cannot understand what is meant by the topic sentence. This means that he is not aware of the different parts of English texts (*i.e., topic sentence, subordinate sentences, and concluding sentence*). Thus, he chooses the wrong answer in question (02).

According to the answer student A provides in question number five, it is revealed that he is unable to determine the anaphoric and cataphoric references found in a particular written discourse. Therefore, the level of text comprehension is not reached. Students have some difficulties to determine what some pronouns refer to in the text. This problem which concerns the cohesive devices (i.e., references) may affect students' understanding of the text.

similar meaning
مفهمتهاش هاذي اعبارة
contrast
هاذي ثاني معرفتش واش تعني بهذا الاختيار
ممكن تكون
definition
لان ديما كي نحبوا نعرفوا شيئ معين في نص نكتبوه بين قوسين و لا في اخر النص في جهة التهميش

In the protocol above, it seems that student A is unaware of the different cohesive devices used to make a text cohesive. Thus, he faces difficulty in identifying the function of the word "*unlike*" in question eight. Teachers of ESP may fail to understand the ideas or arguments that the ESP student is trying to express because the student has not learned yet how to tie English sentences together clearly and cohesively with the appropriate cohesive devices. Conversely, ESP students may have trouble to understand a text that seems to have easy words and concepts because they may fail to identify and understand the functions of the different cohesive devices.

النص ماهوش
comparative

باينة لانوا مكانش مقارنة بين عنصرين في النص
Narrative
مستحيل مكان حتى قصة و لا حادثة لي يحكي عليها الكاتب
expository, prescriptive, argumentative
اهه
هاذوا مفهمتش واش يعنوا
هما يبانوا انواع للنصوص بصح مش عارفتهم
informative
او *descriptive*
يبانلي
descriptive
لان الكاتب قاعد يوصف في الدستور
سما تبان صح بلي وصفي

The protocol above reveals that student A does not know the different genres of English texts (question 09). This lack of knowledge in text genre may affect student's reading comprehension of the text which they are exposed too. To explain, if students are not aware of the different genres and their features, this may create problems in identifying and understanding the structure of the text. The concept genre has thus been essential in helping students comprehend English texts.

Analysis of Student B Competences

The following protocols reflect problems of student B in relation to:

1- Linguistic Competence

These rules matter because they define
واش معناها
Define ?
the relationship
relation
en français
among among means entre people people in a society they determine what each person is permitted permitted like to expect from the others...em
امم
مفهمتش معنى الجمل
others and from the government.

The protocol above shows the way student B is reading a passage from the text. What can be noticed in this talk is that the student intends to explain and translate the words he finds difficult to better understand them. The problem that can be observed is that

student B does not try to link the word he translates to the sentence where it is located. That is to say, he considers the sentence as some isolated and translated words; he does not try to grasp the whole idea found in the sentence when its words are translated. This problem is related to syntactic aspect.

constitution, the prefix Con means before together against again …… con before…… con together……
pre
Pre
Pre soutenance
معناها قبل التخرج
Pre
Prefix
هذي الكلمة فيها
Pre
يعني قبل
Prefix
يعني الجزء الأول نتاع الكلمة
Pre
Prefix
يعني نشوف للجزء
Con con against…… con again.…con before con before….. con together con together …….con against con against لا لا …..con again con again.
تبانلي
con before
يعني قبل
يعني قبل مايعمل قانون و لا شئ معين

Student B uses the French word (*pre-soutenance*) to explain what is meant by *prefix*. This indicates that student B is unaware of the phonological parts. His lack of knowledge in phonology implies that he does not know how to divide words into their affixes and root. This explains why student B does not use this knowledge (dividing words) during the reading process.

A constitution is the fundamental law, unnecessary law, the principals and rules governing a country, all are correct.
فهمت السؤال نرجع اذن للنص
Fundamental
هذي الكلمة مكانش
unnecessary unnecessary unnecessary unnecessary
وين وين مكانش ملقيتهاش
needless rules
كلمة
Rules
قريتها قبل بصح كلمة

Needless

مكانش

Needless needless needless

مكانش مال نحيها منخير هاش

تبانلي نخير

fundamental

لان في النص كاين الجملة

Constitution is essential

و كلمات

essential و *fundamental*

يشبهوا لبعض

يعني عندهم نفس

Partie

الأخير

It is noted in the protocol above that student B like the other students relies more on the strategy of *locating information in the text*. This over reliance on only one single strategy shows his lack of knolwdge related to linguistic competence (*semantic level: lack of vocabulary*) and strategic competence (*translation, contextualization*).

These rules matter the word matter in this sentence functions as noun adjective verb adverb preposition matter, matter, matter,
These rules matter, these rules matter, matter, these rules, these rules matter

هنا راهي اسم يعني

Noun

According to the answer student B provides in question 14, it indicates that student B faces difficulty in recognizing the function of the word "*matter*". In other words, since student B is unaware of the different parts of speech (syntax), he cannot understand the idea that the sentence contains.

2- Strategic Competence

A constitution is the essential essential

معناتها

Essential

كيما بالفرونسي

a constitution is essential and supreme supreme supreme law of a society مجتمع

مافهمت والوا

…. others and from the government. And no rules matter rules matter than those embodied embodies in a nation's constitution.

اوفففف مزالوا اسئلة بزاف

The protocols above show the strategies student B uses during his reading process. What can be noticed is that student B does not use enough strategies to better understand the text. For the metacognitive strategies, he does not try to make a plan before his reading. For the cognitive strategies, he does not attempt to guess or translate words which are not clear. To explain, student B admits that he cannot understand some words. Although he is able to determine the problem which prohibits him from understating the sentence (i.e., words were not clear), student B does not try to use strategies to address the problem. In addition, the last protocol presented above shows how student B is unable to use his affective strategies.

3- Discourse Competence

It is the oldest living written constitution. It is the oldest written constitution written
write يعني يكتب
oldest (old) قديم
old write constitution (قانون قديم مكتوب - قانون كاتب قديم قانون مكتوب قديم) . واش معناه هذا
question
علاه الجملة مكتوبة
En gras
اهه راه يهدر على
It
برك
كيما في الباك يحوس الكلمة لي ترجع عليها
فهمت فهمت
سما نرجع للوراء و نشوف علاش تعود هذي الكلمة
هاهي في النص مسطرة عليها
نرجع لوراء
نتبع الاختيارات لي حالطتهملي قبل
The constitution of G.B., of US, France, Thailand.
هنا ياتكون
U.S ولا *G.B*
هاذوا لازوج لي محطوطين قبل
It
في الجملة
نخير
The U.S
هيا لي هادرين عليها بزاف في النص
يعني نخير
(b)

At the beginning, student B faces difficulty to understand question five. What can be observed also from the speech above is that the student cannot determine the reference of the pronoun "*it*". He relies on his prior knowledge to identify the reference. In other words, he fails to discover the reference of the pronoun " *It* " depending on the text. All these features show student's inability to recognize the different references found in a particular text (i.e., problem related to cohesive devices).

> *The current text is argumentative, descriptive, informative, comparative, narrative, expository, prescriptive. argumentative, descriptive, description, (pronounced in French) , informative information (pronounced in French) comparative, narrative, expository,*
>
> أنا أصلا النص مفهمتوش مليح كيفاش راح نعرف أي
>
> *Type*
>
> المهم نخير
>
> *(c)*

When student B is asked in question nine to determine the genre of the text that is used, he directly chooses answer (c) without analyzing or stating the features of the text i.e., student B does not confirm his answer. This can be attributed to his lack of knowledge concerning the different characterestics of each genre and his lack of comprehension of the text. In addition, student B is not aware of other genres like prescriptive, narrative, and expository texts. This problem is related to text genre.

Analysis of student C Competences

The following protocols show some of the student's problems in relation to:

1- Linguistic Competence:

> *These rules matter. The word matter in this sentence functions as noun, adjective, verb, adverb, preposition. These rules matter. The word matter in this sentence functions as noun, adjective, verb, adverb, preposition, matter. These rules. matter matter matter*
>
> على ما اعتقد تكون
>
> *adjective*
>
> مش فعل
>
> كون نشوف من البداية نلقى بلي
>
> *these*
>
> هي
>
> *subject*

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Rules
تكون الفعل
يعني
matter
يا تكون
adjective
و لا تكون
adverb
انا نقول
adjective
ماشي
adverb

Unlike the other students, this one knows most of English parts of speech except *preposition*. Therefore, he avoids the term *preposition* when trying to answer question 14. Like the other students, student C thinks also that both Arabic and English languages share the same grammatical structure. Thus, he states that the word *"matter"* in the sentence above acts as an adjective. This problem concerns the syntactic aspect.

What each person is permitted to expect from the others. The underlined word means restricted, allowed, limited, controlled, what each person is permitted to expect from the others. The underlined word means permitted, means restricted, allowed, permitted, permitted, per mitted, permitted
مفهمتش كلمة
permitted
اذا الكلمة نتاع الاصل مش عارفتها كيفاش ندير
او فقف
permitted permitted
مش سامعا بيها خلاص هذي الكلمة
Permitted, restricted, allowed, limited, limited, limit, limited, permitted, limited,
نختار
limited limited permitted ted

When trying to answer question eleven, three main remarks are noticed. First, student B does not know the meaning of the verb *"permitted"* and the other verbs which are provided in the options (except the verb to *limit*). This may reflect student's lack of vocabulary. Second, he views that the verb *"limited"* is the synonym of the verb *"permitted"*. According to the student's speech, this answer is based on the idea that both two verbs *"limited and permitted"* share the same ending *"ted"*. The third remark refers to the student's failure to divide the verb *"permitted"* into prefix and root. In other words,

student C does not know the different suffixes and prefixes found in English i.e., being aware of the different affixes found in English may help students to determine whether a particular verb can be divided or not. These last two remarks concerned the morphological aspect.

2- Strategic Competence

What is the topic sentence of this passage? The United States has a written constitution. The constitution must have citizens' support. A constitution is considered as the vital and absolute law of a particular society. The constitution of the United States is the oldest in the world. All are correct.

مفهمتش نعاود احسن

The U.S has a written constitution

كاينة في النص هذي مليح

كلمات نتاع

citizens and support

كاين في النص ثاني

a constitution is considered as the vital and absolute law

هاذي تشبه للجملة الاولى في النص كاينة صح غير الكلمات

vital و absolute

مبدلينهم

essential supreme absolute essential

يبانوا

synonym

هذا الاختيار الاخير كاين نتاع

oldest constitution

بصح مش عارفة اذا صح يهدر على امريكا و لا لا

All are correct

يبانولي كامل مقبولين و يصلحوا

According to this protocol, the problem that can be noticed is that student C uses directly the strategy of locating information in the text. In other words, he does not try to explain the words found in each choice. Instead of using strategies (*like translating, decoding words, and rereading the text*) to comprehend the choices and the text, student C uses directly the *strategy of locating information* in the text.

3- Discourse Competence

The current text is argumentative, descriptive, informative, comparative, narrative,
expository, prescriptive,

اهه فهمت

Argumentative, argumentative,
Descriptive

يعني يدير وصف على الدستور

Informative

يعني يمد معلومات على الدستور

Comparative, narrative, narrative,

هذي الكلمة مش عافتها

Narrative, narrative, argumentative, narrative, expository,

مش عارقتهم مليح

احسنها نخير

informative

Student C is not aware of some different genres like *prescriptive, narrative and*

expository and what features characterize each of these genres.

Analysis of student D Competences

The following protocols reflect problems of student D in relation to:

1- Linguistic Competence

A constitution is the fundamental law, the unnecessary law, the needless rules, all are
correct.
The fundamental

هيا نفسها

En française

يعني

essential law
the unnecessary law, the needless rules,

لي يشبهو لعضهم اليعض هما

(a)   و   (c)
fundamental needless

نخير

(d)all are correct.

هكذا اذا كان

(a)   و   (c)

كيف كيف يعني كامل يكونوا صح

The protocol above shows student's lack of knowledge in both semantics (synonym

and antonym) and morphology. Student D succeeds to explain the word "*fundamental*"

through the use of *translation strategy*, but he does not know that all adjectives

"*unnecessary, needless, and fundamental*" are not synonyms. This can be attributed to his

lack of vocabulary. In addition, student D does not try to divide the word *"unnecessary"* into its prefix and root to understand that it is not a synonym to the adjective *fundamental* which he understands at first. This may also show the student's inability to divide words into affixes and root (i.e., lack of morphological knowledge).

These rules matter. The word matter in this sentence functions as noun, adjective, verb, adverb, preposition,
راح نشوف يعني اهذا كانت هذي الكلمة راهي فعل و لا اسم و لا صفة
كيما في العربية نبداو ديما بالفاعل و بعدها الفعل و اخيرا المفعول به
نشوف هذي الجملة
these
هي
Subject
rules
تكون
verb
matter
اكيد هيا
object
يعني المفعول به هوا الاخير في الجملة
بصح في الاختيارات مكانش مفعول به
Noun, adjective,
ممكن تكون
adjective
فعل مستحيل ميجيش هوا الاخير
adverb adverb preposition
واش هيا
preposition
تكون
adjective.

The problem which is noticed in the protocol above refers to the student's lack of knowledge in syntax. According to the student's talk, it seems that he faces difficulty in recognizing the function of the word *"matter"*. He does not know the different parts of speech (i.e., *preposition*). In addition, student D thinks that both English and Arabic languages share the same grammatical structure (i.e., lack of knowledge in syntax).

2- Strategic Competence

A constitution is the essential
بالفرونسي معناتها
important
and supreme law of a society society
It determines each country's governments governments حكومة *are based upon rules*

governments are based upon rules or guidelines that determine how they are organized and what powers they have what powers they have

مفهمتش ةاش معناها الجملة

powers

قاريتها هذي الكلمة من قبل

Powers

The protocol above explains the way student D starts reading the text. The first remark includes student's ignorance of the title. Student D intends to read the text without looking at the title i.e., he does not use the metacognitive strategy of *previewing the text*. This can be considered as one of the problems which lead to the incomprehension of the text.. As well as, once student D finishes reading the text, he does not try to evaluate his comprehension of the text. This can be attributed to his lack of metacognitive strategies. Regarding the cognitive strategies, student D does not use strategies like *translating words and asking questions* when he is reading the text i.e., this student starts using few cognitive strategies (example: translating and questioning) when he begins answering questions related to text comprehension. This may indicate that student D does not know when to use the different strategies.

But just because a constitution is written does not …. mean that it will be….and forced many country have constitution that have not …to be reliable…against illegal …. and rule of force

Student D avoids some words when reading the text. When he is asked to justify the pauses he made, he said" *whenever I face some words which are difficult to pronounce and to understand, I just look at them and I move on*". This remark can refer to the student's lack of vocabulary (i.e., syntax). It may also refer to his lack of knowledge in morphology simply because he does not try to explain words like *"illegal, unlike, unwritten, takeovers"*. In other words, student D might understand words like *"illegal, unlike, unwritten"* if he is able to divide them into their affixes and root. In addition, the verbal protocol presented above shows that this student does not pronounce the final *"s"* in plural nouns. Student's ignorance of the final *"s"* of plural nouns when reading English texts

may affect his comprehension process. This problem is related to the morphological and syntactic level.

3- Discourse Competence

It is the oldest living written constitution in the world. It refers to the constitution of G.B , U.S France, Thailand.

واش معناها هذا السؤال

It

علاه مبينينها في الكتبة؟

اهه هاذي لي كيما الباك

يعني نخير وحدة من هاذوا العبارات

نشوفها في النص

It, it, it, it

ايه هاهي هنا

is the oldest living written. It is the oldest living. It is the oldest living. normalement constitution of G.B

Like student C, this one has lack of knowledge in discourse competence. In other words, student D is not able to determine the anaphoric and cataphoric references found in a particular text. This may result a misunderstanding of references which may in turn affect the student's reading comprehension. This problem is related to cohesive devices (i.e., references)

What is the topic sentence of this passage? The topic sentence.

كيفاش

The topic sentence?

واش هي؟ا

Sentence

نعرفها يعني

phrase (pronounced in French)

topic sentence

The U.S has a written constitution, the constitution must have citizens' support, okay

نرجع للنص ديما

the U.S has a written constitution

مليح أول اختيار لقيتوا هوا الأول في النص

راح تكون الإجابة

(a)

As can be noticed in the verbal protocol above, student D does not know how an English text is organized and what its components are? This refers to his lack of knowledge in text organization.

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The current text is argumentative, descriptive, informative, comparative, narrative,
expository, persuasive. The text argumentative no, descriptive, informative,
comparative, narrative,

واش هادوا كامل؟

Expository, prescriptive, descriptive, ولا *informative.*

راح ندي

descriptive.

Like the other students, this one does not know also the different genres of texts and

what features characterize them. This lack of knowledge in text genre may affect the

student's reading comprehension.

Analysis of student E Competences

The following protocols show the problems of student E in relation to:

1- Linguistic Competence

many countries have constitutions that have not proven to be reliable guarantees
against illegal takeovers. Many

معناتها

l'argent countries

كيفاه

l'argent des pays

have constitutions

اهه قصدوا بلدان غنية عندها دساتير

فهمتوا دوك

that have not proven to be reliable guarantees against illegal takeovers that have not
proven to be reliable guarantees against guarantees against

The verbal protocol presented above shows a problem related to phonology. The

problem refers to the student's inability to differentiate between words such as *"many"*

and *"money"* i.e., student E thinks that the adjective *"many"* means *"money"* simply

because he pronounces them in the same way. This lack of knowledge in phonology may

affect student's comprehension of the text.

These rules matter. The word matter in this sentence functions as noun, adjective,
verb, adverb, preposition,

امم

matter.

These these rules matter, matter, mattered, non

اذا فعل يعني نقدر نقول

mattered, mattering no,

مش *logique*
these
subject
rules
Verb
كيعادت كاينة
"s" finale
present simple
يعني مش
noun
مش
verb
Adjective, adverb, non preposition
هادي معرفتش واش هي
نسمع كلمة
Preposition
بصح مش فاهمة الدور نتاعها
تبقالي غير
Adjective.

The verbal protocol above presents a syntactic problem. Student E forms the past simple and gerund of the word *"matter"* to see if it can function as a verb. He views that the word *"rules"* is a verb because it contains the final *"s"* which indicates the tense of the present simple (i.e., overgeneralization). He does not know what is meant by the word *"preposition"* (i.e., lack of knowledge regarding parts of speech). Another remark which is related to the phonological level includes the student's inability to differentiate between words like *"matter and mater" i.e.,* he intends to pronounce the word *"matter"* as *"mater"* (i.e., / meɪtə /). The inability to manipulate phonemes may affect student's comprehension of the text.

2- Strategic Competence

a constitution
a constitution is the essential and supreme law of a society
a constitution is the essential
هذي فهمتها
Oki
and supreme law of a society
It determines each country's governments
These governments are based upon rules and guidelines governments are based upon rules and guidelines

Regarding the metacognitive strategies, student E does not use strategies like *previewing the text, planning for reading, and evaluating comprehension.* Few cognitive strategies are used such as *repeating words and sentences, translating words, and asking questions.*

3- Discourse Competence

It is the oldest, it is the oldest living written constitution in the world. It refers to the constitution of G.B, of U.S, of France, Thailand. It is the oldest living constitution. It refers to

كيفاه يعني وين ترجع؟

الهدف تاع السؤال لازم نتأكد منوا قبل مانجبد الإجابة

it is the oldest living written constitution in the world

it refers to the constitution of U.S, G.B, France, Thailand.

it is the oldest living written constitution in the world. It is

جملة برك كاتبينها بصح كيما تبان

It

هي هدف السؤال

يعني كيما قلت

نشوف لواش ترجع

it is the oldest living written constitution. It refers to constitution

لازم نلقاها في النص و نشوف علاش ترجع هذي الكلمة

it is the oldest, it is the oldest, it is the oldest,

هنا صح

علاش ترجع علاش علاش

It

ديما يستعملوها للشئ او الحيوان

يعني هنا ترجع على شئ

G.B, U.S, our does, country, government, constitution, rules, takeover, guarantees, countries, followed,

مكان لا امريكا و لا بريطانيا

قد مرجعت ملقيتش هانوا الاختيارات

اهه بلاك نرجع للفوق نشوف

ايه صح صح الفقرة لي قبل

يمكتوبة

U.S

بصح مكتوبة

G.B

ثاني

نخير

GB

خطراك جاية هيا الأولى قبل أمريكا

The protocol above shows the way student E uses to discover the reference of the pronoun *"it"*. This student, like the other students, faces difficulty at the beginning in understanding the aim of question number five. As a result of asking some questions, he

realizes the purpose of the question. As can be noticed, student E recognizes that the answer *(i.e., the reference)* of the pronoun *"it"* comes before the pronoun itself (i.e., a *backward relation*). Second, he supposes that the pronoun *"it"* refers to *Great Britain (GB)* simply because it comes directly before the pronoun *"it"* in the text. His failure to recognize the right references of pronouns may affect his comprehension of the text.

Analysis of student F Competences

The following protocols contain the student's problems related to:

1- Linguistic Competence

> *What is the main purpose of a constitution? Main purpose. What is the main purpose? main purpose, to declare freedom of humans freedom, la liberty of humans, to determine the powers, la force of the government, the powers of government, to give equal voting rights right correct, to define refine define refine people's relation (pronounced in French), all are correct.*
> فهمت غير الاختيارات الأولى
> بيانولي الزوج لي فهمتهم مذكورين في النص
> راح يكون كامل الاختيارات صحيحة
> إذن
> *All are correct*

The focus on this protocol is not on the answer student F provides but rather on the problems he experiences. In this protocol, student F faces obstacles when analyzing the options of the third question. The first problem includes the student's inability to differentiate between verbs which have the same rhyme (*define and refine*). Second, like student A, student F thinks that the noun *"right"* in the protocol above refers to the adjective *"right"* which means *"correct"*. These problems are related to the semantic level.

> *These rules matter, the word matter matter in this sentence functions as noun, adjective, verb, adverb, preposition, preposition, preposition, preposition, em preposition. These rules matter matter*
> لا أظن تكون فعل
> لأن الفعل ياتي هوا الاول
> كبما نقولوا ذهب عمر الى المدرسة
> يعني ذهب هي لي جات الاولى في الجملة
> يعني كلمة
> *Matter*
> كون نسقطها تولي
> *These*

تقابل ذهب
rules
تقابل عمر
Matter
تقابل
مدرسة
يعني نخير
Noun

In this protocol, student F thinks that the English grammatical structure of a particular sentence looks like the one found in Arabic. In other words, this student believes that any English sentence consists of verb, subject, and object (V S O). This is attributed to negative transfer. In addition, student F does not know what is meant by *preposition*. This refers to his lack of knowledge in syntax.

2- Strategic Competence

The most effective constitution is the one that is greatly used and accepted by the citizens, is forced and obliged to be followed, determines the laws of the citizens only, identifies the different laws of the government only,
يعني كلشي اختيار في الاسئلة
نعاود مقرا مليح
The most effective constitution, the most effective effective constitution is the one that is greatly used and accepted accepter accepted by the citizens, greatly used and accepted, greatly used, greatly used and accepted
وين نلقاها في النص وقبل شايفتها
greatly used and accepted used accepted
used لا لا
مكانش يعني مش صحيحة
forced and obliged forced forcer forcer et obliger obliged forced obliged forced forced
وين وين
forced obliged and obliged
ايه هاهي مكتوبة صح
Forced
بصح كلمة
obliged
مكانش
بصح كيفاه الدستور
forced
نعاود نقرا الجملة لي في النص و نفهم
but just because a constitution is written a constitution is written does not necessarily does not necessarily mean that it will be followed and forced it will be followed and forced followed and forced
مستحيل يكون الدستور محتوم على الشعب
هذا على حساب معلوماتي مش منطق
نخليه هذا الاختيار
but just because a constitution is written does not necessarily mean كاين نحبس نحبس اهه

does not not
سما العكس
يعني مش محتوم
يعني ينفي مش يأكد
اهيه هكذا تبان صح و مش متناقضة الفكرة
بصح الاختيار الاول احسن من الثاني
الاول يقول
used and accepted accepté used
يعني شئ ايجابي بحت
نخير

(a)

Regarding the cognitive strategies, the protocol above explains how student F succeeds to analyze the first two options of question thirteen. This student relies on three main strategies when trying to answer the question. The first one refers to *translation* from English into French. The second strategy includes *locating information in the text*, while the last one is the strategy of *elaboration*. This protocol confirms that student F is able to use strategies at the same time when trying to answer questions. The only problem is that student F does not use these strategies during the reading task. His ignorance of strategies during the reading task can be attributed to his emphasis on answering the text comprehension questions rather than understanding the text content i.e., some students think that reading refers to the task of answering some questions about a particular text. Thus, the comprehension of the text is not reached by student F. In this respect, Paris, G and Stahl, A (2005, p.354) confirm this assumption in which they state, " Farr, Pritchard, and Smitten (1990) used retrospective and introspective think-alouds to examine the thought processes of 26 college seniors in reading a passage and answering multiple-choice questions on a test of reading comprehension. Few differences were observed between passage reading or question answering in the strategies used by the participants. Generally, the strategies appeared to be driven by the test questions. That is participants tended to rely on the questions to direct their searching or skimming of the passages to locate answers to

the multiple-choice questions. Little attention seemed to be given to overall understanding

of the passage".

3- Discourse Competence

The U.S has a written constitution unlike the constitution of Great Britain. The underlined phrase is marker of definition, example, similar meaning, contrast, definition (pronounced in French) example (pronounced in French), similar meaning, similar meaning, similar meaning
معنى
معنى متضاد ولا متشابه *similar meaning*
similar meaning, contrast contrast, Unlike the constitution of G B, unlike the Constitution of G.B, unlike the constitution of Great Britain, the U.S has a written constitution, unlike the constitution of G.B,
بلاك تعريف و لا مثال
لا لا نخير مثال
منظنش تكون تعريف
مثال ممكن

Concerning cohesive devices, the protocol above explains how student F answers

and analyzes question number nine. According to the student's talk, he cannot understand

the key word in the sentence provided *(Unlike).* This may indicate that he is not aware of

the different cohesive ties used to link sentences together.

The current text is argumentative, descriptive, informative, comparative, narrative, expository, prescriptive, prescriptive,
هذي جديدة منعرفهاش
يعني في الحقيقة مش عارف النص علاش يحكي بالضبط بصح
على الاعموم يتكلم عن الدستور
يعني يا راح يكون
يتحدث بصفة عامة و عطاني امثلة
على دستور امريكا و بريطانيا
امم ممكن يكون وصفي كي مدلنا الامثلة
خطراك كون يعون
Informative
بلاك ميمدش امثلة للتوضيح
بصح الوصف عادة يكون فيه الامثة
يعني مهوش
argumentative comparative
مالا هكذا نختار
Descriptive

Regarding text genre, student F is aware of the different genres of the text except

for the last one *(prescriptive).* He cannot differentiate between the two genres informative

and descriptive. This refers to his lack of knowledge regarding the different features of each genre.

Analysis of student G Competences

The following protocols present problems of student G related to:

1- Linguistic Competence

precedents, the prefix pre means, and the root cede means, after, move, between, yield, before, go, back, carry,
precedents, the prefix
الجزء الأول واش بيه
pre precedents pre precedents means and the root cede the root cede ايه هذا الجزء الثاني من
الكلمة
سما الجزء الأول واش يعني و الثاني واش يعني
الكلمة مقسمة
cede precedents nts precedents
after move between yield before go back carry
هذا السؤال نخليه مع الأخير

As can be noticed in this verbal protocol, student G does not know what is meant by the term *root* (i.e., lack of knowledge in morphology). That is why he faces difficulty in understanding question 14. This justifies also why the strategy of decoding words into their constituent parts such as suffix, prefix, and root is not used by this student during the reading process.

What each person is permitted to expect from the others. The underlined word means restricted, allowed, limited, controlled, what each person is permitted permitted to expect from the others. The underlined word permitted means restricted, allowed, limited, controlled, permitted, restricted, permitted, permitted, allowed, limited, controlled,
الفعل مفهمتوش
الفعل
Permitted
مفهمتش واش معناتوا

Three main remarks are noticed in the verbal protocol above. First, student G does not know what is meant by the verb *"permitted"*. Second, he does not try to translate or explain the verbs which are provided in the options. This refers to his inability to

understand the verbs suggested in the options (i.e., lack of vocabulary). Third, student G is focusing on the verb in itself without trying to understand it from its location in the sentence (context). In other words, he tries to understand the verb without taking into account its context.

> *These rules matter. The word matter in this sentence functions as noun, adjective, verb, adverb, preposition, matter. These rules, these rules matter. These rules, these rules matter.*
> *Rules*
> هيا الفعل هنا
> تولي كلمة
> *matter*
> هي
> *noun*
> *these rules matter*
> صح اسم

This protocol shows how student G answers question 14. The aim of the question is to determine whether students are aware of the different parts of speech found in English sentences. According to this protocol, it seems that student G does not know how to determine the functions of words found in a particular sentence. This syntactic problem may affect the student's comprehension of the text.

2- Strategic Competence

> *These rules matter because they define definer the relationship among the people in a society* في المجتمع
> *relationship and among*
> هذو زوج كلمات مش واضحين
> عليها مقدرتش نفهم الجملة كامل
> *they determine what each person is permitted to expect from the others and from the government.*
> *And no rules matter more than those embodied in a nation's constitution*
> فهمت غير كلمات
> *constitution and governments* حكومات و دستور .
> *For example the U.S has a written constitution all in one document*ملف
> *the U.S has* تملك
> *a written constitution*
> *written*
> مفمتش هذي الكلمة
> بصح كلمات كيما
> *constitution*
> *has*
> *and U.S*

فهمتهم

عليها فهمت تقريبا الفكرة بلي تقول

امريكا تملك دستور

unlike the constitution of Great Britain which is partly written partly unwritten body of various declarations statutes practices and precedents

The verbal protocol above shows how student G is reading a part from the text. As can be noticed, student G seems to have few strategies which he uses during his reading process. These strategies include *translation* (i.e., cognitive strategy) and *comprehension monitoring* (i.e., meta-cognitive strategy). Using few strategies during the reading process explains why student G cannot comprehend the text clearly.

3- Discourse Competence

What is the main topic of this passage. Constitution of the U.S, constitution of G.B, constitution in general, both a and b, constitutions and governments.

فهمت بلي السؤال اختياري بصح واش يقصد ب

main topic

كاينة حاجة راه يحوس عليها و مدها في صيغة اختيارات بصح واش يعني بيها

the main topic, main topic, the constitution of U.S, the constitution of G.B

What is the topic sentence of this passage ? the topic sentence, the main topic, topic sentence, emm the topic sentence, the U.S has a written constitution, the constitution must have citizens' support, the constitution is the vital and absolute law of a particular society, the constitution of the U.S is the oldest in the world

علاه السؤال معاود

هاذا وين كنت فيه

بصح مبدل فيه

the main topic, the topic sentence

يعني كي عاود الاختيارات برك؟

السؤال لي قبل مدلنا كلمات في الاختيارات بصح في هذا السؤال الاختيارات راهم جمل

هذا مكان زعمة؟ ممكن

The two verbal protocols presented above show how student G is trying to answer questions 01 and 02. As can be noted above, it seems that student G faces difficulty in understanding what are meant by the expressions "*main topicandtopic sentence*" i.e., he does not know the different parts of any English text. This problem is related to text organization.

It is the oldest living written constitution in the world. It refers to the constitution of G.B, the constitution of U.S, the constitution of France, the constitution of Thailand.

It is the oldest living written constitution in the world. It refers to the constitution of
G.B, the constitution
ايهه فهمت خلاص
G.B, U.S, France, non, Thailand, non.
نخير
U.S
خطراك النص كامل يبان عليها

Again, student G thinks that the pronoun *"it"* refers to *"the constitution of U.S"*. Since student G believes that the main topic of the text refers to *"the constitution of U.S"*, he thinks that the pronoun *"it"* must refer to this main topic (i.e., *the constitution of the U.S*). Both his answer and justification indicate that student G does not know how to determine the anaphoric and cataphoric references found in a particular text. This problem is related to references (i.e., cohesive devices).

Analysis of student H Competences

The following protocols show problems of student H in relation to:

1- Linguistic Competence

these rules matter واش معناها
these rules matter
هذه القواعد
the word matter functions (pronounced in French) as
معناتها دورها
راح نحوس على دور كلمة
matter
noun اسم *verb* يعني فعل *adjective* صفة *adverb* حال *preposition (pronounced in french)* حرف
جر
matter
هنا تكون اسم
these rules matter
يعني مش
noun
noun
هي
Rules

Two main remarks can be noticed in the verbal protocol above. First, student H seems to be aware of the different parts of speech such as noun, verb, adjective, adverb, and even prepositions. Second, despite of the fact that student H knows the different parts

of speech (i.e., knowledge), but he cannot determine the correct syntactic function of the word "*matter*" in that sentence. This may indicate his inability to use this knowledge into practice (i.e., lack of skill).

2- Strategic Competence

these governments are based upon rules or guidelines that determine how they are organized and what powers they have
نحبس مفهمتش لازم نعاود

to be reliable guarantees against illegal takeovers
rule of force la force
مفهمتش واش المعنى تاع هذي الجملة
If a nation's constitution is to be effective
in limiting government and protecting citizens' rights

As can be noticed in the two verbal protocols above, student H uses the cognitive strategy of *expressing failure to understand something*. The use of this strategy indicates that student H is able to determine the problem or the failure to understand an idea. Despite of his ability to determine sentences and words which he does not understand, student H does not try to address and solve this failure or problem i.e., student H tends to determine just sentences and words which he does not understand without using strategies which can help him to address his failure of understanding.

3- Discourse Competence

what is the topic sentence of this passage.
الولايات المتحدة عندها دستور مكتوب *The U.S has a written constitution*
الدستور يدعم المواطنين *the constitution must have citizens' support*
the constitution is considered as the vital and absolute law of a particular society الدستور
عندوا قانون في المجتمع
كيفاه يعني
باينة الدستور عندوا قوانين
the constitution of the U.S is the oldest constitution
الولايات المتحدة عندها دستور قديم
all are correct
زعما يكونوا كامل صح؟
جاتني الأولى هي لي صح
لازم الدستور يكون يدعم المواطنين
هذا الاختيار لي واضح و مذكور في النص

As can be noticed in the protocol above, it seems that student H cannot understand the aim of question number two. Despite of the fact that the question does not contain the options *"true and false",* student H intends to state whether the statements provided are true or false. This indicates that student H does not know what is meant by the expression *"topic sentence".*

It is the oldest living written constitution in the world. It refers to
اهه الاشارة
Okay
فهمت علاش يحوس السؤال
أقدم دستور
The constitution of G.B, the constitution of Thailand, the constitution of the U.S, the constitution of france,
عندنا كامل غالطين هوا النص هدر على
الجزائر
كي كنت نقرا لقيتها يقول دستورنا حنا
يعني يعود على الجزائر
هذوا الاختيارات كامل لا علاقة أبدا
our does
يعني بلادنا حنايا هيا لي عندها اقدم دستور دارتو في 1987
يعني في ربعة غالطين الاجابة الصحيحة هي
Our does

According to the verbal protocols presented above, it seems that student H is unable to determine the different references found in a particular text. The verbal protocol shows how student H thinks that the pronoun *"our"* in that sentence refers to the Algerian constitution. His assumption is based on the idea that the pronoun *"our"* refers to the possessive case of the reader (i.e., the student). This problem explains that student H is not able to recognize the references of pronouns. (i.e., problem is cohesive devices). The protocols above illustrate how such type of problems may affect students' comprehension of the text.

Analysis of student I Competences

The following protocols indicate problems of student I in relation to:

1- Linguistic Competence

> *Constitution the prefix Con means before, together, against, again Constitution*
> ساهلة
> راح نختار الجواب الأول
> خطراك
> *prefix*
> د يما يجي في الأول و قبل الكلمة عليها نختار
> *the prefix before*

The problem which is noticed in this verbal protocol is related to morphology. Student I knows what is meant by the term *"prefix"*. Despite of his awareness, he thinks that any prefix found in any noun means *"before"*. Like in the protocol above, student I states that the prefix *"Con"* means *"before"* simply because it comes at the beginning. Having such misunderstanding at the morphological level may affect students' comprehension of a particular word.

> *These rules matter. The word matter in this sentence functions as a noun, adjective, verb, adverb, preposition, matter, mat matter. These rules matter.*
> بلاك اسم
> خطراك
> *these*
> هوا
> *subject*
> *rules* هوا
> *Verb*

Like the other students, this one cannot determine the right function of the word *"matter"* in the sentence provided. He thinks that the word *"matter"* functions as a noun. When student I is reading the sentence, he assumes that the pronoun *"these"* is the subject, *"rules"* is the verb, while *"matter"* is a noun. This indicates student's inability to determine the function of each word found in a particular sentence. This syntactic problem may affect the student's understanding of the text.

2- Strategic Competence

A con a consti constitution a constitution الدستور *is the essential* مهم *and supreme law of a society* مجتمع *it determines determines each country's gover govern government government these governements are based upon rules or guide guidelines guidelines that determine determiner how they are organ organ organi orgazi organ organized and what powers they have powers is* قوة
These rules matter because they define the relationship relationship among the people people الناس *they define the relationship they define the relationship among people among people* الناس *in a society* في المجتمع *they determine determine what each person is permitted to expect from the others and from the gover government what each person is permitted to expect expect permitted to expect*
مفهمتهمش
to expect from the others and from the government And no rules matter more than those em embo embodied embodied in a nation's constitution.

The protocol above shows how student I is reading the first paragraph of the text. He seems to have insufficient cognitive and metacognitive strategies i.e., student I relies on only repeating words which look difficult and translating words which he knows. No questions are asked. Concerning the metacognitive strategies, student I does not use strategies like *previewing the text, planning for reading, and evaluating his comprehension*. As well as, no affective strategies are used.

3- Discourse Competence

What is the topic sentence of this passage? The topic sentence. What is the topic sentence of this passage? Topic sentence!!
وشني هي
topic sentence sentence
sentence
هي الجملة
نشوف
Les choix
بلاك نفهم
The U.S has a written constitution, the constitution must have citizens' support.
Okay
أحسن حاة ندير ها نشوف في النص و نتأكد اذا هانوا كاينين في النص و لا لا لا
the U.S has a written constitution , the U.S has a written constitution
راهوا هادر على الدستور نتاع امريكا
the constitution must have a citizens' support
كاينة ثاني
يعني اذا كانت حاطتلنا في
Les choix (a) et (b)
معناها هذي الإجابة الصحيحة

As can be noticed in the protocol above, student I faces difficulty to understand what the expression "topic sentence" is meant. He relies on locating information on the text when answering question 02. This remark indicates that student I does not know what the topic sentence is (i.e., lack of knowledge in text organization).

Analysis of Student J Competences

The following protocols indicate the different problems of student J in relation to:

1- Discourse Competence

It is the oldest living written constitution in the world. It refers to it, it it it refers to
Okay
نشوف في
text
it it it it it
ايه هاهي هنا
It is the oldest living written constitution in the world
نشوف علاش ترجع في الاجوبة لي مدتهم
to France
مكانش
Thailand
مكانش ثاني
G.B
كاينة اكيد

Like the other students, student J is unable to determine the references found in a particular text. This problem which is related to cohesive devices may result a misunderstanding of the text.

The current text is, the current text is argumentative, descriptive, informative,
comparative, narrative, expos expository, presc, presc, prescriptive.
واش هوما هاذوا؟
*expos exposit expository pres prescriptive *
هنا الكاتب يحكيلنا على الدستور كيفاش هوا راح تكون اجابتي
narrative

According to this verbal protocol, student J does not know the two last genres *(expository and prescriptive)*. In addition, student J views that the text is narrative. This

indicates that student J does not know the different features which characterize the narrative text (i.e., problem related to text genre).

3.4.2.. Discussion of the Results

Generally speaking, students in ESP context sometimes fail to understand the content of English texts related to their field of study. This failure in understating may be attributed to some problems and lacks which students usually encounter during the reading process. According to data collected from the think-aloud procedure, ESP students seem to face problems related to three main competences: linguistic, strategies, and discourse competence.

3.4.2.1. Linguistic Competence

Students' problems of linguistic competence include aspects related to phonology, morphology, semantics, and syntax. The most recurrent phonological problem among students is the phonemic unawareness. The latter refers to the inability to focus on and manipulate individual sounds (phonemes) in speech. To illustrate, student J is unable to determine the difference between the phonemes /ɪ/ and / aɪ/ in words like *"written"*   /rɪtn / and *"writing"* / raɪtɪŋ /. In other words, this student reads the word *"written"* as *"writing"*. Another example is student E who is unable to differentiate between phonemes like /æ/ and /eɪ/ when reading words like *"matter"* /mætə/ and *"mater"* /meɪtə/.This inability to distinguish between phonemes may affect students' understanding of words and sentences i.e., readers with phonological processing difficulties usually have problems in decoding words. Boyle and Scanlon (2010: 124) emphasize the idea that students with problems in phonological awareness usually face problems with their reading skill.

Concerning the morphological problems, Wiig and Semel (1984 qtd in Boyle & Scanlon, 2010: 124) state that "morphological problems often occur with more complex or

higher-level morphological components such as irregular word endings, noun derivatives, and understanding of prefixes". Two types of problems related to the morphological level are detected with subject students. The first problem refers to the students' unawareness of the affixes and roots (i.e., lack of declarative knowledge). The second problem includes the situation where students know the different morphological parts of words but they do not know how to put this knowledge into practice (i.e., lack of procedural knowledge). Another problem is when students seem unable to differentiate between words which share the same root but differ in the prefix such as *"define"* and *"refine"*. Having such lack of knowledge in morphology may not help students to comprehend sophisticated meaning changes in words.

Concerning semantics, most of students have lack of vocabulary background. Most of the students are unable to determine the synonyms and antonyms when answering question six. Hence, it should be noted that vocabulary knowledge is very needed to effectively comprehend an English text. Above all, students suffer when trying to understand words which have different meanings like the word *'right'* which could refer to something correct or a direction.

The only problem that is encountered by most students concerning the syntactic level is the inability to determine the different parts of speech. This problem is consisted of two types. The first type refers to the students' lack of knowledge in syntax. i.e., most students are not aware of the different parts of speech especially adverbs and prepositions (i.e., lack of declarative knowledge).The second type includes students' inability to put into practice their knowledge related to the syntactic level during the reading process (i.e., lack of procedural knowledge).

3.4.2.2. Discourse Competence

The verbal protocols exhibit students' lack of discourse competence. Regarding *text organization*, some students do not know what both *main topic and topic sentence* mean. In addition, they tend to ignore the title in all cases i.e., students do not try to link the title to the text main ideas in order to check the coherence found in the text being read. Moreover, a few students are not aware of the different parts of a particular text organization. Thus, they do not try to find the topic sentence, subordinating sentences, and concluding sentence. In this respect, Boyle & Scanlon (2010: 125) state that, "knowledge of the discourse structures of text is needed to support text comprehension". Concerning *cohesive devices*, students do not know the different cohesive devices used to make a text coherent. Moreover, most of students do not try to link the preceding ideas to the following ones during the reading process in order to better comprehend the text overall content. This means that students consider the text as isolated sentences. Therefore, their comprehension is not reached. In addition, students are not aware of the different *text genres* found in English such as expository and prescriptive texts.

3.4.2.3. Strategic Competence

Relying on the data collected through the verbal protocols, it is noted that students use few strategies i.e., students seem to be unaware of the different metacognitive, cognitive and affective strategies which can be used before, while, and after their reading process (i.e., lack of strategic competence). Regarding *the meta-cognitive strategies*, the majority of students do not use strategies such as *planning for reading, stating the purpose of reading, and evaluating their comprehension and strategy use.*

For *the cognitive strategies*, most of the students use always strategies such as *translation, word repetition, sentence repletion, and understudying sentence word by word.*

This may indicate students' unawareness of other cognitive strategies. In addition, students' use of these mentioned strategies seem sometimes to prohibit rather than facilitate their reading comprehension. For example, as can be noticed in the verbal protocols, students during the reading process tend to explain most of the text sentences word by word rather than as whole. Another example is that most of students tend to translate words which they do not know without trying to grasp the specific meaning of these translated words according to the context. Students' misuse of cognitive strategies may affect their reading comprehension. One last example is that a few of students tend to use the strategy of *overgeneralization*. For instance, most of the students assume that all words which contain the final "s" are verbs conjugated in the present simple. The use of this particular cognitive strategy can sometimes cause students' misunderstanding of the text content.

Concerning *the affective strategies*, most of students do not use strategies such as *self reinforcement and expressing positive feelings*. In other words, students rely only on using strategies like *expressing negative feelings and expressing failure to understand something*. What is noticed also in most students' verbal protocols is that students tend to express and determine their failure in understanding something without trying to address or solve the problem. That is, students' use of affective strategies may either prohibit or facilitate their reading comprehension.

Summing up, the results gathered from the pre-test and think-aloud protocols confirm the first research hypothesis which says that students' low reading proficiency is attributed to their lack of linguistics, strategic, and discourse competences. For the linguistic competence, the results collected conclude that most students have problems related to different linguistic aspects such as phonology, morphology; semantics, and

syntax. Regarding strategic competence, it is confirmed that most students have lack of different meta-cognitive, cognitive, and affective strategies. Concerning the discourse competence, the data analyzed indicate students' inability to understand discourse aspects such as text organization, text genre, and cohesive devices. All these problems are considered the reasons behind students' low reading proficiency.

3.5. CONCLUSION

Since this investigation is an action research, the current chapter concerns mainly the analysis of the data related to the pre-intervention phase. That is, chapter three analyzes the results obtained from the pre-test and think-aloud procedure. Hence, it presents both the quantitative analysis of the pre-test and think-aloud procedure in addition to the qualitative analysis of the think-aloud procedure.

The results of the pre-test which are analyzed and interpreted show that most problems which students experience during their reading comprehension process are attributed to their lack of linguistic and discourse competences. In other words, the results gathered from the pre-test show that most of the subject students do not the competence related to linguistic aspects such as phonology, morphology, semantics, and syntax and discourse aspects such as text organization, cohesive devices, and text genre.

As result of the quantitative and qualitative data analyses of the think-aloud procedure, it is concluded that most of the students' problems in reading comprehension are attributed to the inadequate use of the strategic competence. In other words, the results show that most of the students either do not know or misuse the different cognitive, metacognitive, and affective strategies.

CHAPTER FOUR

PRE-INTERVENTION PHASE: ANALYSIS OF THE QUESTIONNAIRES

4.1 INTRODUCTION

4.2 STUDENTS' QUESTIONNAIRE ANALYSIS

    4.2.1   Description of the Students' Questionnaire

    4.2.2   Report and Interpretation of the Results

    4.2.3   Discussion of the Results

4.3 TEACHERS' QUESTIONNAIRE ANALYSIS

    4.3.1   Description of the Teachers' Questionnaire

    4.3.2   Report and Interpretation of the Results

    4.3.3   Discussion of the Results

4.4 TRIANGULATION OF THE PRE-INTREVENTION TOOLS RESULTS

    4.4.1.   Linguistic Competence

    4.4.2.   Strategic Competence

    4.4.3.   Discourse Competence

4.5 CONCLUSION

4.1. INTRODUCTION

During the pre-intervention phase, the researcher uses different research instruments in order to collect data about the problems which prohibit students from understudying English texts in the field of their study. Among these research instruments is the questionnaire. The researcher forms two different questionnaires for both students and teachers. Hence, this chapter concerns the quantitative analysis of the data gathered from both teachers' and students' questionnaires. It is divided into three main sections.

The first section of this chapter concerns the quantitative analysis of the students' questionnaire. Hence, it begins first by the description of this questionnaire. Then, it presents the analysis of the questionnaire items according to the students' responses. By the end of this section, the results are discussed in relation to the research hypotheses.

The second section includes the quantitative analysis of the teachers' questionnaire. Hence, it describes first the aim of this questionnaire. Then, it presents the analysis of the questionnaire items according to the teachers' responses. The results are also discussed in relation to the research hypotheses in this section.

The third section of this chapter tends to cross-check the findings of all the research instruments used during the pre-intervention phase such as pre-test, think-aloud, teachers' questionnaire, and students' questionnaire.

4.2. STUDENTS' QUESTIONNARE ANALYSIS

This section includes mainly reporting and interpreting the quantitative results collected from the students' questionnaire. The discussion of the results comes at the end of this section.

4.2.1. Description of the Students' Questionnaire

The questionnaire is purposely formulated and undertaken in order to cross-check the data gathered through the think-aloud procedure. That is, it aims at identifying the different problems which prohibit students from comprehending English texts related to their field of study. Therefore, it consists of three main sections: students' profile, students' reading habits, and then students' knowledge related to linguistic, strategic, and discourse competences (see appendix C). The questionnaire includes fifty five questions grouped into three main sections. The first section concerns information related to the students' profile. This part starts with determining gender and age of each participant. The second section tends to collect data related to the students' reading habits. The third section is designed in order to recognize the different problems which prohibit the students' reading comprehension (see section 2.4.2.3).

4.2.2. Report and Interpretation of the Results

The results collected from students' questionnaire are reported and interpreted below. They are presented in form of tables. Each table provides the questionnaire item, the number (AF), and the percentage (RF) of students who answered each question.

Section one: Students' profile

Students' gender

The results obtained from the questionnaire reveal that 55% of the participants are females and 45% of them are males.

Students' Age

Student' Age	Number of Students	
	AF	RF
21 -24	27	54%
25-27	16	32%
27-40	7	14%
Total	50	100%

Table 4.1: Students' Age

According to their age, the participants are divided into three main categories. The first category presents the majority of students (54%) whose age is between 21 and 24 years old. The second group consists of 16 students (32%) whose age is between 25 and 27 years old. Only 14% of the participants are between 27 and 40 years old.

Question one: English Learning

Number of Years	Number of Students	
	AF	RF
8	2	4%
9	12	24%
10	29	58%
11	7	14%
Total	50	100%

Table4.2: Number of years Learning English

According to the results presented in the table above, the majority of students (58%) learn English for 10 years. Some of the students (24%) learn it for 9 years. 14% of the students say that they learn English for 11 years. Only 4% of the students states that they study English for 8 years.

Question two: Students' desire to learn English

The data collected indicate that the majority of participants (94%) prefer learning English.

Section Two: Students' Reading Habits

Question three: Students' reading habits

Frequency	Number of Students	
	AF	RF%
Always	3	6%
Sometimes	11	22%
Rarely	19	38%
Never	17	34%
Total	50	100%

Table 4.3: Students' reading habits

The majority of students (38%) state that they rarely read. 34% of the students never read in English. The results indicate also that 22% of the participants sometimes read. Only 6% of them always read.

<u>Question four: Types of texts students read in English</u>

Option	Number of Students	
	AF	RF%
Books related to the field of study	6	12%
Articles related to the field of study	9	18%
Novels	3	6%
Short stories	11	22%
Daily newspapers and Magazines	5	10%
Others	4	8%
No answer	12	24%
Total	50	100%

Table 4.4: Types of texts students read in English

As can be noticed in the table above, the majority of the participants do not provide answers to this question. This may indicate that they do not read in English. 22% of the students state that they read only English short stories. 18% of the participants say that they read English articles related to their field of study. Five students (10%) admit that they read newspapers in English. Only 6% of the students state that they read English novels. Only 8% of the students provide other types of texts which they read in English. These types include English texts found in Facebook posts, proverbs, CVs, and English letters.

Question five: Students' reading purposes

	Number of Students	
Option	AF	RF
For academic purposes	29	58%
For pleasure	12	24%
For academic purposes and pleasure	5	10%
Other reason	1	2%
No answer	3	6%
Total	50	100%

Table 4.5: students' reading purposes

According to the data presented in the table above, the majority of participants (58%) state that they read in English for academic purposes. In other words, reading in English is considered as part of their studies. 24% of the students mention that the reason behind their reading in English is to have some entertainment. In addition, 10% of the students view that both reaching their academic purposes and having some entertainment are the reasons which lead them to read in English. Only one (2%) student provides another answer i.e., he/she states that he/she reads in order to improve his/her level in English. Only three students (6%) provide no answer.

Section Three: Students' Reading Difficulties

Question six: Students' understanding of the text

Frequency	Number of Students	
	AF	RF%
All ideas	0	0%
Most ideas	7	14%
Some ideas	9	18%
Few ideas	21	42%
No idea	13	26%
Total	50	100%

Table 4.6: Students' understanding of the text

42 % of the participants state that they understand only few ideas from texts which they usually read in English. While, 26% of the students mention that they comprehend no idea from English texts which they read. Only 18% of students understand some ideas. 14% of the students understand most ideas. No student states that he/she comprehends all ideas of a particular English text.

Question seven: Students' difficulties when reading English texts

Option	Number of Students	
	AF	RF
Pronunciation of words	2	4%
General Vocabulary	2	4%
Specific Vocabulary	1	2%
Sentence Structure	0	0%
Meaning of each sentence	0	0%
Meaning of the whole text	0	0%
Others	0	0%
General vocabulary and meaning of each sentence	5	10%
Pronunciation of words, General Vocabulary, and sentence structure	7	14%
Meaning of each sentence, meaning of the whole text, and sentence structure	6	12%
General vocabulary, sentence structure, and meaning of the whole text	7	14%
General Vocabulary, specific Vocabulary, Meaning of each sentence, and meaning of the whole text.	9	18%
Pronunciation of words, general vocabulary, specific vocabulary, sentence structure, meaning of each sentence, and meaning of the whole text	11	22%
Others	0	0%
Total	50	100%

Table 4.7: Students' difficulties when reading in English

As can be noticed in the table above, 22% of the respondents experience problems when reading in English. These problems are related to word pronunciation, general and specific vocabulary, sentence structure, meaning of each sentence, and meaning of the whole text. 18% of the students state that they face problems related to general vocabulary, specific vocabulary, meaning of each sentence, and meaning of the whole text. 14 % of the

participants view that English general vocabulary, sentence structure, and meaning of the whole text cause problems when reading in English. Another 14 % of the students confirm that word pronunciation, general vocabulary, and sentence structure form obstacles when reading in English. 12% of the respondents admit that only sentence structure, meaning of each sentence, and meaning of the whole text which cause problems when they read in English. 10% of the students explain that both general vocabulary and meaning of each sentence are the main problems which they face during their reading process. Only two students (4%) claim that word pronunciation is the only difficulty which they experience during their reading. Few students (4%) consider general vocabulary as the only problem they experience during reading. Only one student (2%) states that vocabulary related to the field of the study is the only problem which he/she usually faces when reading in English.

Rubric one: Linguistic Competence

Question eight: Problems in distinguishing between words which seem similar at different linguistic levels

Option	Number of Students	
	AF	RF
Phonological level	5	10%
Morphological level	2	4%
Semantic level	4	8%
Phonological and morphological levels	7	14%
Phonological and semantic levels	14	28%
Morphological and semantic levels	18	36%
Total	50	100%

Table 4.8: Problems in distinguishing between words which look similar at different linguistic levels

The majority of students (36 %) confirm that they find difficulty in differentiating between words which seem similar at both morphological (e.g., receptive/deceptive) and

semantic level (e.g., present =gift or existence). In addition, 28% of the respondents claim that they face problems when dealing with words which look similar at the phonological (e.g., most/must) and semantic level. Some students (14%) view that words which look similar at both the phonological and morphological levels cause problems during the reading process. Few students (10%) consider words which look the same at the only morphological level cause problems during reading. Only 8% of the participants confirm that they find difficulty in differentiating between words which seem similar at the semantic level only. The last percentage (4%) includes students who find problems in distinguishing between words which share the same suffixes or prefixes (i.e., morphological level).

Question nine: The effect of students' inability to distinguish between words which look the same at different linguistic levels on their reading comprehension

The majority of students (78%) confirm that their inability to distinguish between words which look the same at the different linguistic levels affects their reading comprehension. In other words, 78% of the students view that the difficulty which they experience when understanding words which seem similar at the phonological (e.g., most/must), morphological (e.g., receptive/deceptive), semantic (e.g., present =gift/ existence) levels prohibits their reading comprehension.

Question ten: Frequency of problems occurring when determining the syntactic function of words

Frequency	Number of Students	
	AF	RF%
Always	13	26%
Sometimes	27	54%
Rarely	8	16%
Never	2	4%
Total	50	100%

Table 4.9: Frequency of problems occurring when determining the syntactic function of words

As can be noticed in the table above, the majority of students (54%) confirm that they sometimes face difficulty to recognize the syntactic function of words in a sentence, while 26% of them admit also that they always experience problems when trying to identify whether a particular word is an *adjective, adverb, verb, or a noun,* and only 16 % of the respondents say that these problems rarely occur. Only two students (4%) admit that they never find difficulty when recognizing the function of particular words.

Question eleven: The effect of students' inability to determine the syntactic function of words on their reading comprehension.

The majority of students (66%) confirm that their inability to determine the syntactic function of words affects their reading comprehension. That is, the participants admit that their reading comprehension of a particular text can be affected if they fail to recognize whether a particular word in a sentence is a noun, a verb, an adjective, or an adverb.

Question twelve: Students' reference to the root of words to better understand

The majority of students state that they refer to the root of words in order to better understand their meanings.

Question thirteen: Students' difficulty in breaking words into affixes and roots

The results of this question reveal that the majority of the participants (62%) confirm that they find difficulty to break words into their affixes and roots.

Question fourteen: Students' problems concerning word pronunciation

The data collected from this question indicate that majority of students (68%) admit that they experience problems in pronouncing words correctly.

Question fifteen: The effect of students' pronunciation on reading comprehension

When students are asked to state whether problems in word pronunciation affect or not their reading comprehension, most of the informants (68%) reveal that indeed problems in word pronunciation, their reading comprehension is not affected.

Rubric Two: Strategic Competence

The following table presents students' use of different strategies during the reading process.

Student's use of strategy	Number of students	
	AF	RF
16. State their purpose from the reading task	21	42%
17. Make a plan before their reading	7	14%
18. Preview the text before reading (title, pictures, paragraphs)	29	58%
19. Students' use of comprehension monitoring strategy	21	42%
20. Students' monitoring strategy	9	18%
21. Students' use of evaluating comprehension strategy	11	22%
22. Students' use of underlying information strategy	34	68%
23. Students' use of note taking strategy	19	38%
24. Students' avoidance of note taking strategy	29	58%
25. Students' understanding of a sentence word by word	29	58%
26. Students' understanding of a sentence as whole	22	44%
27. Students' use of translation strategy	47	94%
28. Students' use of word repletion strategy	32	64%
29. Students' use of sentence repetition strategy	21	42%
30. Students' use of guessing strategy	19	38%
31. Students' rejecting or confirming a guess	12	24%
32. Students' use of word ignorance strategy	31	62%
33. Students' ignorance of sentence strategy	26	52%
34. Students' use of elaboration strategy	30	60%
35. Students' use of adding information strategy	12	24%
36. Students' use of self questioning strategy	18	36%
37. Students' use of the strategy of re-reading the whole text	26	52%
38. Students' use of the strategy of re-reading a paragraph	30	60%
39. Students' use of summarization strategy	9	18%
40. Students' tendency to answer questions directly	34	68%
41. Students' use of self reinforcement and positive feelings strategy	17	34%
42. Students' use of the strategy of expressing failure to understand	27	54%

Table 4.10: Students' use of strategies during the reading process

The data presented above concern the students' use of different meta-cognitive, cognitive, and affective strategies during the reading process. For the meta-cognitive strategies, majority of the students state that they use the only strategy of previewing the text (58%). In other words, they try to guess the text content before their reading process. However, only some students (42%) admit that they tend to state their purpose behind the reading task. in addition, 22% of the subject students try to evaluate their comprehension of the text after the reading process. Few students state that they use strategies like planning before reading (14%) and monitoring strategy (22%).

Regarding the cognitive strategies, the data collected show that the majority of participants use strategies such as underlying information in the text (68%), understanding a sentence word by word (58%), translating words (94%), repeating words (64%), ignoring words (62%) and sentences (52%), elaboration (60%), re-reading the whole text (52%), and re-reading a paragraph (60%). However, only some students admit that they use strategies like note taking (38%), understanding a sentence as a whole (44%), repeating sentences (42%), guessing (38%), confirming and rejecting a guess (24%), adding information (24%), self questioning (36%), and summarizing the text (18%).

Concerning the affective strategies, the data collected show that only few students (34%) reinforce themselves when they succeed to understand sentences and words during the reading process. In other words, majority of students (66%) do not use this affective strategy which may help them to accomplish the reading comprehension process successfully. In addition, the majority of students (54%) use the affective strategy of expressing failure to understand something.

Rubric Three: Discourse Competence

These questions are related to aspects of discourse competence such as text organization, cohesive devices, and text genre.

Students' use of discourse competence	Number of students using it	
	AF	RF
43. Students' failure to understand the whole idea despite of understanding its constituent words	22	44%
44. Linking the preceding and following ideas together during reading	20	40%
45. Linking the preceding and following paragraphs together during reading	18	36%
46. Comparing ideas mentioned in different parts of the text	13	26%
47. Identifying the main topic of the text	44	88%
48. Identifying the main ideas of the text	16	32%
49. Differentiating between the main and supporting ideas	12	24%
50. Identifying the concluding sentence of the text	19	38%
51. Students' ability to recognize the role of cohesive devices	15	30%
52. Deducing sentence's meaning depending on its cohesive devices	17	34%
53. Recognizing word and phrase references	32	64%
54. Students' intention to recognize the text genre during reading	39	78%
55. Students' intention to synthesize ideas of the text after reading	13	26%

Table 4.11: Students' use of knowledge related to discourse competence

The table 4.35 above indicates the results concerning students' discourse competence during their reading comprehension process. As can be noticed, 44% of the participants fail to understand the whole idea of a particular sentence despite the fact of understanding its constituent words. That is, though students can explain every single word in a sentence, they find difficulty to understand the whole idea of these words. This may refer to students' inability to link all words together to be understood as one whole idea.

However, the majority of the participants (56%) emphasize that the whole idea is understood if all its constituent parts are clear.

The data presented in the table above show also that only 40% of the participants tend to link the preceding and following ideas together in order to better understand the text. That is to say, during the reading process, students intend to understand the meaning of each sentence taking into account the preceding and following sentences.

Regarding the link of paragraphs within a text, only 36% of the students emphasize on linking the ideas of the preceding and following paragraphs together to better understand the text content in general.

The results obtained from the table above indicate that only 26% of participants tend to compare all ideas mentioned in different parts of the text (e.g., introduction, body, and conclusion).

Regarding text organization, the majority of participants (88%) tend to identify the main topic of texts which they usually read in English. In addition, only 32% of the students try to recognize the main ideas found in texts which they read in English. 24% of the informants emphasize on differentiating between the main ideas and supporting details mentioned in the text. As well as, few students (38%) try to identify the concluding sentence of the text during their reading.

Concerning cohesive devices, the results in the table above indicate that only 30% of the participants are able to recognize the role of cohesive devices in the text during their reading. In addition, 34% of the students deduce the meaning of each sentence depending on its cohesive devices. The data presented in the table above confirm also that the majority of informants (64%) tend to find the references of different phrases and words within a text.

For the text genre, 78% of the students identify the genre of texts which they read in English. In other words, they tend to find the genre and its features in order to better understand the content of the text.

The results obtained from the last question confirm that only 26% of the students synthesize the main and supporting ideas of a text after their reading comprehension process. That is, they tend to group all main elements of the text organization such as main topic, main ideas, supporting details, and concluding idea in order to better comprehend the text content.

4.2.3. Discussion of the Results

The results obtained from the students' questionnaire concern the use of three main competences: linguistic, strategic, and discourse competences. Concerning the linguistic competence, the data analyzed show that students experience difficulties which are mainly related to different linguistic levels. First, at the phonological level, the majority of students face difficulty in pronunciation. For example, at the phonological level, students cannot differentiate between homophones. This problem may affect students' reading comprehension of the text. At the morphological level, the majority of participants (58%) find problems in dividing words into their constituent parts. In other words, students are unable to break words into their affixes and roots. According to students' answers, this inability may affect their reading comprehension. At the semantic level, the results reveal that general vocabulary is considered as one of the major problems behind students' low level of reading proficiency. Concerning vocabulary related to the field of study, the majority of students confirm that it prevents them from comprehending English political texts. To conclude, both general and specific English vocabulary affects students' reading comprehension. At the syntactic level, sentence structure is seen also by the majority of students as a problem which impedes their reading comprehension i.e., students' inability

to determine word function is considered as a barrier which prevents their understanding of the text. Indeed, the data analyzed show that most of students cannot determine whether a particular word is a verb, a noun, an adjective, or an adverb. Thus, they cannot understand exactly what each word means within a particular sentence structure. This consequently causes text miscomprehension.

Regarding students' use of strategic competence, the data analyzed show the different meta-cognitive, cognitive, and affective strategies which are not used by most of the students. For the meta-cognitive strategies, the majority of students do not utilize strategies such as *stating purpose for reading* (58%), *planning for reading (86%),monitoring comprehension (58%), monitoring strategy (82%), and evaluating comprehension (78%)*. However, the only meat-cognitive strategy which is used by students (58%) is *previewing the text* before the reading phase. In addition, many successful cognitive strategies are not used by most students such as *repeating sentences(58%), understanding sentence as whole(56%), adding information(76%), taking notes(62%), summarizing(82%), guessing(62%), rejecting or confirming guess(76%), and self questioning(64%)*. Concerning the affective strategies, the majority of the students (66%) do not use strategies such as *self reinforcement and expressing positive feelings* in order to encourage themselves during the reading comprehension process.

Regarding students' discourse competence, the data are classified into three main categories: *text organization, cohesive devices, and text genre*. Regarding text organization, half of the students face problems in understanding the meaning of the whole text and more than half of them (58%) experience difficulty in understanding each individual sentence. In addition, the data analyzed conclude that the majority of students do not identify the main parts of text organization such as the *main ideas, supporting details, and concluding sentences*. However, students tend always to find the main topic of

the text. The results conclude also that the majority of students (76%) do not differentiate between main and supporting sentences during their reading process. Above all, the results show that more than half of the students do not make a link between proceeding and following sentences or paragraphs in order to check their understanding of the main parts in the text; they do not also compare ideas from different parts in the text. Thus, their comprehension of the text is not easily reached. Concerning cohesive devices, the analysis of the data concludes that 35% of students cannot recognize the different functions of English cohesive devices which are mostly used to link sentences and paragraphs in a text. Hence, more than half of the students do not rely on cohesive devices in order to deduce the meaning of sentences in the text. Regarding text genre, the data obtained from the students' questionnaire conclude that students are able to recognize the genre of texts which they read in English. In other words, students can determine whether the text is informative, descriptive, comparative, or argumentative.

Summing up, the data gathered from the students' questionnaire confirm the research hypothesis which says that students' reading comprehension problems are attributed to the inadequate use of linguistic, strategic, and discourse competences. That is, the results indicate that the majority of students do not use knowledge related to these three main competences. For the linguistic competence, students lack knowledge related to aspects such as phonology, morphology, semantics, and syntax. Regarding the strategic competence, the majority of students do not use the different meat-cognitive, cognitive, and affective strategies during their reading process. In addition, more than the half of students does not utilize knowledge related to discourse aspects like text organization and cohesive devices. This lack of knowledge in these three main competences can affect students' reading comprehension.

4.3. TEACHERS' QUESTIONNAIRE ANALYSIS

This section concerns the quantitative analysis of data collected from the teachers' questionnaire. It begins with the description the questionnaires. Then, it reports and interprets the results. It ends with the discussion of these results.

4.3.1. Description of the Teachers' Questionnaire

The current questionnaire is given to six teachers who teach English at the department of political sciences. It consists of 56 structured questions grouped into four parts (see appendix D). The first part of the questionnaire includes questions related to teachers' profile, teaching experience, and language skills which they usually teach. The second part aims at collecting information regarding the different difficulties which students experience during their reading process. These difficulties concern the linguistic, strategic, and discourse competences. The last part from this questionnaire identifies the different reasons behind students' low level of reading proficiency. It paves the way to teachers to provide different suggestions concerning students' reading comprehension development (see section 2.4.2.3).

4.3.2. Report and Interpretation of the Results

This section reports and analyzes the different results gathered from the teachers' questionnaire. The results are presented in tables. Each table contains the number of teachers for questionnaire item.

Part One: Teacher's Profile

Questions one and two: Teachers' degree and field of specialization

All six teachers who teach English at the Department of Political Sciences participate in the current investigation. Three teachers are subject specialists and the other

three are English language teachers. The three subject specialists and one English teacher hold a "doctorate" degree, and the other two English teachers hold a "Magister" degree.

Question three: Teaching Experience

The results obtained show that two teachers with a "magister" degree have been teaching English for four years. Other two teachers with a "doctorate" degree have been teaching English for three years. Other two teachers with a "doctorate" degree mention that they have been teaching English for two years.

Part Two: Students' Reading Difficulties

Question four: The importance of the reading skill in ESP context

Five teachers emphasize on the importance of the reading skill when teaching English for master's students of political sciences. Teachers conclude that reading in English is important to be learned in order to help students be exposed not only to different political books and articles found in Arabic but in the English language As well. In other words, students should not be restricted to only political documents found in their native language. Only one teacher views that reading in English is not an important skill which master's students of political sciences need to learn.

Question five: Students' attendance of the English course

Options	Number of Teachers
All of them	00
Most of them	4
Some of students	2
Few students	00
Total	6

Table 4.12: Students' attendance of the English course

The table above presents the teachers' reports regarding the students' attendance of the English course. As can be noticed, four of them state that the majority of students attend the English course. Only two teachers report that only some students tend to attend their English course. When teachers are asked to give the reasons behind students' attendance of the English course, most of them argue that students have always negative attitudes towards the content of the English course. This attitude reflects their low level in the English language. Another teacher adds that the English session which is usually occurred between four to five p.m. prohibits students' attendance.

Question six: Students' English proficiency level

Options	Number of Teachers
Advanced	00
Intermediate	4
Beginner	2
Total	6

Table 4.13: Students' English proficiency level

According to the results presented above, four teachers state that students of political sciences department have an intermediate level of English proficiency. Only two teachers view that students have a beginner's level of English proficiency.

Question seven: Students' reading habits

Frequency	Number of Teachers	
Always	0	
Sometimes	2	
Rarely	3	
Never	1	
Total	6	100%

Table 4.14: Students' reading habits

As can be noticed, four teachers confirm that students rarely or never read political texts written in English. Only two teachers report that students sometimes read political books and articles written in English.

Rubric One: Linguistic Competence

The following table synthesizes the responses of teachers regarding students' linguistic competence (i.e., questions from 9 to 15)

Linguistic Competence	Number of teachers
08. Students' ability to recognize individual sounds	1
09. Students' ability to differentiate between homophones	0
10. Students' reference to the root and affixes during the reading process	2
11. Students' ability to differentiate between homonyms	2
12. Students' understanding of general vocabulary	4
13. Students' understanding of jargons	1
14. Students' ability to differentiate between parts of speech	3

Table 4.15: students' linguistic competence

The results presented above indicate students' linguistic competence. This competence concerns four main aspects. For the phonological aspect, only one teacher views that students are able to recognize individual sounds of words during their reading process. That is, the majority of teachers emphasize that students cannot differentiate between individual sounds when reading. In addition, all teachers agree that students do not have the ability to differentiate between homophones during their reading. These two results indicate students' inability to manipulate English individual sounds in general. Concerning morphology, only two teachers confirm that students refer to the root and affixes of words which they do not understand during their reading comprehension process. For semantics, only two teachers view that students are able to differentiate

between homonyms during their reading. In addition, four teachers emphasize that students have the ability to understand English general vocabulary. For specific English vocabulary (i.e., jargons), only one teacher states that students are able to understand vocabulary related to their field of study. Regarding the syntactic aspect, three teachers admit that students have the ability to recognize the different parts of speech found in a particular sentence.

Rubric Two: Strategic Competence

The following table indicates the teachers' answers regarding students' use of different meta-cognitive, cognitive, and affective strategies

Student's use of strategy	Number of teachers
15. Start directly reading the text	6
16. State their purpose from the reading task	00
17. Make a plan before their reading	00
18.Preview the text before reading (title, pictures, paragraphs)	2
19. Students' use of comprehension monitoring strategy	1
20. Students' monitoring strategy	0
21. Students' use of evaluating comprehension strategy	3
22. Students' use of underlying information strategy	4
23. Students' use of note taking strategy	2
24. Students' avoidance of note taking strategy	5
25. Students' understanding of a sentence word by word	4
26. Students' understanding of a sentence as whole	1
27. Students' use of translation strategy	6
28. Students' use of word repletion strategy	1
29. Students' use of sentence repetition strategy	6
30. Students' use of guessing strategy	4
31. Students' rejecting or confirming a guess	1
32. Students' use of word ignorance strategy	0
33. Students' ignorance of sentence strategy	1
34. Students' use of elaboration strategy	2
35. Students' use of adding information strategy	2
36. Students' use of self questioning strategy	6
37. Students' use of the strategy of re-reading the whole text	1
38. Students' use of the strategy of re-reading a paragraph	3
39. Students' use of summarization strategy	3
40. Students' tendency to answer questions directly	6
41. Students' use of self reinforcement and positive feelings strategy	2
42. Students' use of the strategy of expressing failure to understand something	5

Table 4.16: Teachers' responses regarding students' use of strategic competence

The data presented in the table above includes all teachers' responses concerning students' use of strategic competence. The latter consists of meta-cognitive, cognitive, and affective strategies. For the metacognitive strategies, all teachers confirm that students start directly reading the text. That is, they explain that they do not use strategies like *stating purpose for reading and planning before the reading process.* Only two teachers claim that students tend to preview the text before they read it i.e., the majority of teachers emphasize that students do not preview the text before the reading process. Only one teacher confirms also that students tend to check and monitor their comprehension of the text during their reading. To explain, the majority of teachers state that students do not usually use the *strategy of monitoring comprehension.* In addition, all teachers confirm that students do not monitor the use of the strategies which they use during the reading comprehension process. Half of the teachers claim that students tend to evaluate the strategies which they use once they finish their reading comprehension process.

For the cognitive strategies, the majority of teachers agree that students use strategies such as *repeating sentences, underlying information, translating words, understanding a sentence word by word, guessing, and self questioning*. In addition, all teachers view that students tend always to move directly to answering the text questions after the reading process of the text. Only few teachers emphasize that students use strategies such as *note taking, understanding a sentence as whole, repeating words, rejecting or confirming a guess, ignoring words and sentences, elaboration, adding information, re-reading the whole text or/and a paragraph from the text.*

Concerning the affective strategies, the majority of teachers emphasize that students rely on the strategy of *expressing failure to understand something* in the text. Only two teachers state that students use also the strategy of *self reinforcement and expressing positive feelings* during their reading comprehension process.

Rubric Three: Discourse Competence

Students' use of discourse competence	Number of Teachers
43. Students' understanding of each idea in the text	4
44. Students' intention to link the preceding and following ideas together during reading	2
45. Students' intention to link between the preceding and following paragraph during reading	1
46. Students' intention to compare ideas mentioned in different parts of the text	1
47. Students' intention to Identify the main topic of the text	6
48. Students' intention to identify the main ideas of the text	1
49. Students' intention to differentiate between the main and supporting ideas	00
50. Students' intention to identify the concluding sentence of the text	4
51. Students' intention to recognize the role of cohesive devices	1
52. Students' use of cohesive devices to deduce the meaning of sentences	00
53. Students' intention to recognize the text genre during reading	3
54. Students' intention to synthesize ideas of the text after reading	0

Table 4.17: Teachers' responses concerning students' use of discourse competence

The table above shows teachers' responses regarding students' use of discourse competence. This competence concerns text organization, cohesive devices, and text genre. As can be noticed, *for text organization*, four teachers emphasize that students tend to understand each sentence in the text during their reading process. All teachers state also that students seek to identify the main topic, while other four teachers say that students identify the concluding sentence of the text during their reading process. Only one of them claims that students try to link between the preceding and following paragraphs when reading the text. Other one teacher assumes as well as that students compare between ideas which are mentioned in different parts of the text. In addition, two teachers indicate that students tend to link between the preceding and following ideas in order to better comprehend the text content. It is also stated by only one teacher that students identify the main ideas of the text during their reading comprehension process. In addition, the results obtained indicate that students do not differentiate between the main and supporting ideas when reading the text. No teacher agrees that students tend to synthesize the ideas of the text after the reading process. *For cohesive devices*, only one teacher views that students tend to recognize the different roles of cohesive devices found in English texts. To illustrate, all teachers agree that students do not use cohesive devices to deduce the meaning of sentences. This finding may affect students' reading comprehension of the text content. Regarding *text genre*, half of teachers state that students tend to recognize the genre of the text during their reading comprehension process. This finding may help students to better facilitate the reading comprehension.

Part Three: Reasons behind students' low proficiency in reading

This part consists of two main questions which help to understand the reasons behind students' low reading proficiency and the different suggestions which need to be undertaken.

Question fifty five: Reasons behind students' low reading proficiency

According to the results obtained from the teachers' questionnaire (Figure 7), students experience problems when reading English political texts. These problems are attributed to different reasons. All teachers believe that lack of knowledge related to linguistic competence is the primary reason which prohibits students from comprehending English political texts. In other words, students encounter problems when reading English texts simply because they lack knowledge related to word pronunciation, word meaning, jargon, irregular word ending, noun derivative, understanding of affixes, and sentence structure. The majority of teachers (4) attribute also students' low level of reading proficiency to the insufficient strategies used during their reading comprehension process i.e., students lack some metacognitive, cognitive and affective strategies. This lack prohibits students' reading comprehension. Three teachers explain that lack of knowledge in discourse competence can be considered as a reason behind reading comprehension problems. That is to say, students may lack knowledge related to text organization, cohesive devices, and text genre. Their lack of knowledge can cause problems during the reading process. Time allocated to teaching English seems also to be one of the main reasons which cause different reading comprehension problems to students. The majority of teachers (5) believe that one session per-week is not sufficient to teach all aspects related to both general and specific English which in turn helps to develop the reading proficiency of students. Half of the teachers emphasize that students' low motivation and interests seem also to generate reading comprehension problems. According to few teachers, lack of teaching materials decreases students' exposure to the English language. Only one teacher believes that using inappropriate teaching method is also a reason behind problems that students encounter when reading in English.
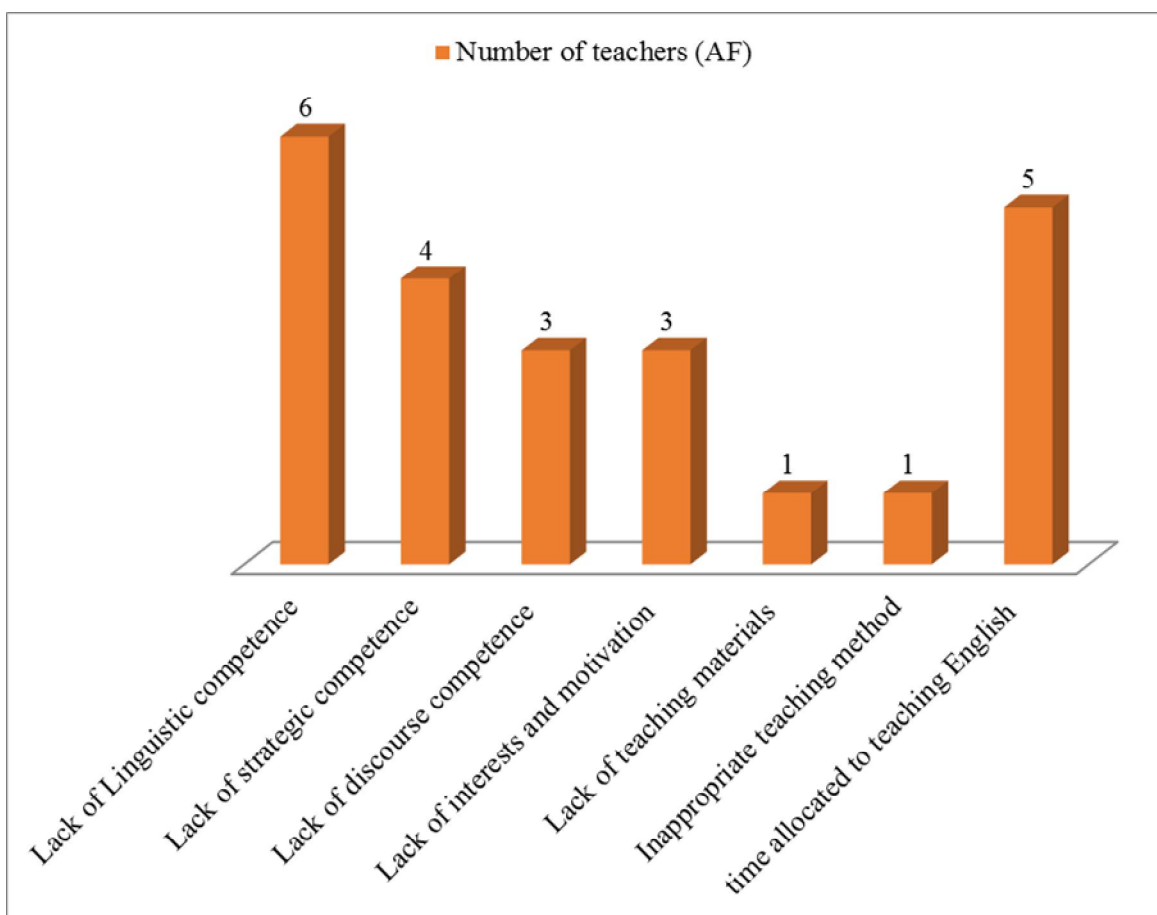
Figure 4.1: Reasons behind students' reading comprehension problems

Question fifty six: Teachers' suggestions to develop students' reading proficiency

The last question is purposely open in order to collect teachers' suggestions which can be used to develop students' reading comprehension proficiency. Hence, the results obtained from this question show that all teachers agreed on three major points. These points are provided as following:

- Vocabulary

All six teachers view that vocabulary related to both general and specific (jargons) English is the primary knowledge which students should acquire in order to comprehend different political texts written in English i.e., all teachers emphasize on addressing

students' knowledge of vocabulary as a mean to help them develop their reading comprehension proficiency.

- Strategic competence

All teachers suggest that students should work efficiently on developing their strategic competence so that they can accomplish the reading process effectively i.e., students should be taught the different strategies which can be used before, while, and after the reading process in order to facilitate their reading comprehension of the text content.

- Practice

All teachers spot the light on practice. According to them, the more practice students get, the more they develop their reading comprehension proficiency, i.e., reading a number of texts helps students to learn more about the different competences and the way to use them in order to comprehend English texts related to their field of study. In this respect, two teachers provide some comments which are written below this question:

Teacher A says: "some students have good level in English knowledge but they do not know how to use this knowledge when it comes to practice".

Teacher B says: "students do not have the basic knowledge of English like vocabulary, grammar, and others"

4.3.3. Discussion of the Results

The teachers' questionnaire data provide three main findings. Most teachers conclude that students' reading comprehension problems are attributed to three main competences: linguistic, strategic, and discourse competences. Problems related to linguistic competence concern different levels. For example, at the phonological level, the majority of teachers confirm that students cannot recognize and manipulate individual

sounds when pronouncing words (e.g., day /deɪ / and die / daɪ /). At the morphological level, the majority of teachers emphasize that students' inability to differentiate between homonyms (e.g., cat/cut) constitutes a real handicap during the reading comprehension process. At the semantic level, all teachers corroborate that students cannot recognize the exact meaning of homographs (e.g., the word *'Right'* which has different meanings). At the syntactic level, half of teachers admit that their students cannot identify the different functions of words found in sentences. Concerning general and specific vocabulary, four teachers confirm that general vocabulary does not constitute reading comprehension problems to students. However, the majority of teachers claim that vocabulary related to the field of study prohibits students' reading comprehension.

Regarding problems related to strategic competence, the data analyzed conclude that students do not use the different meta-cognitive, cognitive, and affective strategies. For example, the metacognitive strategies which the majority of teachers admit that students do not use include *stating purpose for reading*, *paling for reading, monitoring comprehension, previewing the text, monitoring strategy, and evaluating strategy.* In addition, the different cognitive strategies which are not used by students include *note taking, understanding a sentence as whole, repeating words, rejecting or confirming a guess, ignoring words and sentences, elaboration, adding information, re-reading the whole text or/and a paragraph from the text.* Like students' answers, the majority of teachers confirm that most students do not use the different affective strategies such as *reinforcing themselves and expressing positive feelings* during their reading comprehension process.

Concerning discourse competence, the data analyzed emphasize that students do not use knowledge related to text organization, cohesive devices, and text genre. For text organization, all teachers confirm that students tend to indentify the main topic of the text

during their reading process. Regarding the main ideas, the majority of teachers admit that students face problems in recognizing the main ideas of the text. In addition, all teachers agree that students cannot differentiate between main ideas and supporting details. Thus, their reading comprehension is prohibited. Four teachers view also that students do not try to link between the following and preceding ideas when reading a text. Regarding cohesive devices, the majority of teachers state that students cannot recognize the role of different cohesive devices found in an English text. They also assert that students cannot rely on the use of cohesive devices in order to deduce the meaning of sentences in a text. For text genre, half of the teachers emphasize that students cannot determine the genre of texts which they usually read in English

To conclude, the data gathered from the teachers' questionnaire confirm the research hypothesis which says that students' reading comprehension problems are attributed to the lack of linguistic, strategic, and discourse competences. That is to say, the results indicate that the majority of students do not use knowledge related to these three main competences. For the linguistic competence, teachers emphasize that students lack knowledge related to aspects such as phonology, morphology, semantics, and syntax. Regarding the strategic competence, the majority of teachers explain that students do not use different meta-cognitive, cognitive, and affective strategies during their reading process. Hence, their comprehension of the text is impeded. In addition, the majority of teachers state that students lack knowledge related to discourse aspects like text organization and cohesive devices. This lack of knowledge in these three main competences can affect students' reading comprehension.

4.4. TRIANGULATION OF THE PRE-INTREVENTION TOOLS RESULTS

This section tends to cross-check the results gathered from the pre-intervention research instruments; it synthesizes and checks the different results collected from the pre-test, think-aloud protocols, students' questionnaire, and teachers' questionnaire.

The results are grouped into three main categories: linguistic, strategic, and discourse competences. This section tends to cross-check the main findings of all research instruments in relation to linguistic, strategic, and discourse competences. The following tables synthesize the results of these three competences which are gathered from the different research instruments.

Problems of Linguistic Competence	Teachers' Questionnaire	Students' Questionnaire	Pre-test	Think-aloud procedure
Phonology	The majority of teachers (83%) emphasize that students are not able to recognize the individual sounds during the reading process.	68% of students experience problems when pronouncing words correctly		Phonemic unawareness: Students are not able to focus on and manipulate individual sounds (phonemes) in speech.
Morphology	The majority of teachers (66%) state that students do not refer to roots and affixes when understanding words because they are not able to break down words into their constituent parts	62% of students experience problems when breaking words into their constituent parts	57% of students fail to answer questions related to the morphological aspect.	Students' unawareness of the affixes and roots (i.e., lack of declarative knowledge). Students' lack of procedural knowledge related to morphology.
Semantics	The majority of teachers (83%) view that specific vocabulary is the only semantic problem which may prohibit students' comprehension of the text.	Most of the students state that lack of general and specific English vocabulary is a problem which prohibits the reading comprehension process	48% of the students fail to answers questions related to general and specific vocabulary.	Lack of vocabulary background (i.e., lack of general and specific vocabulary).
Syntax	50% of the teachers admit that students are not able to recognize the different parts of speech found in a particular sentence.	80% of students admit they usually face difficulties when determining the syntactic function of words in an English text	56% of the students fail to answer questions related to the syntactic aspect.	Students' unawareness of the different parts of speech (i.e., lack of declarative knowledge). Students' lack of procedural knowledge related to syntax.

Table 4.18: Synthesis of the Results Related to Linguistic Competence

4.4.1. Linguistic Competence

Regarding students' use of linguistic competence, the results collected from different research instruments emphasize that students have problems and lack of knowledge related to four main aspects: phonology, morphology, semantics, and syntax. First, at the phonological level, the majority of students state in their questionnaire that they experience difficulties in pronunciation. An example of these difficulties includes their inability to differentiate between homophones. This problem may affect students' reading comprehension of the text. On the other hand, the majority of teachers confirmalso when answering their questionnaire that most students cannot recognize and manipulate individual sounds when pronouncing words (e.g., day /d**eɪ** / and die / d**aɪ** /). This finding is proved also through the qualitative analysis of students' verbal protocols (1) during their reading process. That is, the think-aloud procedure helps the researcher to confirm the finding that students lack the phonemic awareness i.e., they are unable to focus on and manipulate individual sounds (phonemes) in speech. For instance, the verbal protocol of student J shows that he/she is unable to determine the difference between phonemes such as /ɪ/ and / aɪ/ in words like *"written"*/rɪtn / and *"writing"* / raɪtɪŋ /;this student readsthe word *"written"* as *"writing"*. Another example includes student E whois unable to differentiate between phonemes like /æ/ and /eɪ/ when reading words like *"matter"* /mætə/ and *"mater"* /meɪtə/.This inability to distinguish between phonemes may affect students' understanding of words and sentences. Readers with phonological processing difficulties usually have problems in decoding words. Boyle and Scanlon (2010: 124) emphasize the idea that students with problems in phonological awareness usually face problems with their reading skill.

At the morphological level, the data gathered from students' questionnaire indicate that the majority of participants (58%) find problems in dividing words into their

constituent parts. In other words, students are unable to break words into their affixes and roots. According to students' answers, this inability may affect their reading comprehension. The majority of teachers emphasize also that students' inability to differentiate between homonyms (e.g., cat/cut)constitutes a real handicap during the reading comprehension process. The qualitative analysis of verbal protocols (1) illustrates two types of problems related to the morphological level which are detected with subject students. The first problem refers to the students' unawareness of the affixes and roots (i.e., lack of declarative knowledge). The second problem includes the situation where students know the different morphological parts of words but they do not know how to put this knowledge into practice (i.e., lack of procedural knowledge). Another problem is when students are unable to differentiate between words which share the same root but differ in the prefix such as *"define"* and *"refine"*. Having such lack of knowledge in morphology may not help students to comprehend sophisticated meaning changes in words. Hence, Wiig and Semel (1984 qtd in Boyle & Scanlon, 2010: 124) explain that "morphological problems often occur with more complex or higher-level morphological components such as irregular word endings, noun derivatives, and understanding of prefixes". The pre-test's results prove also this finding. The latter shows that some students have difficulty in recognizing the prefix, suffix, and root of words.

At the semantic level, the results collected from students' questionnaire reveal that general vocabulary is considered as one of the major problems behind students' low level of reading proficiency. Concerning vocabulary related to the field of study, the majority of students confirm that specific vocabulary prevents them from comprehending English political texts. The majority of teachers also confirm this finding. That is, all teachers view that lack in vocabulary related to both general and specific English (jargons) is the primary problem which prohibits students from comprehending different political texts written in

English i.e., all teachers emphasize on addressing students' knowledge of vocabulary as a mean to help them develop their reading comprehension proficiency. The qualitative analysis of students' verbal protocols (1) through the think-aloud procedure shows students' lack of vocabulary. Students suffer when trying to understand words which have different meanings like the word *'right'* which could refer to something correct or a direction. Another example is students' inability to understand vocabulary related to their field of study such as *constitution, law, statutes, and precedents.* Regarding the pre-test results, it is confirmed also that students fail to recognize the synonyms of words. This problem can be related to their lack of vocabulary. Having such difficulties prohibits students from comprehending English texts related to their speciality.

At the syntactic level, sentence structure is seen also by the majority of students as a problem which impedes their reading comprehension i.e., students' inability to determine word function is considered as a barrier which prevents their understanding of the text. Indeed, the data analyzed show that most of students cannot determine whether a particular word is a verb, a noun, an adjective, or an adverb. Thus, they cannot understand exactly what each word means within a particular sentence structure. This consequently causes text miscomprehension. Half of teachers also confirm this finding. Thai is, they view that their students cannot identify the different functions of words found in sentences. This problem is noticed in most students' verbal protocols. In other words, the qualitative analysis of the data collected through the think-aloud procedure shows that some students consider the English grammatical structure (S.V.O) looks like their native grammatical structure (V.S.O). In addition, some students are not able to recognize words which function as nouns, verbs, adjectives, and adverbs. This phenomenon is also proved by the pre-test results when the majority of students obtain low scores regarding questions related to the recognition of word function. Hence, the inability to recognize the correct grammatical

function of words can lead students to misunderstanding the meaning of different sentences.

Strategic Competence	Teachers' Questionnaire	Students' Questionnaire	Think-aloud protocols
Meta-cognitive strategies which are not used by majority of students	stating purpose for reading, paling for reading ,monitoring comprehension, previewing the text, monitoring strategy, and evaluating strategy	stating purpose for reading (58%), planning for reading (86%), monitoring comprehension (58%), monitoring strategy (82%), and evaluating comprehension (78%).	Most of the subject students do not use meta-cognitive strategies such as planning for reading, stating purpose for reading, strategy monitoring, comprehension evaluation, and strategy evaluation.
Cognitive strategies	note taking, understanding a sentence as whole, repeating words, rejecting or confirming a guess, ignoring words and sentences, elaboration, adding information, re-reading the whole text or/and a paragraph from the text.	repeating sentences (58%), understanding sentence as whole (56%), adding information (76%), taking notes (62%), summarizing (82%), guessing (62%), rejecting or confirming guess (76%), and self questioning (64%).	Few of subject students do not use different cognitive strategies such as addition of information, note taking, summarization, contextualization, and confirming and rejecting a guess.
Affective strategies	reinforcing themselves and expressing positive feelings	self reinforcement and expressing positive feelings (66%)	Most of the subject students do not use the strategy of self reinforcement and expressing positive feelings.

Table 4.19: Synthesis of the Results Related to Strategic Competence

4.4.2.Strategic Competence

Concerning students' use of strategic competence during their reading comprehension process, the data gathered from the research instruments provide different findings. It is proved that students have lack of knowledge regarding three types of strategies: meat-cognitive, cognitive, and affective strategies. For the meta-cognitive strategies, both students and teachers agree in their questionnaires that the majority of the students do not use strategies like *stating purpose for reading*, *planning for reading, monitoring comprehension, monitoring strategy, evaluating strategy, and evaluating comprehension.* This finding is also proved through both qualitative and quantitative analysis of students' verbal protocols (1). The qualitative and quantitative analyses of data collected from the think-aloud procedure confirm that the majority of students do not use meta- cognitive strategies such as *planning for reading, stating purpose for reading, strategy monitoring, comprehension evaluation, and strategy evaluation.* That is, the data gathered through students' questionnaire, teachers' questionnaire, and analyses of verbal protocols emphasize the finding that students lack different meta-cognitive strategies. This lack in strategies may prohibit students' reading comprehension.

For the cognitive strategies, both teachers' and students' answers of their questionnaires provide the different cognitive strategies which are not used by most of students such as *note taking, guessing, understanding a sentence as whole, rejecting or confirming a guess, elaboration, adding information, summarizing, and self questioning.* This result is also cross-checked by the analyses of students' verbal protocols. That is, the quantitative analysis of the data gathered from the think-aloud procedure confirm also that few of subject students do not use different cognitive strategies such as *addition of information*, *note taking, summarization, contextualization, and confirming and rejecting a guess.* This can be noticed in table 3.22 where the number of students who use these

cognitive strategies is low. Concerning the way students use the cognitive strategies which they know, it is confirmed through the qualitative analysis of students' verbal protocols (1) that most of the students misuse some of the cognitive strategies. For instance, students prefer to understand any sentence word by word rather than understand it as whole. The use of such strategy may affect student's comprehension of the text if he / she relies frequently on it i.e., students are much more required to understand the global ideas of the text being read rather than reading and explaining each sentence constituent parts. The strategy of *understanding a sentence word by word* may prohibit students to comprehend English texts if it is used regularly without *understating the whole idea of a sentence*. Another example is *translation* which is used by most of the students in order to understand some new words. Students tend to translate words from English into their first language (Arabic) or their first foreign language (French). What is noticed is that when students translate words, they do not try to attribute or link the meaning of that translated word to the context where it is found i.e., students are satisfied with translating and understanding any new or complex word without trying to understand its meaning in the context. They do not attempt to understand the whole idea after translating and understanding a particular word found in a sentence. Another point is that students tend to make hypotheses (guess) as an attempt to understand what is being read without trying to confirm or reject these hypotheses. The use of *guessing strategy* may turn to prohibit students 'reading comprehension process if the hypotheses made are not correct according to the text content. Hence, students need to reject or confirm their hypotheses whenever they guess the meaning of a word or an idea. These different findings which are collected from different research instruments indicate students' lack of cognitive strategies.

For the affective strategies, the majority of students and teachers corroborate that most students do not use strategies such as *reinforcing themselves and expressing positive*

feelings during their reading comprehension process. The qualitative and quantitative analyses of students' verbal protocols confirm also this finding. That is, the data indicate that students do not try to reinforce and encourage themselves during their reading process. This can be observed in table 3.22 where the number of students who use this affective strategy is low (i.e., in the quantitative analysis). In addition, the results collected from the qualitative analysis of verbal protocols (1) show that most of the subject students tend to use the strategy of *expressing their negative feelings* during the reading process. This may indicate students' inability to control these negative feelings such as boredom and low confidence. Another remark which concerns the way affective strategies are used by the subject students, it is noticed that few of the students misuse the strategy of *expressing failure to understand something*. Using this affective strategy can either help or prohibit students to comprehend English texts. For example, if students overuse the strategy of *expressing failure to understand something* without addressing this specific failure, their comprehension of the text will be hard to accomplish.

Discourse Competence	Teachers' Questionnaire	Students' Questionnaire	Pre-test	Think-aloud Protocols
Text Organization	The majority of teachers admit that students face problems in recognizing the main ideas of the text.

All teachers agree also that students cannot differentiate between main ideas and supporting details

Four teachers view also that students do not try to link between the following and preceding ideas when reading | the majority of students do not identify the main parts of text organization such as the main ideas, supporting details, and concluding sentences

The majority of students (76%) do not differentiate between main and supporting sentences during their reading process

Some students state that they do not try to link between the following and preceding ideas when reading a text. | 78% of the students fail to determine the main topic.

73% of the students fail to answer questions related to the supporting ideas.

78% of the students fail to recognize the thesis statement of the text.

62% of the students fail to recognize the concluding sentence. | Some students do not know what both main topic and topic sentence mean.

Majority of students do not try to link the title to the text main ideas in order to check their comprehension.

A few students are not aware of the different parts of a particular text organization. |
| Cohesive Devices | The majority of teachers state that students cannot rely on cohesive devices such as conjunctions and references in order to deduce the meaning of particular sentence simply because students are not aware of these different English cohesive devices | 35% of students are not able to recognize the different functions of English cohesive devices which are mostly used to link sentences and paragraphs in a text.

More than half of the students do not rely on cohesive devices in order to deduce the meaning of sentences in the text. | 64% of the students fail to answer questions related to words reference.

56% of the students fail to answer questions related to phrase reverence.

49.6% fail to answer questions related to conjunctions. | The majority of students are not aware of the different cohesive devices used to make a text coherent.
The majority of the students do not try to link between the preceding and following ideas during the reading process. |
| Text genre | 50% of teachers emphasize that students cannot determine the genre of texts. | The majority of students are able to recognize the genre of texts which they read in English | 54% of the students fail to recognize the text genre. | The majority of students are not aware of the different text genres. |

Table 4.20: Synthesis of the Results Related to Discourse Competence

4.4.3. Discourse Competence

Concerning discourse competence, the data analyzed emphasize that students do not use knowledge related to text organization, cohesive devices, and text genre. For text organization, both students and teachers state in their questionnaires that students face problems in understanding the meaning of the whole text and the meaning of each individual sentence. In addition, the data analysis of students' and teachers' questionnaires conclude that the majority of students do not identify the main parts of text organization such as the *main ideas, supporting details, and concluding sentences.* However, students tend always to find the main topic of the text. The results conclude also that the majority of students do not differentiate between main and supporting sentences during their reading process. Above all, the results show that students do not make a link between proceedings and following sentences or paragraphs in order to check their understanding of the main parts in the text; they do not also compare ideas from different parts in the text. Thus, their comprehension of the text is not easily reached. The results obtained from students' verbal protocols (1) prove these findings too. That is, it is noticed that some students do not know what both *main topic and topic sentence* mean. In addition, they tend to ignore the title in all cases i.e., students do not try to link the title to the text main ideas in order to check the coherence found in the text being read. Moreover, a few students are not aware of the different parts of a particular text organization. Thus, they do not try to find the topic sentence, subordinating sentences, and concluding sentence. Their lack of knowledge related to text organization is also confirmed through the scores they obtain when answering the pre-test questions which are related to text organization. In other words, the data collected through the pre-test show students' inability to recognize the main topic, the topic sentence, the supporting details, and concluding sentence. According to the low scores obtained from all questions related to text organization, it seems that students have

difficulty in recognizing the main ideas of a text. This problem can be attributed to lack of practice and low exposure to English texts. In this respect, Boyle & Scanlon (2010: 125) state that, "knowledge of the discourse structures of text is needed to support text comprehension".

Regarding cohesive devices, the analysis of students' and teachers' questionnaires concludes that students are not aware of the different functions of English cohesive devices which are mostly used to link sentences and paragraphs in a text. Hence, most students do not rely on cohesive devices functions in order to deduce the meaning of sentences in the text. The verbal protocols (1) of the subject students illustrate also this finding. That is, the data indicate that students do not know the different cohesive devices used to make a text cohesive. The pre-test results provide different examples of students' problems related to cohesive devices. For instance, word reference and phrase reference seem to form problems in comprehending English texts. In other words, the scores obtained confirm that most of the students cannot identify the reference of words and phrases found in the text. If students cannot determine or fail to recognize the right reference of words and phrases, their understanding of the text or sentence where the reference is found can be affected negatively. Another example is that students seem to be unaware of the functions of some conjunctions found in English. To illustrate, the scores obtained in both questions eight and nine in the pre-test prove that the majority of students do not know what expressions they should use in order to express contrast, explanation, addition. Moreover, they are unable to determine the function of any particular conjunction used to make the text cohesive. Since conjunctions are used to build cohesion, the unawareness of these conjunctions and their functions may prohibit student's comprehension of the text.

For text genre, the data obtained from the students' questionnaire conclude that students are able to recognize the genre of texts which they read in English. In other words,

students can determine whether the text is informative, descriptive, comparative, or argumentative while, half of teachers disprove this finding; they emphasize that students cannot determine the genre of texts which they usually read in English. The results gathered from both think-aloud procedure and pre-test confirm also students' lack of knowledge related to text genre. That is, it is noticed that students are not aware of the different text genres found in English such as expository and prescriptive texts. They cannot recognize also the different features which characterize each text genre.

Summing up, the results synthesized and cross- checked above confirm the first research hypothesis which says that students' low reading proficiency is attributed to their lack of linguistics, strategic, and discourse competences. For the linguistic competence, the results gathered from the different research instruments conclude that most students have problems related to different linguistic aspects such as phonology, morphology; semantics, and syntax. Regarding strategic competence, it is confirmed that most students have lack of different meta-cognitive, cognitive, and affective strategies. Concerning the discourse competence, the data analyzed indicate students' inability to understand discourse aspects such as text organization, text genre, and cohesive devices. All these problems are considered the reasons behind students' low reading proficiency. Concerning the second hypothesis which proposes the CBA as the appropriate instructional model to teach students the three competences, the data collected from teachers' questionnaire (i.e., teachers' suggestions) emphasizes the use of a particular language teaching approach which helps students to learn not only knowledge related to the linguistic, strategic, and discourse competences, but to learn also the way to use this knowledge in real-life situations.

4.5. CONCLUSION

Chapter four concerns the analysis and the interpretation of both students' and teachers' questionnaires. The results gathered from these two questionnaires emphasize that students reading comprehension problems are attributed to their lack of knowledge related to linguistic, strategic, and discourse competences. This finding is also cross-checked through the data gathered from other research instruments such as the pre-test and the think-aloud protocols. That is, the results collected from the pre-test and think-aloud protocols indicate that students' reading comprehension problems are related to the linguistic aspects (such as phonology, morphology, semantics, and syntax), strategic aspects (like meta-cognitive, cognitive, and affective strategies), and discourse aspects (like text organization, cohesive devices, and text genre). This lack of knowledge leads students to the inadequate use of the three competences during their reading comprehension process. Hence, their reading proficiency is not reached. The different findings which the researcher concludes in this chapter lead to designing a course which could address students' problems and lack of knowledge in order to develop their reading proficiency.

CHAPTER FIVE

INTERVENTION PHASE: COURSE IMPLEMENTATION

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READING PROFICIENCY

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5.5.   TEACHING UNITS

5.6.   CONCLUSION

5.1. INTRODUCTION

The current chapter suggests a CBA framework in order to develop students' reading proficiency. That is, based on the analysis of the results gathered before, chapter six tries to explain and highlight the main issues undertaken when designing a course. The latter aims at addressing students' needs and lacks through the use of CBA in order to help students better understand English political texts.

Therefore, this chapter tends to address three main criteria. First, it explains how the competency-based approach helps students to develop the major competences- linguistic, strategic, and discourse competences- which in turn assist students to improve their reading proficiency. Second, it highlights the main issues undertaken when designing a competency-based teaching course such as course objectives, reading materials, reading activities, teacher's and students' roles, and time spent for each activity. The third point in this chapter incorporates a sample of course experimentation where the researcher describes, explains, and exhibits one of the courses designed and implemented during the treatment phase. This course description explains the main objectives, topic and text selection, reading stages, and assessment. The researcher summarizes also the different units which are implemented during the intervention phase.

5.2. THE CBA AS A SUGGESTED APPROACH TO DEVELOP STUDNETS' READING PROFICIENCY

The analysis of all results gathered through think-aloud procedures, tests, and questionnaires share one main finding. The latter shows that students' reading comprehension problems are attributed to their lack of linguistic, strategic, and discourse competences. To illustrate this finding, one of the teacher's comments provided in the questionnaire states that "some students have good level in English knowledge but they do not know how to use this knowledge when it comes to practice". This comment indicates two main possibilities. First, it indicates that the different reading problems which students experience are due to the lack of skill only. That is, some students are aware of linguistic, strategic, and discourse knowledge, but they do not know how to put this type of knowledge into practice (i.e., lack of skill). The second possibility refers to situation where students lack both knowledge and skill. In other words, it includes students who are unaware of linguistic, strategic, and discourse knowledge and the way to use this knowledge in real-life situations (i.e., lack of knowledge and skill). The results obtained from the questionnaire show also that teachers emphasize the importance of these three competences when reading English political texts. That is, teachers view that students should have a certain linguistic competence such as phonology, morphology, semantics, and syntax. Students need also to improve their strategic competence in order to know the different types of strategies like meta-cognitive, cognitive, and socio-affective strategies. Above all, the majority of teachers insist on the importance of discourse competence which consists of text organization, text genre, and cohesive devices in order to help students facilitate their reading comprehension process. Hence, one can conclude that students need to improve their linguistic, strategic, and discourse competences in order to develop their reading proficiency. This finding involves the researcher to propose an appropriate teaching approach which may help students to learn not only knowledge related to these

three main competences, but also the way to use them in real-life situations. Therefore, the current investigation suggests the use of CBA to be used in order to teach students the different linguistic, strategic, and discourse competences. The choice of this particular approach is based on what Docking (1994, qtd in Richards and Rodgers, 2001: 144) expresses regarding the CBA,

> CBT by comparison is designed not around the subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting. Instead of norm referenced assessment, criterion-based assessment procedures are used in which learners are assessed according to how well they can perform on specific learning tasks.

The CBA unlike other language teaching approaches does not focus only on what knowledge students are supposed to learn but also on how well students should use this type of knowledge in particular situation. This means that the CBA seeks to identify a set of competencies which students need to possess in their real-life situations. The identification of students' competencies helps the teacher to framework the course which would incorporate learning activities, teaching strategies, and assessment.

Richards and Rodgers (2001: 144) emphasize that the term "competency" which this approach focuses on incorporates three main elements: knowledge, skills, and attitudes. That is, this particular approach involves students to improve these three elements in order to be able to know what type of knowledge is necessary in particular situation (i.e., knowledge), how it should be used (i.e., skill), and what attitudes students obtain from this learning process (i.e., learning attitude). Since the CBA gives importance to competency rather than knowledge alone, students are assessed through the use of

criterion-referenced tests. This type of assessment aims at testing how well students can function in particular situation rather than how much knowledge they have acquired.

As it is explained in chapter one (p.57), the term competence consists of many competencies. This means that teaching a set of linguistic competencies forms the linguistic competence of a student. Therefore, the current research aims at designing a course which is delivered through the use of CBA. The latter tends to teach students the different competencies grouped into each of linguistic, strategic, and discourse competence. In other words, the CBA helps students to improve all of their knowledge, skills, and attitudes related to linguistic, strategic, and discourse aspects. Above all, this approach focuses on testing students' performance (i.e., external behavior) which helps teachers to know how well students develop their competencies (i.e., knowledge, skills, and attitudes) of one competence. After reading different resources such as Richards and Rodgers (2001: 144), Kaslow (2004, qtd in Thomas & Hersen, 2010: 507), and Takona and Wilburn (2004:18), the researcher presents the following figure which illustrates how the CBA helps teachers to teach the different competencies embedded in linguistic, strategic, and discourse competences.

S= Skill   **K** = Knowledge   **A** = Attitude
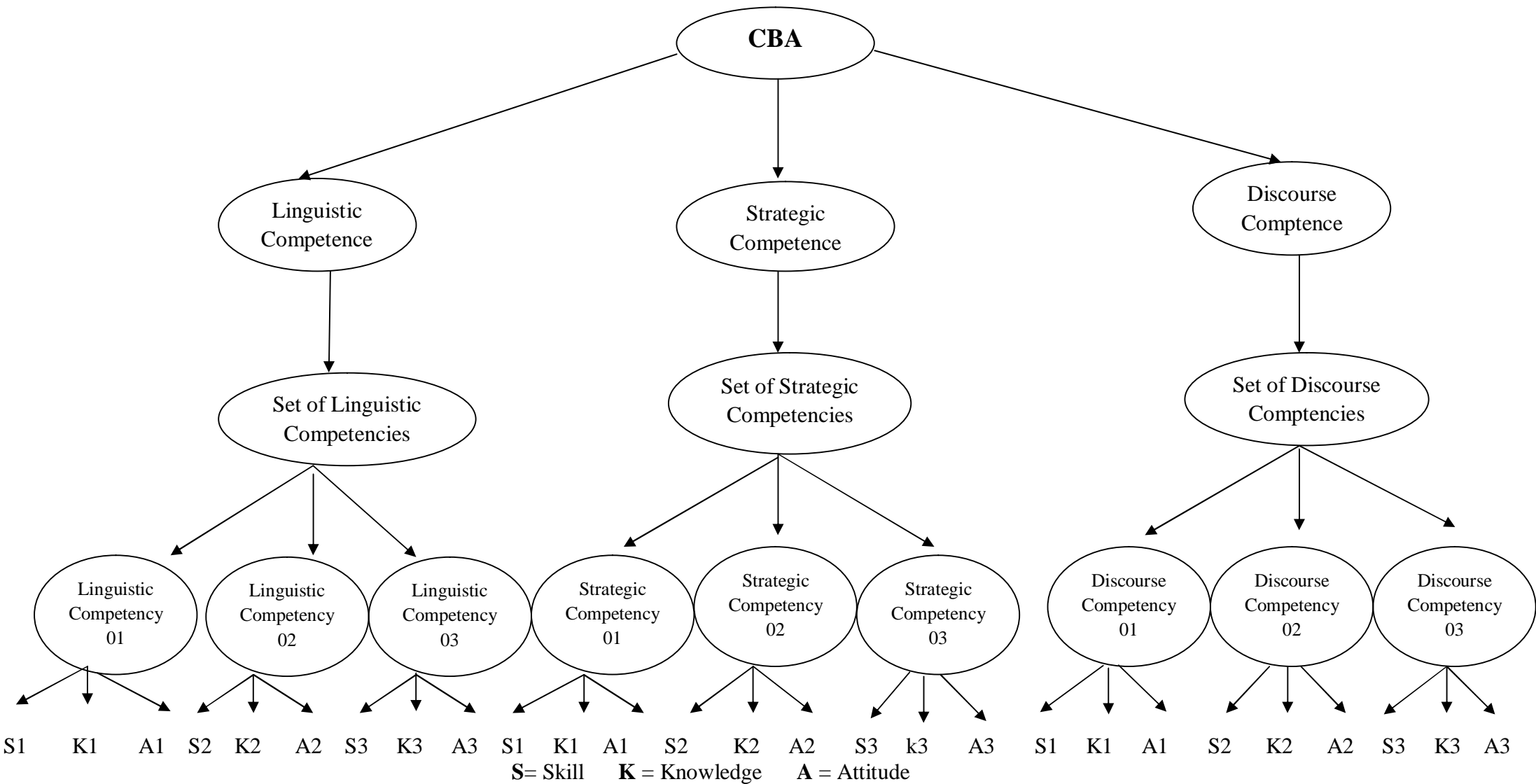
Figure 5.1: The focus of CBA on teaching the different competencies

5.3. THE PROCESS OF DEVELOPING A CBA COURSE

The CBLT approach follows a new direction when designing a language teaching course. This designing way differs from the ways of other language teaching approaches. In this respect, Richards and Rodgers (2014:150) explain

> A common way of developing language courses is to first make decisions about *what* to teach, then to determine *how* to teach it?, and finally to assess *what* was learned. With this process, what is learned is assumed to be the result of what is taught and how well it is taught. This approach to course planning is referred to as *forward design* (…). However, there is another tradition in educational planning that appears to reserve the typical sequence of activities in which a course is developed. This approach *begins* with a description of learning outcomes, or what the learner should be able to do at the end of the course, and issues related to methodology and syllabus *follow* from the statements of learning outcomes. This approach is referred to as *backward design*

According to the CBA, the process of designing language course follows a backward process. The latter begins with the identification of what competencies students need in order to function well in real-life situations. For instance, once the teacher becomes aware of the lack of competencies and competences which prohibit students from understanding English political texts, he/she becomes able to design a course which would address this lack. The course should cover all competencies which students at this department need in order to carry out different reading tasks in the context of political sciences. That is, the CBA course does not aim at teaching general competencies of any forging language student. However, it aims at teaching specific skills which students need specifically in order to function well in particular context. In this respect, Byrne and Rees (2006: 19) state

Assuring that the program is competency-based is a significant piece of a successful overall approach. Be careful not to accept "canned" competencies that someone or some other organization has determined to be important; rather, be sure that the competencies that derive your program are reflective of what your organization considers important. If you do choose to use other resources for your competencies, be sure that they speak the language of your organization and that they provide key measures of leadership behavior that are important to your organization.

In other words, the CBA program focuses on the identification of specific competencies related particularly to a group of students who need to function well in specific context. Hence, Richards (2015: p.80) considers it as an ESP approach. That is, this approach emphasizes that teacher A cannot adopt any other CBLT program designed by teacher B. The reason behind this condition is that the program designed by teacher B addresses particular competencies which students of teacher A may already have. Therefore, any teacher needs to either design new course which addresses specifically the competencies that his/her own students lack or adapt an existing CBLT program, but he/she should insure that the program objectives suit his/her students' specific needs and lacks.

Hence, one can conclude that the overall aim of the CBLT approach is to design or adapt a course which addresses particularly the competencies that students need to function well in a specific context. Depending on this mentioned aim, Mrowicki (1986, qtd in Richards,2001: p.130) summarizes the steps which any designer goes through when designing a CBLT program as follows:

- reviewing existing curricula, resource materials, and textbooks
- needs analysis (interviews, observations, survey of employers)
- identifying topics for a continued existence curriculum
- identifying competencies for each of the topics
- grouping competencies into instructional units

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The first stage requires the designer to review previous curricula, resource materials, and textbooks. The curriculum refers to the teacher's printed book which illustrates in details the different learning objectives, learning activities, and materials. Hence, it is important for the designer to review the previous curricula in order to better understand how learning objectives, activities, and materials are stated and well organized. This interesting phase provides the designer with examples concerning the way units are organized and divided. That is, this review paves the way to the designer to move from theory into practice (i.e., giving practical information and examples). By reviewing resource materials, the researcher can understand from where and how materials are selected. That is, the selection of materials needs to be appropriate and relevant to the learning objectives. Hence, the program designer should be aware of the different resources of materials in order to achieve the learning objectives successfully. As well as, this review allows the designer to know what learning materials are better than others in reaching one particular objective and how these resource materials are linked to the learning objectives. On the other hand, reviewing the textbook assists the designer to know only the different learning activities, texts, and topics without mentioning the objectives. All these three elements: curricula, resource materials, and textbooks need to be reviewed by the program designer in order to better understand how learning objectives are stated, what resource materials are appropriate, and how learning activities divided and organized.

The second step refers to the needs analysis where the researcher is required to make an investigation about the sample population. That is, the program designer should identify the needs, lacks, and wants of students in particular context. Hence, this investigation can be undertaken through the use of different research instruments such as interviews, questionnaires, tests, and observations. The results gathered through these

research tools assist the program designer to know what knowledge, skills, and attitudes students need in order to function well in particular context.

The next stage requires the program designer to identify the different topics which students are interested in. These selected topics should be survival. In other words, the designer cannot integrate a topic which has already been disappeared in particular program. Hence, he/she needs to collect topics which are interesting in this era. The selection of such existing topics helps students and teachers to possess both internal and external motivation in order to implement the course.

Once the designer selects the different topics which are interesting, he/she becomes able to identify the different competencies which each topic holds. For instance, in the context of tourism, the topic of hotel manager involves different competencies such as:

- greeting people gently

- understanding and satisfying the guest needs

- providing choices and advice appropriately

- Requesting and responding in polite way

- Skills related to managing and marketing

- Problem-solving skills

- Listening and speaking skills

However, if the topic changes from hotel manager to room server, the competencies change automatically. This means that each topic related to particular context has its own competencies.

Once the designer identifies the different competencies embedded in a particular topic, he/she needs to group them into various instructional units. Like the previous example, the competencies which students need to possess in the topic of hotel manager are supposed to be divided into different instructional units. That is, the language teacher

cannot teach all these competencies in one whole unit. He/she needs to follow an inductive teaching process. i.e., the teacher should teach first simple competencies then moving to difficult competencies. The division of competencies into instructional units assists students to develop their competences gradually. After reading different sources such as Richards and Rodgers (2014:150) and Mrowicki (1986, qtd in Richards,2001: p.130), the researcher concludes the following figure which illustrates the process the CBA uses to design a course in comparison to other teaching approaches.
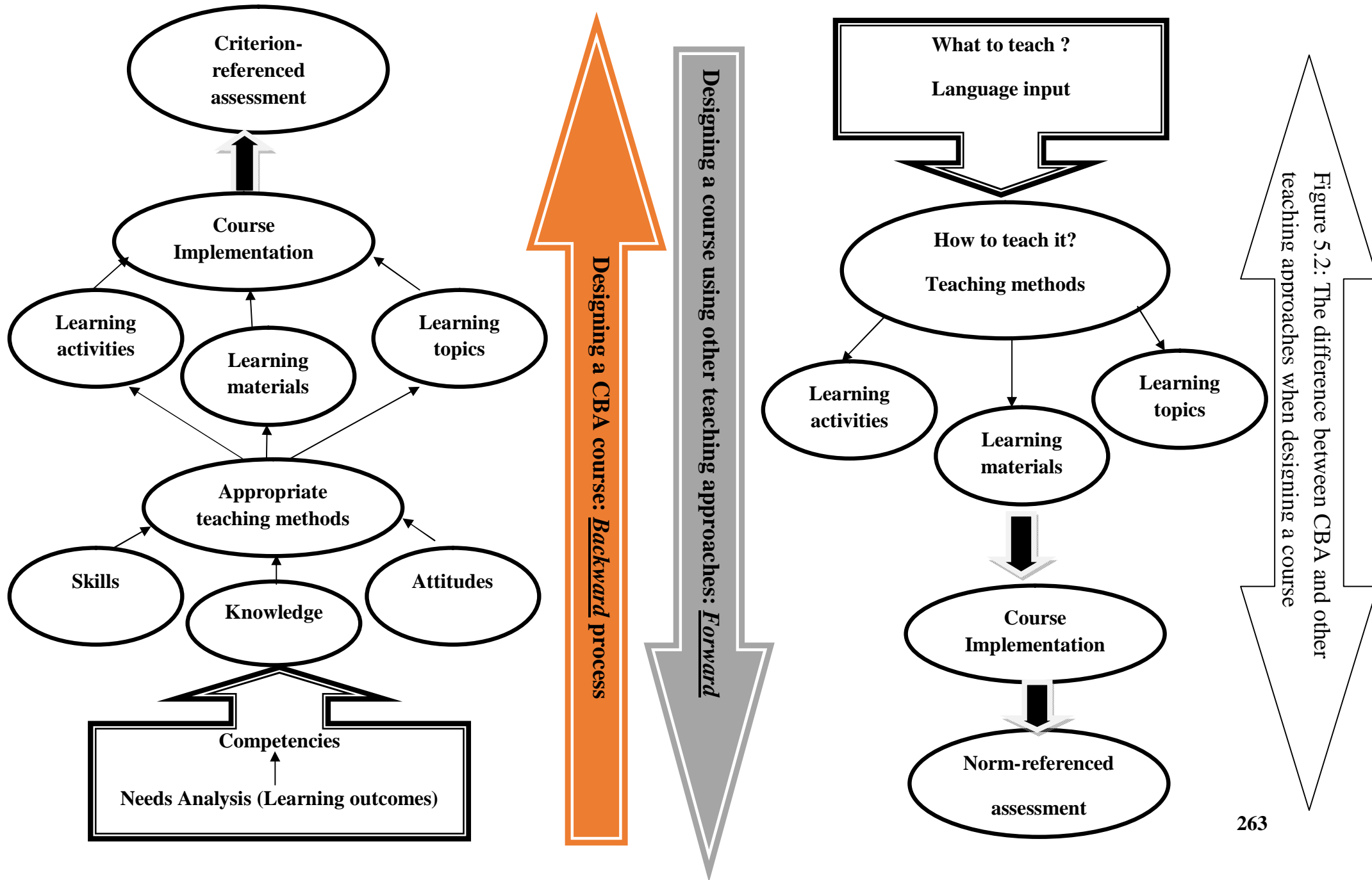
Figure 5.2: The difference between CBA and other teaching approaches when designing a course

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Summing up, the figure above explains how the process of designing a CBA course takes place in comparison to other teaching approaches. The figure shows that the CBA course design follows a backward process. That is, language designers following the CBA tend to undertake needs analysis in order to identify the different learning outcomes which students are supposed to possess as result of the learning process. These learning outcomes which are the result of the needs analysis are transformed into different competencies (i.e., knowledge, skills, and attitudes). Based on the identification of these competencies, language designers become able to design different learning topics, materials, and activities which suit the learning and teaching objectives. In contrast, other teaching approaches tend to follow a forward process when designing a language course. That is, according to these approaches, designers tend to specify the language input which they want to teach without recognizing the learning outcomes (i.e., how well students act in real-life situations using this language input). According to this language input, language designers create different learning topics, materials, and activities in order to be implemented.

5.3.1. Objectives of a CBA Course: Knowledge, skills, and attitudes

Unlike other language teaching courses, the CBA course is considered as the result of needs analysis undertaken by the designer to identify different competencies. The latter should be learned by students in order to function effectively in real-life situations. Takona andWilburn (2004:18) provide an illustrative comparison between the objective of CBA and content-based approach. They view that the main objective of content-based approach which was used before the mid of 1960's is to test how much knowledge students have acquired during the learning process. This means that the focus of content-based approach is on the amount of knowledge which students can learn during particular period of time i.e., it focuses on student's ability to learn a sum of knowledge.

On the other hand,Takona and Wilburn (2004:18) explain also that the competency-based approach which was discovered by the late of 1970's brings a new objective. The CBA course tends to test how well students can function in real-life situations. That is, the main focus of the CBA course is on the competencies which students need to learn in particular context. Therefore, any CBA course emphasizes on how much competencies students have developed rather than on how much knowledge they have learned or on how much time they have spent. By the term competency, Takona and Wilburn (2004:18) refer to three main elements which are knowledge, skills, and attitude. In other words, any CBA course is supposed to teach students the different knowledge, skills, and attitudes needed in particular context for real-life tasks.

The content-based approached which was discovered 1960's focused on teaching a sum of knowledge. For example, when teaching the reading skill using such this approach, students were asked at that time to memorize a number of new English words, to know the different tenses used in various English texts, and to discover new grammatical structures. In other words, the emphasis of this teaching approach was on quantifying the sum of knowledge students have learned.

However, after the emergence of CBA (i.e., 1970's), when teaching the reading skill, students are asked to achieve a set of competencies. The latter involves students to know not only knowledge, but to know how to use this knowledge in real-life task (i.e., skill), and to compose an attitude toward such learned skill. Therefore, the CBA does not focus on quantifying the sum of knowledge which students have learned, but on assessing how well they can perform in particular task. In this respect, Nuttal (1983, qtd in Richards, 1990: 5) provides an example of different objectives a CBA reading course emphasizes:

After completing the reading course, the student will:

a) Use skimming when appropriate to ensure that he reads only what is relevant, to help subsequent comparison.

b) Make use of non-text information (especially diagrams etc.) to supplement the text and increase understanding.

c) Read in different ways according to his purpose and the type of text.

d) Not worry if he does not understand every word, except when complete accuracy is important.

e) Recognize that a good writer chooses his words carefully and would have meant something different if he had chosen A rather than B. (An advanced reader will be able to explain the difference.)

f) Make use of reference system, discourse markers, etc., to help himself unravel the meaning of difficult passages.

g) Be aware that a sentence with the same signification may have a different value in different contexts, and be able to identify the value.

h) Be able to make use of the rhetorical organization of the text help him interpret a complex message.

i) Be aware that a writer does not express everything he means, and be able to make inferences as required.

j) Be aware that his own expectations influence his interpretation and recognize those occasions when the writer's assumptions differ from his own.

k) Be aware, when necessary, that he has not understood the text, and be able to locate the source of misunderstanding and tackle it.

l) Respond fully to the text in whatever way is appropriate.

The objectives stated above show that the emphasis of the reading course is not only on knowledge. The course objectives spot the light also on the different skills which students need to learn in order to carry out different real-life tasks. The reading course shows also how most of the objectives are stated in form of behaviors. That is, since the CBA focuses on how well students can perform in real-life tasks, stating the course objectives in behavioral way can help teachers to achieve this particular purpose.

Therefore, Richards, (1990: 5) highlights the advantages of using behavioral ways to state the course objectives in the CBA course:

1. They help teachers to clarify their goals.
2. They facilitate instruction by highlighting the skills and sub-skills underlying different instructional content.
3. They make the evaluation process easier.
4. They provide a form of accountability.

5.3.2. Reading Activity

There are different reading activities which teachers can use to teach students the competencies needed in particular context. According to Harris et al (1995: 243), the CBA course gives much more importance to the outcomes which are specified and fixed in terms of competencies. That is, this approach does not focus on how students and teachers can achieve the different objectives; what really matters in this approach is how well students have improved the required competencies at the end of the learning process. In other words, the CBA course allows the language designer to flexibly propose various reading activities in order to teach the different competencies related to particular context. This approach views that some activities may really differ from others in terms of time, efficiency, and cost, but what really matters is whether these different activities reach the required competencies or not. Therefore, one can notice that the main emphasis of any CBA course is on teaching the required competencies which a student needs in his real-life situation rather than on choosing the appropriate teaching methods (materials and tasks). Yet, this does not prohibit the teacher from choosing what is better in time, efficiency and cost In this respect, Harris et al (1995: 243) highlight some standards for choosing the different activities in any CBA course:

- Variety: this may increase the likelihood of efficient learning and provide more interest;
  - Scope: the range of methods must be broad enough to achieve all objectives;
  - Validity: a method is only valid if it helps a learner achieve the objective;
  - Appropriateness: methods should be related to a learner's interests, abilities and level of development;
  - Relevance: transfer of learning will be maximised if the learning activity is most similar to that in which future learning will be applied.

Accordingly, the reading activities which teachers or designers should select need to cover all these mentioned criteria. First, the use of various reading activities helps the teacher to insure that the learning process is taking place and the objectives are gradually achieved. That is, the teacher should not limit the learning process in only two or three reading tasks in order to teach different skills, knowledge, and attitudes. This use of limited and similar activities may prohibit both teacher and students from reaching the different learning outcomes. Second, the reading activities should have broad scope and intention. That is, by the use of one particular reading activity, the teacher can teach different skills, knowledge, and attitudes at the same time. Third, the use of various reading activities to teach competencies does not guarantee that these different competencies are really taught. That is, the teacher needs to insure the validity of different activities which he/she uses in the reading course. Reading activities are considered valid if they achieve the learning objectives effectively. Hence, the teacher needs to check by the end of the learning process whether the different learning objectives are achieved or not. Fourth, since the CBA is a learner-centered approach, its course focuses on using activities which are appropriate to the learner's level. That is, the teacher cannot start using activities which are difficult to the learner. Hence, the teacher needs to move gradually from easy activities to difficult ones.

Fifth, the CBLT course is supposed to help learners carry out activities which are greatly similar to the ones provided in their real-life situations. This allows students to be competent when it comes to practice.

Once the teacher becomes aware of the main criteria which help in selecting different activities for CBA course, he/she needs then to be aware of different activities which can be used to teach reading competencies. That is, the teacher needs to know that any type of reading activity has its own objective and instructions. Hence, these types of reading activities are explained by Alderson (2000:207 -242) as following:

a. Gap-filling Activity

This type of reading activity refers to situation where the teacher tends to delete some words from particular text or paragraph in order to ask students to complete what is missing. The deletion of certain words in gap-filling activity is deliberately made. That is, in the gap-filling activity, the teacher has a deliberate intention to test particular dimension such as students' comprehension of the text, linguistic knowledge, or other aspects related to reading. In other words, the teacher in this type of reading activity does not delete words randomly. He/she has an intention behind these deleted words. Hence, he/she should not leave fewer words in the paragraph where most of words are deleted. This may prohibit students from restoring the deleted words.

b. Multiple Choice Activity

Another type of reading activities which teachers can use to teach the different competencies related to reading is the multiple choice activity. The latter refers to situation where students are provided with a question or a statement. This question or statement is usually followed by different possibilities. Hence, students should choose the right answer of the statement or the question from these options.

c. Matching Activity

In this reading activity, students are usually asked to match two sets of stimuli against each other. For example, students can be asked to match the headings for paragraphs to their corresponding paragraph. They can be asked also to match words with their synonyms, antonyms, or hyponyms. The aim of this activity differs according to the teaching objective. In other words, this reading activity may have different teaching objectives such as teaching linguistic competencies, discourse competencies, or strategic competencies.

d. Ordering Activity

In the ordering activity, students are usually provided with a group of words, sentences, paragraphs, or even texts. Then, they are asked to order them. The objectives of this type of activity incorporate identifying cohesion, recognizing text organization, or checking text comprehension.

e. Dichotomous Activity

Dichotomous activity contains usually statements or questions with only two main options. For example, in this type of reading activity, students are presented with a statement or a question related to the text content and followed by two options such as yes/no, mentioned/non-mentioned, or agrees/disagrees. In other words, in the dichotomous activity, students have to choose between only two main options. This reading activity includes different objectives such as locating information in the text and checking text comprehension. Due to its ease of construction, the dichotomous activity is usually used by most teachers in reading courses.

f. Editing Activity

In this reading activity, students are provided with sentences, paragraphs, or texts which contain errors put purposely. Students then are asked to detect these errors and

correct them. The teacher can provide students with multiple choices as proposals to correct the errors. The objectives of editing activity depend on the nature of the error provided. In other words, if the error is grammatical, the objective of the activity is to teach grammatical competencies. Therefore, this particular activity has flexible objectives where teachers can use it for different purposes.

g. Short Answer Activity

Unlike the multiple choice activity where students are provided with options to select the right answer, in the current type of reading activity, students are asked to provide a short answer by themselves to particular question related to the text content. That is, the short answer activity does not involve students to explain their responses or answers for the question which is asked. They just need to state simple sentence or only two words in order to check their comprehension.

h. The Free-recall Activity

In the free-recall activity, students read the text, then they are asked to put it on one side and then to write down or to state what they can remember from their reading process. In other words, this type of reading activity involves students to recall information which they read in the text either orally or in written form. Hence, the main objective of this task is to help students know the different strategies which can be used to store and organize information during their reading process. These strategies can facilitate students' comprehension of the text.

i. Summary Activity

Unlike the free-call reading task which involves students to mention all types of ideas which they remember from the text, the summary activity requires students after the reading process to summarize the main ideas of the text. That is, students in this activity are asked to separate the irrelevant ideas from the relevant ones. They are required to

mention only what is important. However in the free-call activity, students are not limited to stating only the main ideas; they are encouraged to recall any type of information they find in the text either a main idea or subordinate one. To explain, the main objective of recall activity is to help students to store information and recall it when necessary. While, in the summary task, the main objective is to make students recognize the general idea and its main ideas.

j. Gapped Summary Activity

The gapped summary activity holds the same objective of the summary activity. There is only one difference between these two types of reading activities. In the gapped summary, students read the text, and then they are provided with a paragraph which is the summary of the text. In this paragraph, some words are omitted. Hence, the role of students is to complete the key words of this summary. The latter usually includes the main ideas and key words of the text. However, in the summary activity, students are asked to summarize the text after the reading process without any help. Therefore, any teacher can use the gapped summary when teaching reading in order to help students know how a summary is made for particular text. Once students become aware of the way texts are summarized (i.e., how main ideas are organized and how irrelevant ideas are detected), teachers can directly use the summary activity which requires students to summarize the text without any prior help.

k. Information-transfer Activity

In the information-transfer activity, students are usually asked to transfer the information which they find in the text to some transposed forms such as tables, graphs, diagrams, or even circles. These forms are supposed to be followed and illustrated by some key words or short sentences so the reader can understand the diagram or the table the student provides.

l. Definition Activity

In this activity, students are provided with definitions of certain terms, and they are asked to find the appropriate term which corresponds to each definition provided. This activity can also be used in another way where students are provided with particular concepts, and asked to define them.

m. Synonyms and Opposites Activity

This reading activity involves students to find either the synonyms or opposites of words in the text. That is, they are asked to either explain the meaning of certain words by providing the synonyms from the text or by giving the opposites. This reading activity helps students to understand and learn new vocabulary.

n. Reference Activity

Reference activity is related mainly to discourse competence. In this reading activity, students are asked to find the reference of words such as nouns, pronouns, or phrases. The references are certainly found in the text. This activity helps students to understand the cohesion which occurs between sentences.

Summing up, the reading course involves ESP teachers to use different activities in order to teach students various competencies for particular context. Each reading activity has its own instructions and objectives. Hence, ESP teachers can use these types of activities in order to reach the objectives of their courses.

5.3.3. Reading Materials

In addition to reading activities which teachers use to teach the different competencies students need in their real-life situations, reading materials are also considered as the main elements used during the teaching and learning processes of any CBA course. Since the CBA aims at teaching students the required competencies which help to perform effectively in real-life situations, the reading materials which teachers need

to use in order to reach this main objective should also be relevant to the context where students perform their real-life tasks.

Harris et al (1995: 243) emphasize the element of *relevance* when selecting the learning activities used in any CBA course. That is, they view that the reading activities which are used to teach a CBA course need to be similar to the activities which are available in students' real-life situations. Similarly, the learning materials which the CBA course needs to teach the reading competencies should also to be relevant to the same materials which are available in students' real-life situations. In other words, teachers need to select the reading materials which students are usually exposed to when performing their real-life tasks. The use of such similar reading materials helps to achieve the learning outcomes effectively.

The reason behind using reading materials which are mostly similar to the ones students are exposed to during their real-life context is simply attributed to the main objective of CBA course. Since the latter involves teachers to teach students the different competencies which enable them to perform well in real tasks, the reading materials need also to contain the competencies which students are supposed to learn. For example, if the objective of particular CBA course is to teach students how to understand different English political texts, teachers in this case are required to use reading materials related to the same objective. That is, teachers need to select materials such as texts, reports, diaries, books, and articles related to politics in order to accomplish the main objective.

There are different types of reading materials which teachers can use to achieve any CBA course objectives. This means that reading materials vary according to the statements of particular CBA course objective. There are different types of reading materials which can be used to teach competencies related to the reading skill. According to the CBA, these types of reading materials can be selected once the teacher identifies the

different competencies which students need in their real-life situations. Examples of these reading materials are texts, reports, articles, books, diaries, and dictionaries.

5.3.4. The Role of Teacher and Learner in a CBA Course

The two processes of teaching and learning a language involve two main actors. The latter includes both the teacher and the learner. In order to carry out these two different processes in the CBA, one should determine the role of both teacher and learner when implementing any CBA program. In other words, the CBA program emphasizes that teachers have specific roles when teaching a CBA course. Like teachers, learners have also different functions when the CBA is implemented. Both teacher's and student's roles seem to be complementary.

Concerning the role of teachers in CBA program, Harris et al (1995: 152) explain that teachers are available in the teaching-learning environment in order to play the role of resource person. The latter means that he/she is considered as a facilitator in the learning process when learners need some help. The role of being a resource person does not mean that the teacher is the one who determines what type of knowledge learners need. However; it is the learner who decides what type of knowledge he/ she needs from the teacher. Hence, the teacher remains as a facilitator used whenever learners face obstacles during their learning process.

Harris et al (1995: 152) list six main roles the teacher possesses when he/ she is considered as a resource person. They state,

> The role of resource person includes that of (a) being a source of information, (b) being a means of motivation, (c) assisting the learner to contract his or her learning and to develop his or her learning outcomes, (d) developing materials and other learning experiences that are essential to learner, (e) administering the records of the learners' progress through various learning experiences and (f) assessing and evaluating.

As can be noticed, the role of teacher includes assisting learners during their learning process. That is, teachers according to CBA program are not involved in the learning process, yet they tend to pave the way to learners in order to develop the required knowledge, skills, and behaviors.

On the other hand, the role of the learner in the CBA seems to be crucial since the teacher's role is restricted in the state of being only a facilitator. In this respect, Auerbach (1986, qtd in Richards and Rodgers, 2001: 146) emphasizes that one of the main features when implementing a CBA program is the individualized, students- centered instruction. The latter means that the CBA gives more importance to the learner rather than the teacher. This means that the learner is the one who carries out learning activities such as reading, translating, asking questions, analyzing, interpreting…etc. the CBA stresses the autonomy of learners; it gives learners all responsibility to experience all learning materials and tasks organized in particular course. Therefore, the teacher needs to be passive as much as possible, while the learner is supposed to be active during the learning process.

5.3.5. Time Spent for each Activity

Another element which course designers need to specify when designing a course is time. That is, in any language teaching course, teachers are supposed to teach the program according to the time specified for each activity or course. In any curriculum, teachers usually find the specified period of time each activity and teaching unite require. In the CBA, this factor does not have much more importance when designing and implementing a particular course. In this respect, Auerbach (1986, qtd in Richards and Rodgers, 2001: 146) states that in the CBA course, "Instruction is not time-based; students progress at their own rates and concentrate on just those areas in which they lack competence". This means that teachers are not limited to particular period of time when implementing any CBA course; they are just required to address student's individual lacks. The latter involves teachers to

teach students the different skills, knowledge, and attitudes required in real-life situations. The focus of CBA course is on how well students can perform particular real life tasks and not on how much time they need to learn the required competencies. Hence, one can conclude that in CBA course, students are not required to learn skills, knowledge, and attitudes for temporary situation; it is a real life situation (i.e., lifelong situation). Therefore, students are asked to learn at their ease for long term purposes.

5.4. A SAMPLE LESSON

Unlike other language teaching approaches, the CBA involves course designers to go through different steps when designing a particular course. Among these processes, the step of identifying students' lack of competencies which they need in real-life situation seems to be the starting point of drawing the framework of the course. That is to say, once the teacher becomes aware of the different skills, knowledge, and attitudes students lack and need in particular context, he/she can specify what competencies the course should incorporate. After the results of needs analysis, the teacher can identify the different units which the course should contain, the main objectives of each course and learning task, and the different learning materials required to reach these main objectives.

Accordingly, the current research has drawn three main findings when undertaking the step of needs analysis. First, it has been noticed that the reason behind students' reading comprehension problems is attributed to lack of linguistic, strategic, and discourse competences. Second, it has been remarked that some students lack both knowledge and skills related to particular competency. That is, students neither have the knowledge related to a particular competency nor the skill to apply this knowledge in real-life task. Third, other students have knowledge related to particular competency, but they do not have the skill to put this knowledge into practice. Hence, the current research aims at designing a

CBA course which addresses mainly students' lacks as an attempt to develop the reading proficiency in ESP context.

In relation to the reading skill, The CBA aims at teaching the different competencies including knowledge, skills, and attitudes related to linguistic, strategic, and discourse competences. That is, unlike other language teaching courses, the current CBA course does not focus on only teaching knowledge required to develop the reading skill. It tends also to teach students how to use this knowledge in real-life situation; it helps them to know how to perform well when dealing with reading tasks in real-life situations.

In order to illustrate the framework of a CBA course which is used in the current investigation, the researcher provides an example of lesson which is undertaken during the intervention phase. In other words, the researcher tends to explain how the reading tasks and objectives are identified and organized in the CBA course. The description of the CBA lesson concerns mainly the different objectives of the overall lesson content, topic and text description, the different reading tasks undertaken before, while, and after the reading process, and the main objectives of each reading task. Each CBA lesson ends by providing a task which aims at assessing students' performance.

The CBA course which is designed in this current research consists of three main units. Each unit has three main lessons. The lesson which is described in this section belongs to the first unit. The latter comes under the title of *Basic Concepts in politics*. The lesson aims at teaching different competencies related to linguistic, strategic, and discourse competences. Since the course is a competency-based, the lesson's description starts first by stating the main objectives of the whole lesson. Then, it explains the reason behind the topic and text selection. Third, it illustrates and explains the different reading tasks undertaken before, while, and after the reading process.

5.4.1. Lesson Objectives

As it is explained in chapter one (pp 82-83), the CBA involves course designers to state lesson objectives in terms of behaviors where the teacher can notice what knowledge, skills, and attitudes the students have learned as a result of the learning process. In other words, the CBA emphasizes specifying the output rather than the input of a particular course. It requires teachers to state what students will be able to do (i.e., skill) with this type of input in real-life situation; the focus is on how well students can perform in particular task using such input. As a result of this key feature, the current lesson has different objectives. The latter reflect the different competencies which students are supposed to learn at the end of this lesson. These competencies are related to linguistic, strategic, and discourse competences. The objectives are stated in terms of knowledge, skill, and attitude (i.e., competency). These three criteria (knowledge, skills, and attitudes) are illustrated in tables when presenting the linguistic, strategic, and discourse objectives. Each set of knowledge has its own corresponding skill and attitude. The following tables are adapted from the Algerian English text book of middle school (2017, 39).

5.4.1.1. Linguistic Objectives

Regarding the linguistic objectives, the researcher focuses on four major aspects related to language. In other words, the linguistic outcomes are stated in terms of phonological, morphological, semantic, and syntactic objectives. The latter is presented in tables as following:

By the end of this lesson, students will:

KNOWLEDGE	
Phonology	• be aware that the final *"s"* has three distinct ways of pronunciation • draw the rule of final *"s"* pronunciation • learn the way syllables are counted and determined • draw the rule of stress in words ending with *"tion"*

Morphology	• be aware of different suffixes such as
	
	    - "ly" used in adverbs
	
	    - "al"/ "ed"/ "ive" used in adjectives
	
	    - "tion"/ "ics" used in nouns

Semantics	• Learn jargons related to constitutional systems in both U.S.A and G.B • Be aware of different constitutional organizations and members through pictures • Learn opposites and synonyms of certain words (e.g., adjectives, adverbs, nouns, and verbs)
Syntax	• Be aware of the function "to have" as an auxiliary or main verb. • Learn the present simple and its use • Learn the present perfect and its use • Be aware of the sentence element and word order. • Learn the different parts of speech in English sentence

Table 5.1: knowledge of linguistic competence (Adapted from My book of English, middle school year two, 39)[1]

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[1]http://eddirasa.com/wp-content/uploads/2017/09/book-english-2am-2g.pdf

SKILLS	
Phonology	- pronounce words ending with "s" in correct way during the reading process. - stress correctly words ending with *"tion"* during their reading process.
Morphology	- be able to divide words into their final suffixes (i.e., ly, tion, ed, ive, ics, and al). - be able to recognize during the reading process the different: - adverbs ending with *"ly"* - adjectives ending with *"ed"/ "al"/ "ive"* - nouns ending with *"tion"/ "ics"*. - Be able to form the different adverbs, adjectives, and nouns of certain words in English.
Semantics	- Recognize the meaning of particular English jargons related to constitutional systems. - Recognize the signified (i.e., the mental image) of different jargons related to constitutions (e.g., constitutional organizations and members). - Recognize the synonyms and opposites of words found in English political texts.
Syntax	- Be able to determine whether verb "to have" functions as an auxiliary or as a main verb in different sentences. - Be able to use both tenses present simple and perfect appropriately. - Be able to recognize the subject and predicate of sentences found in English political texts. - Be able to recognize the different parts of speech found in English sentences.

Table 5.2: Skills of linguistic competence (Adapted from My book of English, middle school year two, 39)[1]

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[1]http://eddirasa.com/wp-content/uploads/2017/09/book-english-2am-2g.pdf

ATTITUDES
- Encourage students to pronounce words ending with *"s"* correctly and to stress words ending with *"tion"* during their reading comprehension process.   - Motivate students to play with words constituent parts (e.g., affixes and root) during their reading process as an attempt to better understand the meaning of different words in the text.   - Encourage students to learn general and specific vocabulary related to the constitutional system.   - Raise students' awareness of the importance of recognizing word function to understand the sentence structure and its idea.

Table 5.3: Attitudes of linguistic competence (Adapted from My book of English, middle school year two, 39)[1]

5.4.1.2. Discourse Objectives

The second competence which includes the discourse competence has also different criteria. During the process of stating the learning outcomes related to discourse competence, the researcher emphasizes on three main elements including cohesive devices, text genre, and text organization. This means that the learning objectives are related to these three mentioned elements. The tables below exhibit the different discourse objectives.

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[1]http://eddirasa.com/wp-content/uploads/2017/09/book-english-2am-2g.pdf

By the end of this lesson, the student will:

KNOWLEDGE	
Text organization	• Be aware of what is meant by the main topic • Be aware of the concluding sentence, topic sentence, and supporting details. • Be aware of what the concluding passage usually contains.
Cohesive devices	• be aware of what is meant by reference • be aware of pronoun reference • be aware of noun reference • be aware of phrase reference • be aware of plural reference and singular reference • be aware of comparative words and phrases
Text genre	• Be aware of comparative text and its main features • Be aware of text genres such as descriptive, expository, and argumentative texts

Table 5.4: knowledge of discourse competence (Adapted from My book of English, middle school year two, 39)[1]

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[1] http://eddirasa.com/wp-content/uploads/2017/09/book-english-2am-2g.pdf

SKILLS	
Text organization	• Focus on recognizing the main topic whenever they read English political texts • Recognize the topic sentence, supporting sentences, and concluding sentence in any English political texts • Guess the content of the concluding sentence or passage of English political texts • His/her guess helps him/her to understand the content of the concluding sentence/passage.
Cohesive devices	• Recognize the reference of pronouns • Recognize the reference of nouns • Recognize the reference of phrases • Recognize whether words have plural or singular references • Recognize words which are used in the English political texts to compare between things
Text genre	• Recognize whether the text which he/she reads is a comparative text • Recognize the main features of comparative texts. This helps students to facilitate the comprehension process

Table 5.5: Skills of discourse competence (Adapted from My book of English, middle school year two, 39)[1]

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[1]http://eddirasa.com/wp-content/uploads/2017/09/book-english-2am-2g.pdf

ATTITUDES
• Motivate students to use their knowledge of text structure during their reading comprehension process
• Encourage students to deduce the meaning of sentences depending on the different cohesive devices used in English texts
• Create a tolerant attitude towards the differences between students' First and forging languages in terms of text organization, cohesive devices, and text genre.
• Pay attention to the importance of recognizing discourse knowledge (i.e., recognizing the text organization, cohesive devices, and text genre) to facilitate the reading comprehension process

Table 5.6: Attitudes of discourse competence (Adapted from My book of English, middle school year two, 39)[1]

5.4.1.3. Strategic Objectives

For strategic competence, the researcher tends to include three main types of strategies in the process of stating the outcomes. These types incorporate meta-cognitive, cognitive, and affective strategies. That is, the strategic outcomes are specified in relation to these three main types of strategies. The objectives are presented in the following tables.

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[1]http://eddirasa.com/wp-content/uploads/2017/09/book-english-2am-2g.pdf

By the end of this lesson, the student will:

KNOWLEDGE	
Meta-cognitive strategies	• Be aware of previewing strategy • Be aware of comprehension monitoring strategy • Be aware of monitoring the use of strategies
Cognitive strategies	• be aware of guessing strategy • be aware of the strategy of confirming and rejecting a guess • Be aware of underlying ideas strategy • Be aware of re-reading strategy • Be aware of summarizing strategy • Be aware of translation strategy • Be aware of skimming and scanning strategies
Affective strategies	• Be aware of self reinforcement strategy. • Be aware of the strategy of discussing ideas with other students • Be aware of the strategy of exchanging thoughts with other students • Be aware of the collaborative work

Table 5.7: Knowledge of Strategic competence (Adapted from My book of English, middle school year two, 39)[1]

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[1]http://eddirasa.com/wp-content/uploads/2017/09/book-english-2am-2g.pdf

SKILLS	
Meta-cognitive strategies	• Preview texts before the reading stage • Skim the text during the reading stage • Scan sentences in the text while the reading stage • Monitor their comprehension of the text during the whole reading process (i.e., before, while, and after the reading process).
Cognitive strategies	• Guess meaning of words, phrases, and sentences in their context in the text. • Confirm or reject their guess whenever they tend to guess the meaning of words, phrases, or sentences. • Underline ideas which they understand in the text during the reading stage. • Re-read sentences from the text, or the whole text when it is necessary. • Summarize ideas whenever they finish their reading stage. • Translate words which they do not know.
Affective strategies	• Work on reinforcing themselves during the reading comprehension process • discuss ideas with other students • exchange thoughts with other students • integrate in different collaborative works

Table 5.8: Skills of Strategic competence (Adapted from My book of English, middle school year two, 39)[1]

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[1]http://eddirasa.com/wp-content/uploads/2017/09/book-english-2am-2g.pdf

ATTITUDES
• Create a tolerant attitude towards the use of strategies during the reading comprehension process.   • Raise students' awareness of the different types of reading strategies.   • Encourage students to use the three types of reading strategies such as meta-cognitive, cognitive, and affective strategies before, while and after the reading comprehension process.   • Raise students' awareness of the importance of using these reading strategies to facilitate the reading comprehension process.   • Pay attention to the importance of controlling their affective factors during the reading process.

Table 5.9: Attitudes of Strategic competence (Adapted from My book of English, middle school year two, 39)[1]

In sum, this lesson whose objectives are stated above is considered as one of the lessons constituting a CBA course which the researcher suggests and implements during the intervention phase. The objectives are grouped into three main competences. The course tends to teach students the different competencies related to linguistic, strategic, and discourse competences. Under each competence, there are different sets of competencies. The latter incorporates knowledge, skills, and attitudes. That is, the main objective of this course is to help students learn the different knowledge, skills, and attitudes which come under the linguistic, strategic, and discourse competences. In other words, the objectives presented above show three main criteria of each competency. For example, in linguistic competence, the course involves teachers to teach students first the linguistic knowledge.

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[1]http://eddirasa.com/wp-content/uploads/2017/09/book-english-2am-2g.pdf

Then, teachers move to teaching students the linguistic skill. The latter requires teachers to show students how they can put the linguistic knowledge into practice (i.e., skill). The last element includes teaching students the different attitudes. This means what attitudes students should form toward this particular course. This teaching process is carried out with all of linguistic, strategic, and discourse competences.

5.4.2. Topic Selection

Topic selection is another criterion which may affect the outcomes of any teaching and learning processes. That is, choosing topics which students and teachers need to deal with is an important step the course designer goes through during the process of making a course. Teachers may fail to reach the teaching objectives due to the selection of irrelevant topics in a particular context. Hence, any course designer needs to insure -after the identification of students' needs and lacks- that topics which will be taught in a particular teaching course suit students' needs, lacks, and field of specialization. Most teachers in this investigation emphasize the importance of the reading skill since it helps students to read and understand different English political resources such as books, articles, researches, and newspapers.

Through reading, teachers want students to learn how to understand these English political resources and to gain the most political concepts found in English. Therefore, in order to identify the different topics which students need to be studied in English, the researcher depends on teachers' suggestions of the political topics. In other words, she asks teachers during the course design phase to select the most important topics which students at this level should be aware of. Teachers' opinion at this step (i.e., the step of selecting the relevant topics) is important for two main reasons. First, teachers who are asked to select the topics have been teaching at the department of political sciences for many years. Hence, they are more aware than students of what is important and less important

particularly at this level. Second, since this course is a CBA course, its aim is to help students to function effectively in real-life situations. Hence, teachers can be integrated when selecting the main topics since they have been teaching political sciences for many years; teachers' experiences can help both students and the researcher to know what students need in their real-life situation regarding this particular context (i.e., political sciences).

Consequently, the researcher relies more on teachers' suggestions of the main topics to be taught. That is, after the identification of students' needs and lacks, the researcher provides teachers with a questionnaire. The latter explains and illustrates briefly the reasons behind students' low reading proficiency. It also shows the aim of the investigation which is designing a course to address students' reading problems. In addition, it informs and explains to teachers the type of the approach which will be followed when teaching the course designed. Teachers in the questionnaire are asked to suggest the main topics which students should tackle at this level. The sample of the questionnaire is found in the appendix. The researcher tends to provide this sample of questionnaire particularly after the identification of students' reading problems because of one main reason. During the pre-intervention phase, the researcher does not ask teachers to provide what main topics to be taught simply because she does not know what are exactly the problems which prohibit students from comprehending English political texts? After the pre-intervention phase, the researcher becomes aware of the different reading comprehension problems. Hence, she becomes able to make an intervention by designing particularly a CBA course and selecting relevant topics.

5.4.3. Text Description

The sample of course experimentation provided in this section contains two main parts. The first includes the text content where students are asked to read it and comprehend its main ideas. The second part incorporates the different reading tasks through which students are supposed to learn the different competencies (i.e., knowledge, skills, and attitudes) related to linguistic, strategic, and discourse competences. After the selection of the main topics to be taught in each course, the researcher needs to choose the appropriate reading texts to be integrated in the CBA course. The selection of texts involves the researcher to put in mind the main aim of this investigation. In other words, since this investigation aims at developing students' reading proficiency through teaching them the different competencies related to linguistic, strategic, and discourse competences, the researcher needs to take these three major competences into account when choosing the different texts of each course. The selected texts should incorporate certain linguistic, strategic, and discourse features in order to be taught. Hence, the researcher tends to choose appropriate texts and then adapt them according the major aim of this research. The adaptation incorporates adding certain linguistic, strategic, and discourse features which help students to learn the different competencies related to these three major aspects. To illustrate how the researcher adapts texts in the teaching course, the following figure contains the text provided in the sample course. The text consists of five main paragraphs. It is adapted from WATTS (2003: 26;37;38;39;43) in his book of "*Understanding US/UK government and politics*".

Figure 5.3: Text Selection

- The bleu passage is taken from WATTS (2003:43).

- The black passages refer to the researcher's speech and adaptation.

WATTS (2003:39).

Constitutions are important in all countries. Each country in fact has its own constitution which looks different from the other countries. The same thing occurs when we compare both the British and American constitutions. Most written constitutions have a declaration of rights, as does the American one. In Britain, there has traditionally been no such protection of liberties, although the passage of the Human Rights Act (1998) has changed the situation. However, the mere existence of this supreme power and some form of Bill of Rights is no guarantee that essential freedoms will be respected. Liberty ultimately depends more on the political culture of any country than on any particular documentation. What seems also to be important is the flexibility of the unwritten British Constitution which makes constitutional change relatively easy to accomplish. While in America, the constitutional amendment seems to be more rigid.

WATTS (2003: 26).

In America there is a separation of powers; in Britain there is a fusion of power. In America, heads of departments and other executive bodies do not sit in Congress, and neither can these persons possess executive office. Contrary, in Britain, government ministers always sit in Parliament, the majority of them in the elected House of Commons – via the principle of ministerial responsibility, both individually as heads of their departments and collectively as members of the Cabinet, they are answerable to the House.

WATTS (2003:38).

WATTS (2003:38).

In Britain, Parliament is sovereign, so that the government can only continue in office as long as it has the support of the House of Commons. The Prime Minister and his or her colleagues have to attend the House and defend and answer for their actions. Parliament is the supreme law-making body; it has no rivals (…). American experience is different and the Legislature is not constitutionally supreme. The Legislature and Executive are in theory constitutional equals.

One of the most obvious differences between the two countries is the fact that one is a monarchy and the other a republic. Thus, the British Constitution provides for the sovereignty of parliament, the American one stresses the sovereignty of the people on the other hand– popular sovereignty. The opening words of the American document establish this clearly: 'We the People of the United States . . . do ordain and establish this Constitution'. They echo the ideas associated with the French writer and philosopher Jean Jacques Rousseau, who argued that the best form of government was one that reflected the general will of the people, which was the sum total of those interests that all citizens had in common.

WATTS (2003:39).

WATTS (2003: pp 37-38).

Presidential government does not refer to the fact that America has a President rather than a monarch as head of state. As Heywood explains: 'A presidential system is characterised by a constitutional and political separation of powers between the legislative and executive branches of government' (…). The President is chosen by the people rather than from the legislative branch, and acts as Head of the Government as well as ceremonial Head of State. Conversely, Parliamentary government in Britain appears to imply that government is checked by the power of Parliament, which examines, criticises and checks its activities via such methods as Question Time and the use of select committees. Ministers are individually and collectively responsible to Parliament, and should resign if the administration has been defeated on a Vote of Confidence.

WATTS (2003: 37).

The text contains different paragraphs from different pages. The researcher tends to select these different paragraphs in order to provide a coherent text. She aims at grouping all ideas related to the description of constitutional systems of both USA and UK in one single text. Besides the paraphrase and quotation, the researcher focuses also on highlighting certain linguistic and discourse features in the text. These features lead students to learning different competencies related to both linguistic and discourse competences. For the strategic competence, the text of course contains different contexts which involve students to use and learn new strategies. The latter cannot be highlighted in the text, but it can be observed once students start using these strategies during the reading process.

The following figures represent the different linguistic and discourse features which the researcher tends to highlight in the text. These features are grouped into two main competences: linguistic and discourse competences. Each competence has its own criteria. For example, the linguistic features incorporate the ones which are related to the phonological, morphological, semantic, and syntactic levels. On the other hand, the discourse features include the ones which concern text organization, cohesive devices, and text genre. All these features are presented in the following figures.

Phonological feature 1 :

illustrating the different ways of pronouncing words ending with *"s"*

Phonological feature 2 :

Illustrating the rule of putting stress in words ending with *"tion"*

Figure 5.4: Linguistic features 01

Constitutions are important in all *countries*. Each country in fact has its own constitution which *looks* different from the other countries. The same thing *occurs* when we compare both the British and American *constitutions*. Most written constitutions have a *declaration* of rights, as does the American one. In Britain, there has traditionally been no such *protection* of *liberties*, although the passage of the Human *Rights* Act (1998) has changed the *situation*. However, the mere existence of this supreme power and some form of Bill of Rights is no guarantee that essential *freedoms* will be respected. Liberty ultimately depends more on the political culture of any country than on any particular *documentation*. What seems also to be important is the flexibility of the unwritten British Constitution which makes constitutional change relatively easy to accomplish. While in America, the constitutional amendment seems to be more rigid.

In America there is a *separation* of powers; in Britain there is a fusion of power. In America, heads of departments and other executive bodies do not sit in Congress, and neither can these persons possess executive office. Contrary, in Britain, government ministers always sit in Parliament, the majority of them in the elected House of Commons – via the principle of ministerial responsibility, both individually as heads of their departments and collectively as members of the Cabinet, they are answerable to the House.

In Britain, Parliament is sovereign, so that the government can only continue in office as long as it has the support of the House of Commons. The Prime Minister and his or her colleagues have to attend the House and defend and answer for their actions. Parliament is the supreme law-making body; it has no rivals (…). American experience is different and the Legislature is not constitutionally supreme. The Legislature and Executive are in theory constitutional equals.

One of the most obvious differences between the two countries is the fact that one is a monarchy and the other a republic. Thus, the British *Constitution* provides for the sovereignty of parliament, the American one stresses the sovereignty of the people on the other hand– popular sovereignty. The opening words of the American document establish this clearly: 'We the People of the United States . . . do ordain and establish this Constitution'. They echo the ideas associated with the French writer and philosopher Jean Jacques Rousseau, who argued that the best form of government was one that reflected the general will of the people, which was the sum total of those interests that all citizens had in common.

Presidential government does not refer to the fact that America has a President rather than a monarch as head of state. As Heywood explains: 'A presidential system is characterised by a constitutional and political separation of powers between the legislative and executive branches of government' (…). The President is chosen by the people rather than from the legislative branch, and acts as Head of the Government as well as ceremonial Head of State. Conversely, Parliamentary government in Britain appears to imply that government is checked by the power of Parliament, which examines, criticizes and checks its activities via such methods as *Question* Time and the use of select committees. Ministers are

Morphological feature 01 :

Presenting different nouns ending with *"ics"* and *"tion"*

Morphological feature 02 :

Presenting examples of adverbs ending with *"ly"*

Figure 5.5: Linguistic features 02

Constitutions are important in all countries particularly in the field of *politics*. Each country in fact has its own constitution which looks different from the other countries. The same thing occurs when we compare both the British and American constitutions. Most written constitutions have a declaration of rights, as does the American one. In Britain, there has *traditionally* been no such protection of liberties, although the passage of the Human Rights Act (1998) has changed the situation. However, the mere existence of this supreme power and some form of Bill of Rights is no guarantee that *essential* freedoms will be respected. Liberty *ultimately* depends more on the *political* culture of any country than on any particular *documentation*.What seems also to be important is the flexibility of the unwritten British *Constitution* which makes constitutional change *relatively* easy to accomplish. While in America, the *constitutional* amendment seems to be more rigid.

In America there is a *separation* of powers; in Britain there is a fusion of power. In America, heads of departments and other executive bodies do not sit in Congress, and neither can these persons possess *executive* office. Contrary, in Britain, government ministers always sit in Parliament, the majority of them in the elected House of Commons – via the principle of *ministerial* responsibility, both *individually* as heads of their departments and *collectively* as members of the Cabinet, they are answerable to the House.

In Britain, Parliament is sovereign, so that the government can only continue in office as long as it has the support of the House of Commons. The Prime Minister and his or her colleagues have to attend the House and defend and answer for their actions. Parliament is the supreme law-making body; it has no rivals (…). American experience is different and the Legislature is not constitutionally supreme. The Legislature and Executive are in theory constitutional equals.

One of the most obvious differences between the two countries is the fact that one is a monarchy and the other a republic. Thus, the British Constitution provides for the sovereignty of parliament, the American one stresses the sovereignty of the people on the other hand– popular sovereignty. The opening words of the American document establish this clearly: 'We the People of the United States . . . do ordain and establish this Constitution'. They echo the ideas associated with the French writer and philosopher Jean Jacques Rousseau, who argued that the best form of government was one that reflected the general will of the people, which was the sum total of those interests that all citizens had in common.

Morphological feature 03 :

Presenting different adjectives ending with *"ive"*, *"ed"*, and *"al"*.

Presidential government does not refer to the fact that America has a President rather than a monarch as head of state. As Heywood explains: 'A presidential system is characterised by a constitutional and political separation of powers between the *legislative* and executive branches of government' (…). The President is chosen by the people rather than from the legislative branch, and acts as Head of the Government as well as *ceremonial* Head of State. Conversely, Parliamentary government in Britain appears to imply that government is checked by the power of Parliament, which examines, criticises and checks its activities via such methods as Question Time and the use of *selected* committees. Ministers are

Constitutions are important in all countries. Each *country* in fact has its own constitution which looks different from the other countries. The same thing occurs when we compare both the British and American constitutions. Most written constitutions have a *declaration* of rights, as does the American one. In Britain, there has traditionally been no such *protection* of liberties, although the passage of the *Human Rights Act* (1998) has changed the situation. However, the mere *existence* of this supreme power and some form of *Bill of Rights* is no guarantee that essential freedoms will be respected. *Liberty* ultimately depends more on the political culture of any country than on any particular documentation. What seems also to be important is the *flexibility* of the unwritten British Constitution which makes constitutional change relatively easy to accomplish. While in America, the *constitutional amendment* seems to be more *rigid*.

In America there is a *separation* of powers; in Britain there is a *fusion* of *power*. In America, heads of departments and other *executive bodies* do not sit in Congress, and neither can these persons *possess* executive office. Contrary, in Britain, government ministers always sit in Parliament, the majority of them in the elected *House of Commons* – via the *principle* of *ministerial responsibility*. Both individually as heads of their departments and collectively as members of the Cabinet, they are *answerable* to the House.

In Britain, *Parliament* is sovereign, so that the government can only continue in office as long as it has the support of the House of Commons. The *Prime Minister* and his or her colleagues have to *attend* the House and *defend* and answer for their actions. Parliament is the supreme law-making body; it has no rivals (…). American *experience* is different and the *Legislature* is not constitutionally *supreme*. The Legislature and Executive are in theory constitutional equals.

One of the most obvious differences between the two countries is the fact that one is a *monarchy* and the other a *republic*. Thus, the British Constitution provides for the sovereignty of parliament, the American one stresses the *sovereignty* of the people on the other hand– popular sovereignty. The opening words of the American document *establish* this clearly: 'We the People of the United States . . . do *ordain* and establish this Constitution'. They *echo* the *ideas* associated with the French writer and philosopher Jean Jacques Rousseau, who argued that the best form of *government* was one that reflected the general *will* of the people, which was the sum total of those interests that all *citizens* had in common.

Presidential government does not refer to the fact that America has a President rather than a monarch as head of *state*. As Heywood explains: 'A presidential system is characterised by a constitutional and political separation of powers between the legislative and executive branches of government' (…). The President is chosen by the people rather than from the legislative branch, and acts as Head of the Government as well as ceremonial Head of State. Conversely, *Parliamentary government* in Britain appears to imply that government is checked by the power of Parliament which *examines* *criticises* and *checks* its activities via such methods as *Question Time* and the use of *select committees*. Ministers

Semantic Feature 01: Most jargons which students are supposed to learn

Semantic feature 02: Most English vocabulary students are supposed to learn including nouns, verbs,

Figure 5.6 : linguistic features 03

Constitutions are important in all countries. *Each country in fact has its own constitution* which looks different from the other countries. The same thing occurs when we compare both the British and American constitutions. *Most written constitutions have a declaration of rights*, as does the American one. *In Britain, there has traditionally been no such protection of liberties*, although *the passage of the Human Rights Act (1998) has changed the situation*. However, the mere existence of this supreme power and some form of Bill of Rights is no guarantee that essential freedoms will be respected. Liberty ultimately depends more on the political culture of any country than on any particular documentation. What seems also to be important is the flexibility of the unwritten British Constitution which makes constitutional change relatively easy to accomplish. While in America, *the constitutional amendment seems to be more rigid*.

In America there is a separation of powers; in Britain there is a fusion of power. In America, heads of departments and other executive bodies do not sit in Congress, and neither can these persons possess executive office. Contrary, in Britain, *government ministers always sit in Parliament*, the majority of them in the elected House of Commons – via the principle of ministerial responsibility, both individually as heads of their departments and collectively as members of the Cabinet, they are answerable to the House.

In Britain, Parliament is sovereign, so that the government can only continue in office as long as it has the support of the House of Commons. The Prime Minister and his or her colleagues have to attend the House and defend and answer for their actions. Parliament is the supreme law-making body; it has no rivals (…). American experience is different and the Legislature is not constitutionally supreme. *The Legislature and Executive are in theory constitutional equals.*

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Presidential government does not refer to the fact that America has a President rather than a monarch as head of state. As Heywood explains: 'A presidential system is characterised by a constitutional and political separation of powers between the legislative and executive branches of government' (…). The President is chosen by the people rather than from the legislative branch, and acts as Head of the Government as well as ceremonial Head of State. Conversely, Parliamentary government in Britain appears to imply that government is checked by the power of Parliament, which examines, criticises and checks its activities via such methods as Question Time and the use of select committees. Ministers are individually and collectively responsible to Parliament, and should resign if the administration has been defeated on a Vote of Confidence.

Figure 5.7: linguistic features 04

Syntactic feature 01:

Verb

"to have" functions as a verb of possession in the present simple

Syntactic feature 02:

Verb

"to have" functions as an auxiliary in the present perfect

Syntactic feature 03:

Different sentence structures which contain all types of parts of speech

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Supporting sentences

Thesis statement
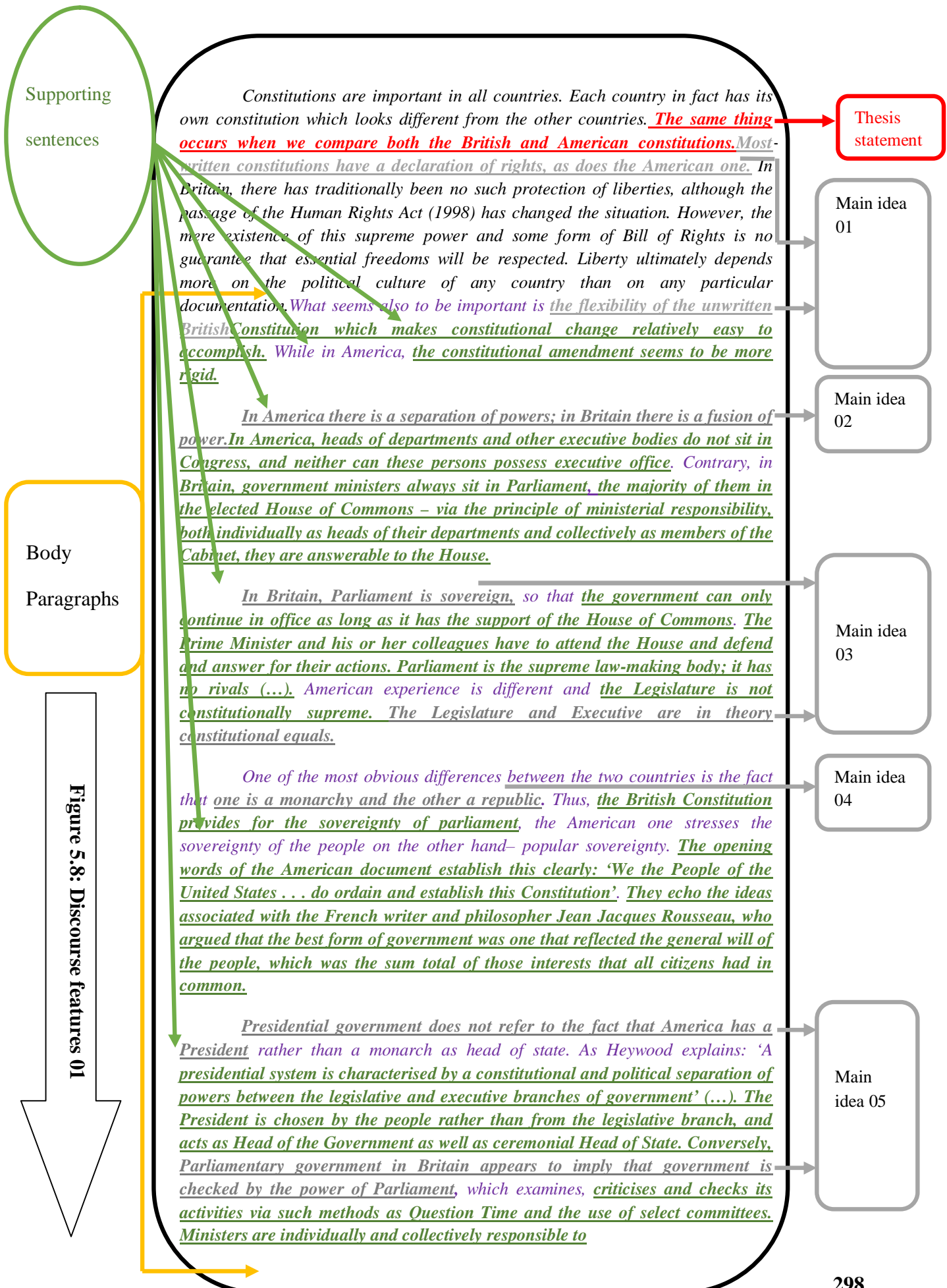
Main idea 01

Main idea 02

Main idea 03

Main idea 04

Main idea 05

Body Paragraphs

*Constitutions are important in all countries. Each country in fact has its own constitution which looks different from the other countries. **The same thing occurs when we compare both the British and American constitutions.** Most-written constitutions have a declaration of rights, as does the American one. In Britain, there has traditionally been no such protection of liberties, although the passage of the Human Rights Act (1998) has changed the situation. However, the mere existence of this supreme power and some form of Bill of Rights is no guarantee that essential freedoms will be respected. Liberty ultimately depends more on the political culture of any country than on any particular documentation. What seems also to be important is the flexibility of the unwritten British **Constitution which makes constitutional change relatively easy to accomplish.** While in America, **the constitutional amendment seems to be more rigid.***

*In America there is a separation of powers; in Britain there is a fusion of power. **In America, heads of departments and other executive bodies do not sit in Congress, and neither can these persons possess executive office.** Contrary, in Britain, government ministers always sit in Parliament, the majority of them in the elected House of Commons – via the principle of ministerial responsibility, both individually as heads of their departments and collectively as members of the Cabinet, they are answerable to the House.***

*In Britain, Parliament is sovereign, so that **the government can only continue in office as long as it has the support of the House of Commons**. **The Prime Minister and his or her colleagues have to attend the House and defend and answer for their actions. Parliament is the supreme law-making body; it has no rivals (…).** American experience is different and **the Legislature is not constitutionally supreme. The Legislature and Executive are in theory constitutional equals.***

*One of the most obvious differences between the two countries is the fact that **one is a monarchy and the other a republic.** Thus, **the British Constitution provides for the sovereignty of parliament**, the American one stresses the sovereignty of the people on the other hand– popular sovereignty. **The opening words of the American document establish this clearly: 'We the People of the United States . . . do ordain and establish this Constitution'. They echo the ideas associated with the French writer and philosopher Jean Jacques Rousseau, who argued that the best form of government was one that reflected the general will of the people, which was the sum total of those interests that all citizens had in common.***

*Presidential government does not refer to the fact that America has a President rather than a monarch as head of state. As Heywood explains: 'A **presidential system is characterised by a constitutional and political separation of powers between the legislative and executive branches of government'** (…). **The President is chosen by the people rather than from the legislative branch, and acts as Head of the Government as well as ceremonial Head of State.** Conversely, Parliamentary government in Britain appears to imply that government is checked by the power of Parliament, which examines, **criticises and checks its activities via such methods as Question Time and the use of select committees. Ministers are individually and collectively responsible to***

Figure 5.8: Discourse features 01

Constitutions are important in _**all**_ countries. Each country _**in fact**_ has _its_ own constitution which _**looks**_different from the other countries. The same thing _**occurs**_ when we _**compare**_ both the British and American constitutions. Most written constitutions have a declaration of rights, as does the American one. In Britain, there has traditionally been no such protection of liberties, _**although**_ the passage of the Human Rights Act (1998) has changed the situation. _**However,**_ the mere existence of this supreme power and some form of Bill of Rights is no guarantee that essential freedoms will be respected. Liberty ultimately _**depends**_ more on the political culture of any country than on any particular documentation.What _**seems**_ also to be important is the flexibility of the unwritten British Constitution which makes constitutional change relatively easy to accomplish. _**While**_ in America, the constitutional amendment seems to be more rigid.

In America there is a separation of powers; in Britain there is a fusion of power. In America, heads of departments and other executive bodies do not sit in Congress, and neither can these persons possess executive office. _**Contrary,**_ in Britain, government ministers always sit in Parliament, the majority of them in the elected House of Commons – via the principle of ministerial responsibility, both individually as heads of _their_ departments and collectively as members of the Cabinet, they are answerable to the House.

In Britain, Parliament is sovereign, so that the government can only continue in office as long as it has the support of the House of Commons. The Prime Minister and his or her colleagues have to attend the House and defend and answer for _their_ actions. Parliament is the supreme law-making body; _it_ has no rivals (…). American experience is different and the Legislature is not constitutionally supreme. The Legislature and Executive are in theory constitutional equals.

One of the most obvious differences between the two countries is the fact that one is a monarchy and the other a republic. _**Thus,**_ the British Constitution provides for the sovereignty of parliament, the American one stresses the sovereignty of the people on the other hand– popular sovereignty. The opening words of the American document establish this clearly: 'We the People of the United States . . . do ordain and establish this Constitution'. _They_ echo the ideas associated with the French writer and philosopher Jean Jacques Rousseau, who argued that the best form of government was one that reflected the general will of the people, _which_ was the sum total of those interests that all citizens had in common.

Presidential government does not refer to the fact that America has a President rather than a monarch as head of state. As Heywood explains: 'A presidential system is characterised by a constitutional and political separation of powers between the legislative and executive branches of government' (…). The President is chosen by the people rather than from the legislative branch, and acts as Head of the Government _**as well as**_ ceremonial Head of State. _**Conversely,**_ Parliamentary government in Britain appears to imply that government is checked by the power of Parliament, which examines, criticises and checks its activities via _**such**_ methods _**as**_ Question Time and the use of select committees. Ministers are

Cohesive devices feature 01:

References of pronouns

Cohesive devices feature 02:

Conjunctions

Text genre feature 01:

Features characterizing informative texts

Figure 5.9: Discourse features 02

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As it is illustrated in the figures above, the researcher tends to highlight the different features related to both linguistic and discourse competences. Regarding the linguistic competence, the text incorporates features related to four main linguistic levels; phonological level (figure 6.3), morphological level (figure 6.4), semantic level (figure 6.5), syntactic level (figure 6.6). The text contains also features which are related to discourse competence. The latter includes features related to text organization (figure 6.7), text genre, and cohesive devices (figure 6.8).

5.4.4. Reading Activities

Students need to go through different reading activities in order to learn all of knowledge, skills, and attitudes (i.e., competencies) related to linguistic, strategic, and discourse competences. Since the CBLT approach is a learner-centered approach, the current designed lesson incorporates different reading activities which require students' involvement. In other words, these activities are supposed to be carried out by the student himself. Generally, the reading lesson consists of three main stages: the pre-reading stage, while reading stage, and the post-reading stage. Therefore, the reading activities are categorized into these three steps. That is, the student is supposed to go through pre-reading, while reading, and post-reading activities. These reading activities are presented and explained as following.

5.4.4.1. Pre-reading activities

The aim of the pre-reading activities is to help readers guess and understand generally the main topic of the text. During the pre-reading activities, students are supposed to draw a general overview about the text in general. This overview helps readers to start reading the text with prior understanding of the text content. The current sample of CBLT lesson consists of four main pre-reading activities. Each reading activity has its own objectives and instructions. The pre-reading activities are presented and explained below.

Pre-reading activities

King Henry VIII

Queen Elizabeth I

Picture 01: (Adelson-Goldstein & Shapiro, 2009 : 199)

Picture 02: (Bardes, Shelley, & Schmidt, 2012:30)

Picture 03: (Bardes, Shelley, & Schmidt, 2012:15)

Pictures 4, 5, and 6 (Adelson-Goldstein & Shapiro, 2009 : 138)

Pic 01 pic02 Pic 03

435   100
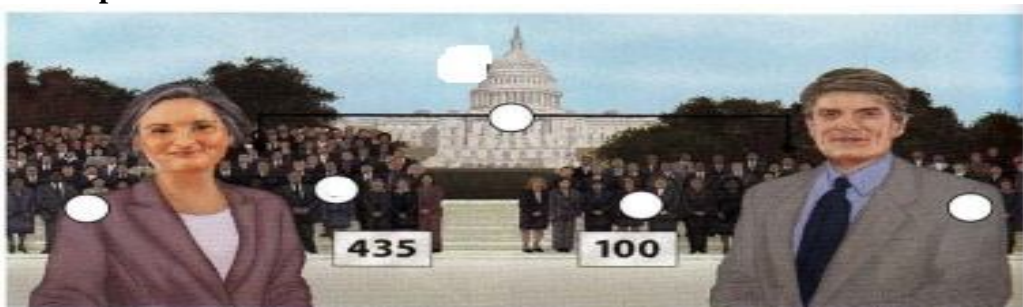
Pic04

Pic05
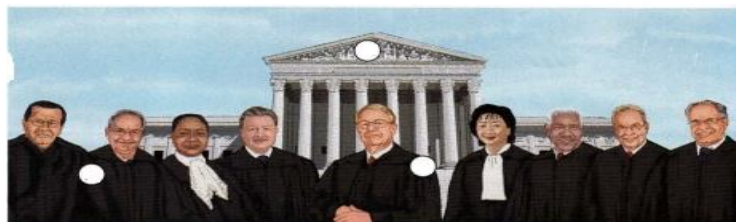
Pic06

Figure 5.10: Pictures which belong to the first pre-reading activity

Activity 1: Look at pictures **01**, **02**, and **03**, then name persons presented in the pictures.

Figure 5.11: Activity one from the pre-reading stage

In this pre-reading activity, students are provided with three main pictures, and they are asked to observe and name persons presented in these pictures. This reading activity has four main objectives. These objectives are related mainly to the strategic competence.

- First, it tends to teach students how to **<u>pre-view</u>** the text before the reading stage (meta-cognitive strategy).

- Second, it helps students to compare between these persons, so they can **<u>draw a conclusion</u>** regarding the difference between the political systems undertaken by these persons (cognitive strategy).

- Third, it helps students to **<u>guess</u>** the content of the text in general (cognitive strategy).

- It prepares them to the next task i.e., students can use the knowledge they guess in this activity to undertake the next reading activity.

<u>Activity 02:</u>Using pictures **04**, **05**, and **06** try to put the following words in the appropriate place (numbers should be put into the circles found in the three pictures)

1- Supreme Court
2- Justices
3- Congress
4- Congressperson
5- Senate
6- Senator
7- White house
8- House of representatives
9- President
10- Cabinet
11- Vice President
12- Chief justice

Figure 5.12: Activity two from the pre-reading phase (Adapted from Lamri, 2015: 309)

In the second pre-reading activity, students are asked to observe pictures, and then put the words provided into the appropriate circle. That is, they are required to find the political name of persons, houses, and organizations presented in pictures 04, 05, and 06.

The current pre-reading activity has four main objectives. These objectives are related to both linguistic and strategic competence.

- First, it helps students learn some **<u>jargon</u>** related to the aspect of politics through the use of pictures (signifier and signified). This objective is related to the semantic level (i.e., vocabulary: linguistic competence).

- Second, it helps students **<u>guess and understand</u>** the text content through previewing the text and its pictures (Meta-cognitive strategy).

- Third, it leads students to use their **<u>prior knowledge</u>** presented in the previous task (cognitive strategy).

- Fourth, it prepares students to the next activity.

Activity3: Match the following words to their appropriate pictures:

1- Popular sovereignty	Picture 1
2- Legislative Branch	Picture 2 + 3
3- Judicial Branch	Picture 4
4- Executive Branch	Picture 5
5- Monarch sovereignty	Picture 6

Figure 5.13: Activity three from the pre-reading phase (Adapted from Alderson, 2000: 218)

Once students determine the appropriate names of each person, house, and organization presented in the previous task, the current pre-reading activity requires students to link pictures with their appropriate political name. That is, it requires students to find the pictures which represent the types of sovereignty (monarch or republic sovereignty), and to find pictures which show the different political branches found in constitutions in general. This pre-reading activity has also different objectives. The latter concerns both linguistic and strategic competences.

- First, it helps students **preview** and **guess** the text before the reading stage (meta-cognitive and cognitive strategy).

- Second, it helps students learn other **jargons** related to the constitutional systems in both U.S.A and U.K (semantic level: linguistic competence).

- Third, it helps students **use and link knowledge** presented in both activities 01 and 02 when undertaking the current activity (cognitive strategy).

- Fourth, it prepares students to the next pre-reading activity.

Activity4: Guess the content of the text (or the main topic) depending on the pictures provided.

Figure 5.14: Activity four from the pre-reading phase

This pre-reading activity is considered as concluding activity. The latter involves students to link all ideas which are presented in the previous activities. The link between these multiple ideas helps students to guess clearly the main topic of the text. That is, activity four is the result of all ideas gained from the previous pre-reading activities (i.e., 01, 02, and 03). Hence its main objectives are related to the strategic competence.

- First, it helps students learn how to **preview** the text whenever they read texts (meta-cognitive).

- Second, it assists students to use the strategy of **guessing** (cognitive strategy).

Once students finish the pre-reading activities, they are supposed to draw an overview about the text content such as the main topic and the thesis statement. This predicted overview can either be confirmed or rejected during the reading stage. In other words, students are required in the second stage to confirm or reject their predicted overview which they draw during the pre-reading activities. Hence, the next reading activities are related to the second stage. The latter refers to the while-reading activities.

5.4.4.2. While reading activities

During the reading stage, students are exposed to the text content. That is, they are required to read the text and understand its main ideas. Hence, the following reading activities help students facilitate their reading comprehension. These activities concern three main competences. That is, they are supposed to teach students the different competencies related to these three main competences. The while-reading stage consists of three main parts: strategies for comprehension, text comprehension, and mastery of language.

While Reading Activities

Part 01/- Reading Strategies

Activity 05: Make the following steps when reading the text:

- Look at the text elements (e.g., title, number of paragraphs, pictures, and source) and try to draw an overview about the text content.
- Read the text quickly, and then determine the general idea of each paragraph.
- Read the text carefully, and then underline ideas which you have understood.
- Reread the text and try to underline words you cannot understand.
- Try to guess meaning of these words depending on the context.
- Confirm your guess or correct it through checking each word meaning using the dictionary.
- Reread all sentences which contain words you have explained (through dictionary) and try to understand them again.
- Put the text away, and try to state orally the main ideas of the text.

Figure 5.15: Activity five from the while-reading phase

The first part from the while reading activities aims at helping students to use the different types of strategies during the reading stage. Therefore, the while reading activity provided above requires students to make a set of various steps when reading the text. That is, students during this activity are asked to exploit multiple strategies in order to facilitate the reading comprehension process. The activity has different objectives which are mentioned below.

- First, it helps students use the previewing strategy before start reading the text i.e., students are asked to count how many paragraphs, read the headlines, and observe other features.

- Second, it helps students use the skimming strategy and understand its objective. That is, by the end of this activity, students will be aware that the skimming strategy helps students to grasp the general idea without understating the details.

- Third, students in this activity will understand also how the scanning strategy is used and the reason behind its use. They will be aware that the scanning strategy is more detailed and less general than the skimming strategy. In other words, they will be able to use this strategy in order to underline ideas which are clear and the ones which are not clear.

- Fourth, the current activity helps students to use the re-reading strategy when they need to determine words which prohibit their comprehension process. in other words, it shows to students that the reason behind the re-reading strategy can be the identification of comprehension problem resources. This strategy can have other purposes as well.

- Fifth, the activity helps students to use strategy of guessing word meaning from the context.

- Sixth, the current while-reading activity tends to teach students how to confirm or reject their guess. In other words, students will learn that the strategy of rejecting and confirming guess should be used whenever they make a guess. This strategy helps in monitoring their comprehension.

- Seventh, the activity also helps students to utilize the strategy of translation through the use of dictionary.

- Eighth, the current reading activity encourages students to re-read the sentences where their words are translated for better comprehension. That is, this activity shows the different reasons behind the use of re-reading strategy. For instance, in this case, students are asked to re-read certain sentences after the comprehension and translation of their ambiguous words.

- Ninth, by the end of this activity, student will recognize the importance of stating the ideas which they have understood orally without looking at the text. This strategy helps students to memorize and better highlight the main ideas and key words of the text.

The second part from the while reading stage refers to text comprehension activities. This section focuses more on teaching students the different knowledge, skills, and attitudes related to both linguistic and discourse competences. The text comprehension part incorporates five main activities. The instructions and objectives of each activity are presented below.

Part 02/- Text Comprehension:
Activity 06: choose a title for the text
   a- Governments of both U.S.A and U.K
   b- The difference between the British and American constitutions
   c- The role of the British and American constitutions
   d- The nature of the British and American constitutions

Figure 5.16: Activity six from the while-reading phase [Adapted from Alderson etal. (1995qtd in Alderson, 2000: 218)]

The while reading activity presented about requires students to find the correct main topic of the text. Hence, it provides students with different main topics to choose. This task has three main objectives which are related to discourse competence. In other words, it tends to teach students the different competencies related to text organization

such as main topic, thesis statement, main ideas, supporting details, and other parts from the text. The objectives are stated below.

- First, it helps students know that each text has a main topic.

- Second, using the different options provided in the task above, students will be able to know the way they recognize the main topic of any text.

- Third, the task shows students that the main topic usually leads to the identification of the thesis statement.

Activity 07: Answer the following questions

1- Does the British Constitution contain a declaration of rights?
2- What do fusion and separation of powers mean?
3- What does popular sovereignty mean? Exemplify.
4- What does the expression presidential government refer to?

Figure 5.17: Activity seven from the while-reading phase(Adapted from Alderson, 2000: 227)

The sixth activity from the text comprehension part requires students to find out the different main ideas of the text. That is, once students recognize the main topic and thesis statement of the text, they are asked to identify the main idea of each paragraph in the text. The current activity has also different objectives related to text organization. These objectives are presented as following:

- First, it helps students to recognize the different main ideas of each paragraph.

- Second, it allows students to know more about the way English texts are organized (e.g., main topic, thesis statement, main ideas …etc).

- Third, it assists students to check their text comprehension through the use of these main ideas. In other words, the task shows to students how they can check their comprehension through the identification of the main ideas in the text (i.e., using students' knowledge related to text organization).

Activity 08: Among these four sentences, two of them are not mentioned in the text

1- Both constitutions include implicit or explicit constitutional principles. Implicitly, both countries are committed to democracy.
2- The rule of law is a core liberal-democratic principle which is followed by both the American and British constitutions.
3- The sovereignty of parliament is preferred by the British constitution rather than the American one.
4- Separation of powers is found greatly in the American constitution.

Figure 5.18: Activity eight from the while-reading phase (Adapted from Alderson, 2000: 223)

This activity from the text comprehension part concerns mainly the different supporting ideas. Hence, it provides students with multiple choices, and they are asked to indicate which supporting ideas are not mentioned in the text. Like other reading activities, the current one incorporates the following objectives.

- First, it helps students check comprehension through the identification of different supporting ideas mentioned in the text.

- Second, it shows to students the difference between main ideas and supporting details. Also, it indicates to students the function of each of the main idea and supporting idea.

- Third, it assists students to draw an overview about the way English texts are organized including main topic, thesis statement, main ideas, and supporting ideas.

Activity 09: Find the appropriate term of each definition

………………: The branch of government responsible for implementing or carrying out public policy and the laws of the state. The Executive is today much involved in formulating policy and laws
………………: The branch of government that makes law through the formal enactment of legislation.
………………: A system of government in which a king or queen is the head of state
………………:The first ten amendments to the U.S. Constitution

Figure 5.19: Activity 09 from the while-reading phase

Activity number nine aims at teaching students some jargon related to the field of political sciences. Hence, it asks students to find the appropriate term of each definition. That is, students are provided with different definitions of some jargons and they are required to determine the exact jargon depending on its definition. This activity has different objectives which concern the linguistic competence (i.e., semantic level) and strategic competence. The objectives are stated below.

- It teaches students some jargon related to the constitutional systems.

- It helps students guess the political term depending on its definition (i.e., cognitive strategy).

Activity 10: the text is…………….............

Informative   Comparative   Descriptive   Expository   Argumentative

Justify your answer

Figure 5.20: Activity 10 from the while-reading phase (Adapted from Alderson, 2000: 223)

The activity presented above concerns mainly the discourse competence. It requires students to identify the genre of the current text. The activity therefore has two main objectives:

- First, it shows to students the different genres found in English political texts.

- Second, it helps students know the different features which characterize the informative text.

Part 03/- Mastery of language

Activity 11: Find in the text the reference of the following words and phrases

One§1:	This supreme power §1:	Documentation§1:
These persons §2:	They§2:	Them§2:
Their actions§3:	One§4:	Which§4:
Those§4:	Who§4:	Which§5:
Its§5:		

Figure 5.21: Activity 11 from the while-reading phase

The third part from this section incorporates activities which are related to the three different competences. For example, the activity provided above concerns mainly the discourse competence. It provides students with different knowledge, skills, and attitudes related to cohesive devices such as English references. Therefore, the current activity holds the following objectives:

- First, it teaches students that each pronoun, noun, or phrase has its own reference in the text.

- Second, it shows to students that words have either singular references or plural references.

- Third, it teaches students the way to identify the different references in English texts.

Activity 12: Pick up from the text words, phrases which can be used to compare between two things

Figure 5.22: Activity 12 from the while-reading phase

Like the previous activity, this one concerns also the discourse competence particularly the different cohesive devices. That is, the current activity asks students to pick up from the text the different words which are used to compare between the constitutional systems in both USA and UK. Hence, its main objective is to teach students the different words and expressions used to compare between two main things in English texts.

Activity 13: Find words which are close in meaning to:

Word	Synonym
Change §1	
Plasticity §1	
Have §2	
Responsible §2	
Encouragement§3	
Parallel§3	
Tendency §4	
Controlled§5	
Leave§5	

Activity 14: Find words which are opposite to:

Word	Opposite
Duties §1	
Minority §2	
Individually §2	
Separation §2	

Figure 5.23: Activities 13 and 14 from the while-reading phase

Both activities 13 and 14 aim at teaching students certain aspects related to linguistic competence. Hence, they require students to find the synonyms and opposites of some words. The latter incorporates adjectives, nouns, verbs, and adverbs. These two activities share one main objective. They help students learn some general English vocabulary through the activities of finding synonyms and opposites of words (i.e., semantics).

Activity 15: Find nouns of the following adverbs

Adverb	Adjective	Noun
- Traditionally	- ……………..	- …………….
- Essentially	- ……………....	- …………….
- …………….	- ……………..	- Politics
- …………….	- ……………..	- Separation
- Collectively	- ……………..	- …………….

Figure 5.24: Activity 15 from the while-reading phase

Like activities 13 and 14, activity 15 focuses on teaching students some linguistic competencies related to the morphological aspect. That is, it requires students to complete the table by recognizing the adverbs, adjectives, and nouns of some words. This activity has in fact three main objectives. They are listed below.

- First, it teaches students the way words can be divided into their roots and suffixes.

- Second, it helps students learn the different suffixes which nouns, adjectives, and adverbs could take. For example adverbs usually end with final *"ly"*.

- Third, it assists students to learn the way they manipulate words to form nouns, adjectives, and adverbs.

Activity 16: Draw the rule for stress in words ending with "*tion*"

Noun	Verb	Noun	Verb
Collection	Collect	Separation	Separate
Protection	Protect	Administration	Administrate

Figure 5.25: Activity 16 from the while-reading phase

The activity presented above emphasizes on teaching students different competencies related to the phonological and morphological aspects. Hence, it asks

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students to draw the rule for stress in words ending with *"tion"*. The activity has two main objectives which are presented below.

- First, it helps students learn how syllables are counted and determined in English words.

- Second, it teaches students the way words ending with *"tion"* are pronounced with correct stress.

Activity 17: Compare the following sentences, then indicate the function of the verb "to have" in each sentence (verb of possession/ auxiliary verb)
- Most written Constitutions have a declaration of rights
- There has traditionally been no such protection of liberties
- The passage of the Human Rights Act has changed the situation
- America has a president rather than a monarch
- Draw the rule of the present simple and present perfect.
- Circle the subject in each sentence
- Underline the rest which starts from the verb till the end of the sentence
- Name these two main parts in the sentence
- What types of words does the second part from each sentence contain?

Figure 5.26: Activity 17 from the while-reading phase

Activity 17 involves students to do various steps which are related the linguistic competence. That is, it aims at teaching students different competencies related particularly to the syntactic aspect. Hence, it contains the following objectives:

- First, it helps students know how verb "to have" acts as a main verb or an auxiliary verb.

- Second, it assists students to draw the rule of conjugating verbs in the present simple and present perfect.

- Third, it teaches students the different parts of speech found in different English sentences.

5.4.4.3. Post-reading Activities

The next stage from the reading process refers to the post-reading phase. The latter incorporates two main activities. These tasks are related to all three competences. That is, they aim at teaching students different competencies which are related to linguistic, strategic, and discourse competences. Each activity has its own objectives and instructions. The activities are presented and explained below.

Post-reading activities

Activity 18: Complete the table below.

The Constitution of U.K	The Constitution of U.S.A
- Unwritten document	- ………………………………
- ……………………….	- Less easy to amend
- ……………………….	- Separation of power
- Parliament is the supreme	- …………………………...
- Monarchical government	- ………………………..
- …………………………	- Presidential system

Figure 5.27: Activity 18 from the post-reading phase (Adapted from Alderson, 2000: 244)

The activity presented above aims at helping students to draw a summary for all what they read in the text content. Hence, it asks students to collect the main features which characterize both American and British constitutional systems. Students are asked to provide the differences between these two countries by completing the table above. The

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current activity has one main objective. The latter concerns the strategic competence. In other words, this activity helps students use the cognitive strategy of summarizing at the end of each reading process.

Activity 19: The text lacks the final part which is the concluding paragraph. After your reading, try to provide ideas which can be included in the concluding paragraph.

Figure 5.28: Activity 19 from the post-reading phase

The last activity in the post-reading phase requires students to write a set of concluding ideas which can be included to formulate a concluding paragraph. That is, it involves students to exploit all different competencies which they acquire in this lesson in order to form meaningful sentences for a concluding paragraph. Students in this activity can use the expressions and sentences which they provide in activity 18 in order to write a concluding paragraph.

Since students during the reading process are supposed to reach the following items:

- Learning the different parts of speech which formulate English sentences.

- Drawing the form of present simple and present perfect.

- Understanding the functions of different conjunctions.

- Providing the main differences between U.S.A and U.K constitutions.

They are required to write simple sentences which can be included in the concluding paragraph. That is, because the text provided above lacks the concluding paragraph, it involves students to form the main points which are supposed to be incorporated in this missing part.

5.5. Teaching Units

During the intervention phase, the researcher designs and implements three main teaching units. Each unit has also three main lessons whose objectives are related to linguistic, strategic, and discourse competences. Since students at the department of political sciences have two sessions of English per week, each lesson from these units takes from two to three sessions to be taught. The following tables indicate the different units, lessons, and learning objectives of each competence.

UNIT ONE: BASIC CONCEPTS IN POLITICAL SCIENCES			
Lesson one: What is a Constitution?			
Learning Objectives			
Linguistic competence	Phonology	Morphology	Semantics	Syntax
	• The difference between "off" and "of" in pronunciation • Comma and full stop pauses.	• Adjectives ending in "al" • Adverbs ending in "ly" • Sufixes such as "ies", "es", "ed", and "ment".	• General Vocabulary: Verbs: to include, to think, to intend, to regulate, to qualify…etc. Nouns: principle, statement, citizen, convention, organization, institution, and declaration…etc. • Specific English (Jargon): history, tradition, parliament, public authority, court, assembly, Director of public prosecutions…etc.	• Present simple and present continuous • Parts of speech (subject and predicate only) • Subjective, objective, and possessive pronouns. • Relative pronoun "which" and its use.
Discourse Competence	Text organization		Cohesive devices	Text genre
	• Elements of the text organization: main topic, thesis statement, main ideas, supporting ideas, concluding idea.		References: of pronouns such as "which", "they", "them", and "their".	• Informative text and its main features
Strategic Competence	Meta-cognitive strategies		Cognitive strategies	Affective strategies
	• Previewing the text • Monitoring comprehension • Monitoring the use of strategies		• Guessing ideas • Contextualization of word meaning • Translation • Note taking • Underlying information • Summarization	• Self reinforcement • Expressing positive feelings and attitudes

Table 5.10: Teaching objectives of Unit one (1)[1]

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[1] https://eddirasa.com/wp-content/uploads/2014/books/3AS/anglais_3as.pdf

UNIT ONE: BASIC CONCEPTS IN POLITICAL SCIENCES			
Lesson Two: Constitution of USA and UK			
Learning Objectives			
Linguistic competence	Phonology	Morphology	Semantics	Syntax
	• Syllable stress of nouns and verbs such as: collection/collect Separation/separate • Three distinct ways of final "s" pronunciation: in nouns and verbs	• Suffixes used to form: Adjectives ending in "al", "ed", and "ive". Adverbs ending in "ly" Nouns ending in "tion" and "ics".	• General Vocabulary: flexibility, existence, separation, fusion, to attend, to defend, supreme, to echo, to establish, answerable, rigid…etc. • Specific English (Jargon): Human rights, bill of rights, constitutional amendment, executive, bodies, liberty, legislature, house of commons, monarchy, sovereignty…etc. • Opposites and synonyms of words.	• Present simple Vs present perfect • Function of verb "to have" as an auxiliary or a main verb. • Parts of speech (noun, verb, adverb, and adjective). • Subjective, objective, and possessive pronouns. • Demonstrative pronouns: these/this That/those
Discourse Competence	Text organization		Cohesive devices	Text genre
	• Elements of the text organization: main topic, thesis statement, main ideas, supporting ideas, concluding idea or paragraph		• Recognizing references of: pronouns (these, that, those, this), nouns (persons, actions), and phrases (this supreme power). • Conjunctions used to compare between two elements (e.g., unlike, while, whereas, contrary) and to express result (e.g., thus).	• Comparative text and its main features
Strategic Competence	Meta-cognitive strategies		Cognitive strategies	Affective strategies
	• Previewing the text • Monitoring comprehension • Monitoring the use of strategies		• Guessing and contextualizing • Confirming and rejecting a guess • Translating and re-reading strategies • Scanning and skimming strategies • Underlying and summarizing information	• Self reinforcement • Discussing ideas with others • Collaborative work • Exchanging ideas

Table 5.11: Teaching objectives of Unit One (2)[1]

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[1] https://eddirasa.com/wp-content/uploads/2014/books/3AS/anglais_3as.pdf

	UNIT ONE: BASIC CONCEPTS IN POLITICAL SCIENCES			
	Lesson three: A Bill becomes a Law			
	Learning Objectives			
Linguistic competence	Phonology	Morphology	Semantics	Syntax
	• The difference between /ʧ/ and /ʃ/ Examples: Chamber Chief Check Shadow Minister TV show Cash	• Dividing words into their suffixes and root • Word building: Verb+ preposition Go to Go back • Forming nouns through verbs+ ing sit= sitting	• General Vocabulary: revision, hearing, members, version, to sign, to vote, to override, to amend, to approve, to recommend, …etc. • Specific English (Jargon): Senate majority/minority leader, President pro-tempore, Minority/majority leader of the house, House committee, Full committee, senate committee, conference action…etc. • Opposites and synonyms of words.	• Passive and active voice in present tenses. • If condition type zero and one. • Expressing probability and possibility using may/might, can/could. • The use of definite and non-definite articles: *a*, *an*, and *the*.
Discourse Competence	Text organization		Cohesive devices	Text genre
	• Elements of the text organization: main topic, thesis statement, main ideas, supporting ideas, concluding idea		• Recognizing references of: pronouns (who, it, where, which), nouns (chambers), and phrases (the latter). • Conjunctions used to describe the process of an event (e.g., first, then, after that, next, the first, at the end).	• Descriptive text and its main features
Strategic Competence	Meta-cognitive strategies		Cognitive strategies	Affective strategies
	• Stating the purpose of reading • Planning for the reading • Previewing the text • Monitoring comprehension • Monitoring the use of strategies		• contextualizing word meaning and elaboration • Translating and understanding a sentence word by word • Understanding a sentence as whole • Underlying information and summarizing	• Self reinforcement • Collaborative work • Exchanging ideas

Table 5.12: Teaching objectives of Unit One (3)[1]

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[1] https://eddirasa.com/wp-content/uploads/2014/books/3AS/anglais_3as.pdf

UNIT TWO: GOVERNMENTS AND POLITICAL PARTIES			
Lesson one: Democratic and representative governments			
Learning Objectives			
Linguistic competence	Phonology	Morphology	Semantics / Syntax

Linguistic competence	Phonology	Morphology	Semantics	Syntax
	• Three distinct ways of final "ed" pronunciation with verbs in the past simple tense. • The pronunciation of "must" and "most". i.e., the difference between /ʌ/ and /əʊ/	• Adjectives ending in "ic", "less", and "full". • Prefixes such as "re", "en", "dis", "in", and "im".	• General Vocabulary: Founder, adherent, role, exclusion, to evolve, to distinguish, to perceive, to contrast …etc. • Specific English (Jargon): Representative government, democratic government, liberty, democracy, law,slavery, andrevolution…etc.	• Past simple tense (regular and irregular verbs) • Function of adjectives: Describing nouns/pronouns • Function of adverbs: Describing verb, adjective, or another adverb.
Discourse Competence	Text organization		Cohesive devices	Text genre
	• Elements of the text organization: main topic, thesis statement, main ideas, supporting ideas, concluding idea.		References: of pronouns such as "Who", "themselves", "it", and "its" …etc. Of phrases such as "the latter" and "the former"	• Comparative text and its main features
Strategic Competence	Meta-cognitive strategies		Cognitive strategies	Affective strategies
	• Previewing the text • Monitoring comprehension • Monitoring the use of strategies • Evaluating strategies		• Guessing ideas • Contextualization of word meaning • Translation • Repetition of words and sentences • Asking Questions • Summarization	• Self reinforcement • Expressing positive feelings when understanding something.

Table 5.13: Teaching objectives of Unit Two (1)[1]

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[1] https://eddirasa.com/wp-content/uploads/2014/books/3AS/anglais_3as.pdf

UNIT TWO: GOVERNMENTS AND POLITICAL PARTIES				
Lesson Two: A Monarchy and republic government				
Learning Objectives				
Linguistic competence	Phonology	Morphology	Semantics	Syntax
	• Pronunciation of words ending in "cs": e.g., Republic/republics Economic/economics • Stress in two syllable verbs: define Occur Govern	• Using "ty" and "ness" to form nouns Nobile/nobility Real/reality Good/goodness Small/smallness	• General Vocabulary: distinction, function, ceremony, consultation, distribution, to revolve, to allocate, to select, to check…etc. • Specific English (Jargon): Constitutional monarch, limited monarchy, absolute monarchy, dictatorship, oligarchy, junta, nobility, federal structure, military regimes…etc.	• Possessive form of nouns The difference between: Monarchy**'s** power Monarchy**'s** a type of government • Functions of gerund: Subject / Complement Object of verb/preposition • Functions of present participle: Continuous tenses Adjective
Discourse Competence	Text organization		Cohesive devices	Text genre
	• Elements of the text organization: main topic, thesis statement, main ideas, supporting ideas, concluding idea.		References: of pronouns such as "whose", "who", "which", and "this". Conjunctions : Expressing concession/contradiction	• Informative text and its main features
Strategic Competence	Meta-cognitive strategies		Cognitive strategies	Affective strategies
	• Previewing the text • Monitoring comprehension • Monitoring the use of strategies		• Guessing ideas • Contextualization of word meaning • Translation • Adding information • Note taking and summarizing	• Self reinforcement • Expressing positive feelings and attitudes

Table 5.14: Teaching Objectives of Unit Two (2)[1]

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[1] https://eddirasa.com/wp-content/uploads/2014/books/3AS/anglais_3as.pdf

UNIT TWO: GOVERNMENTS AND POLITICAL PARTIES			
Lesson Three: Governments and Political parties			
Learning Objectives			
Linguistic competence	Phonology	Morphology	Semantics	Syntax

Linguistic competence	Phonology	Morphology	Semantics	Syntax
	• Rules for pronouncing "r" in word and phrases e.g., Party, voter, actor Political actor and citizen (i.e., linking "r")	• Adjectives ending in "ly" • Suffixes such as "ance", "ence", "ship", "er", and "dom" Obedence Tolerance Membership Voter	• General Vocabulary: to elect, to articulate, to champion, to recognize, to vote, to induce, to control, promises, desires, obedience, treating, expulsion, preferences …etc. • Specific English (Jargon): political party, voters, legislation, executives, political campaign, officials, membership, party leadership …etc.	• Past continuous tense • Direct and indirect speech • Compound nouns: e.g., membership leadership • Collective nouns: e.g., group party senate
Discourse Competence	Text organization		Cohesive devices	Text genre
	• Elements of the text organization: main topic, thesis statement, main ideas, supporting ideas, concluding idea.		References: of pronouns such as "which", "them", "their", and "whose". Conjunctions used to: Compare between two things and add information	• Comparative text and its main features
Strategic Competence	Meta-cognitive strategies		Cognitive strategies	Affective strategies
	• Previewing the text • Monitoring comprehension • Monitoring the use of strategies • Evaluating comprehension		• Guessing ideas • Contextualization of word meaning • Rejecting and confirming a guess • Translation and note taking • Understanding a sentence as whole • Underlying and summarizing information	• Self reinforcement • Expressing positive feelings and attitudes

Table 5.15: Teaching Objectives of Unit Two (3)[1]

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[1] https://eddirasa.com/wp-content/uploads/2014/books/3AS/anglais_3as.pdf

UNIT THREE: POLITICAL ISSUES			
Lesson One: Why Civil Wars?			
Learning Objectives			
Linguistic competence	Phonology	Morphology	Semantics	Syntax
	• The difference between diphthongs /eɪ/ /aɪ/ Main Type Gain Quite Case High	• Using nouns to form other nouns Economy= economist Politics= politician Rebellion = Rebel Democracy = democrat	• General Vocabulary: to decrease, to increase, to reduce, to exploit, to rise …etc. • Specific English (Jargon): ethnic and religious diversity, Rebel leaders, grievances, secessionist rebellions, natural resources, insurgencies, ethnic or religious-based political objective, political repression autocracies…	• Future Simple • If Condition: Type 00: Expressing general truth Type 01: Expressing probability • Adverbs of frequency • Intensive pronouns • Comparative and superlative forms of adjectives
Discourse Competence	Text organization		Cohesive devices	Text genre
	• Elements of the text organization: main topic, thesis statement, main ideas, supporting ideas, concluding idea.		• References of verbal and nominal substitution • Conjunctions used to: Express result/cause	• Argumentative text and its main features
Strategic Competence	Meta-cognitive strategies		Cognitive strategies	Affective strategies
	• Previewing the text • Monitoring comprehension • Evaluating comprehension • Evaluating the strategies		• Guessing ideas • Contextualization of word meaning • Rejecting and confirming a guess • Translation and note taking • Elaboration • Summarization	• Self reinforcement • Expressing positive feelings and attitudes

Table 5.16: Teaching Objectives of Unit Three (1)[1]

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[1] https://eddirasa.com/wp-content/uploads/2014/books/3AS/anglais_3as.pdf

UNIT THREE: CURRENT POLITICAL ISSUES				
Lesson Two: Cold War				
Learning Objectives				
Linguistic competence	Phonology	Morphology	Semantics	Syntax
	• The pronunciation of the consonant "c" as /s/ and /k/ Cold Race Nuclear Distance Accumulate Exceed	• Compound nouns Cold war Superpower Warheads Violent clash Arms race Nuclear-powered	• General Vocabulary: to culminate, to contribute, to consolidate, superpowers, violence, influence, conflicts, and destruction. • Specific English (Jargon): global conflict old colonial regimes, proxy wars, military and ideological advantages, nuclear, hydrogen, and atomic bombs…etc.	• Past perfect in relation to the simple past. • Passive and active voice in past tenses. • If Condition type 02 and 03
Discourse Competence	Text organization		Cohesive devices	Text genre
	• Elements of the text organization: main topic, thesis statement, main ideas, supporting ideas, concluding idea.		• References of: Pronouns such as them, their, its, which, and who Phrases such as these superpowers, the two states…etc. • Conjunctions used to: Provide examples and illustrations	• Expository text and its main features
Strategic Competence	Meta-cognitive strategies		Cognitive strategies	Affective strategies
	• Previewing the text • Monitoring comprehension • Monitoring the use of strategies • Evaluating comprehension		• Guessing ideas • Contextualization of word meaning • Rejecting and confirming a guess • Translation and note taking • Understanding a sentence as whole • Underlying and summarizing information	• Self reinforcement • Expressing positive feelings and attitudes

Table 5.17: Teaching Objectives of Unit Three (2)[1]

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[1] https://eddirasa.com/wp-content/uploads/2014/books/3AS/anglais_3as.pdf

UNIT THREE: CURRENT POLITICAL ISSUES				
Lesson Three: Are we really at peace?				
Learning Objectives				
Linguistic competence	Phonology	Morphology	Semantics	Syntax
	• The pronunciation of the cluster "th" /ð/ /θ/ This thing Though Think That Threat	• Forming Adjectives using nouns Absence = absent Violence= violent • Plural forms of nouns such as: Life = lives Phenomenon= phenomena Man = men	• General Vocabulary: education, employment, health care, victim, discrimination, degradation, enslavement, and abuse …etc. • Specific English (Jargon):positive and negative peace, slavery, structural violence, starvation …etc.	• Models such as May , might, should, must, have to. • Countable and uncountable nouns
Discourse Competence	Text organization		Cohesive devices	Text genre
	• Elements of the text organization: main topic, thesis statement, main ideas, supporting ideas, concluding idea.		• References of: pronouns such as those, that, this, their, they…etc Phrases such as the latter, the former, this type …etc. • Conjunctions used to: add information	• Informative text and its main features
Strategic Competence	Meta-cognitive strategies		Cognitive strategies	Affective strategies
	• Previewing the text • Monitoring comprehension • Monitoring the use of strategies • Evaluating comprehension		• Guessing ideas • Contextualization of word meaning • Rejecting and confirming a guess • Translation and note taking • Understanding a sentence as whole • Underlying information • Summarization	• Self reinforcement • Expressing positive feelings and attitudes

Table 5.18: Teaching Objectives of Unit Three (3)[1]

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[1] https://eddirasa.com/wp-content/uploads/2014/books/3AS/anglais_3as.pdf

5.6. CONCLUSION

The results collected from the pre-intervention phase help the researcher to design and implement a course which addresses students' needs and problems. This chapter suggests the use of CBA to develop students' reading proficiency. That is, it shows that the use of CBA helps the teacher to identify the different learning outcomes which students need to possess in order to perform well in real-life situation. It concludes that the CBA assists teachers to teach students the different competencies related to linguistic, strategic, and discourse competences. The latter help students understand the different English political texts. The CBA encourages students to learn not only the knowledge required to develop their reading proficiency, but the way to use this knowledge in real-life situations.

Regarding the implementation of the course, the researcher explains the different elements involved during the intervention phase. For the teacher's role, the CBA emphasizes that the teacher is considered as a facilitator that helps students to overcome and address problems which they experience during their learning process. For the student's role, the CBA is viewed as a learner-centered approach. In other words, it is the student himself who is supposed to undertake all different tasks during the learning process. For the time devoted to each unit, though the CBA emphasizes that instruction is not time-based, the researcher spends two to three sessions for each lesson. She uses also different learning tasks with different objectives. For the course objectives, the researcher provides the different objectives of each lesson in relation to linguistic, strategic, and discourse competences.

CHAPTER SIX

POST-INTERVENTION PHASE AND RECOMMNEEDATIONS: ANALYSIS OF THINK-ALOUD AND POST-TEST DATA

6.1.   INTRODUCTION

6.2.   QUANTITATIVE ANALYSIS OF THE POST-TEST

     6.2.1. Description of the Post-test

     6.2.2. Report and Interpretation the Results

     6.2.3. Synthesis of the Results

     6.2.4. Comparative Analysis of the Pre-test and Post-test Results

     6.2.5. Discussion of the Results

6.3.   QUANTITATIVE ANALYSIS OF THE THINK-ALOUD PROTOCOLS (2)

     6.3.1. Report and Interpretation the Results

     6.3.2. Comparative Analysis of Think-aloud Protocols (1) and (2)

     6.3.3. Discussion of the Results

6.4. QUALITATIVE ANALYSIS OF THE THINK-ALOUD PROTOCOLS (2)

     6.4.1. Report and Interpretation the Results

     6.4.2. Discussion of the Results

6.5. RECOMMENDATIONS

6.6. CONCLUSION

6.1. INTRODUCTION

Chapter six concerns the analyses of two main research procedures including a reading comprehension post-test and a think-aloud procedure. Hence, it consists of three main sections. The first one shows the quantitative analysis of the post-test results i.e., it analyzes quantitatively the subject students' answers regarding questions related to linguistic and discourse competences. That is, the post-test results are concerned with only these two competences. A comparative analysis of the results gathered from both reading comprehension pre-test and post-test is made by the end of this particular section.

The second section of this chapter presents the different results gathered through think-aloud procedure. In other words, it aims at analyzing quantitatively each subject student's verbal protocol (2). This analysis helps the researcher to understand whether students make any progress in their strategic competence after the intervention phase. That is, the current section addresses the students' reading comprehension in relation to the strategic competence. At the end of this section, the researcher presents a comparative analysis between the data collated from both subject students' verbal protocols (1) and (2) to better explain the effect of the intervention phase.

The last part of chapter six provides different examples of subject students' verbal protocols (2) i.e., it illustrates qualitatively students' use of strategic, discourse, and linguistic competences during their reading comprehension text of the post-test. At the end of this chapter, the researcher provides some pedagogical recommendations which may help students to develop their reading proficiency.

6.2. QUANTITATIVE ANALYSIS OF THE POST- TEST

This section concerns the quantitative analysis of the results gathered from the post-test. This analysis helps the researcher to understand students' use of linguistic and discourse competences after the intervention phase. It begins with a general description of the post-test. Then, it reports and interprets the subject students' answers of different linguistic and discourse questions.

6.2.1. Description of the Post-test

The reading comprehension post-test is used to evaluate the effectiveness of the course which is taught (see appendix B). In other words, it aims to check whether students develop their knowledge concerning the linguistic, strategic, and discourse competences. It attempts also to understand whether this learned knowledge related to three mentioned competences can really help students to develop their reading comprehension proficiency.

The test is divided into two main tasks (i.e., text reading task and comprehension task). During the text reading task, students are asked to read the text carefully and indicate loudly (i.e., using the think-aloud procedure) the reading strategies which they exploit in order to comprehend the text. The aim of this task is to determine the type and frequency of strategies used by students. Hence, it tests the strategic competence. The results collected are compared with the ones gathered from the subject students' verbal protocols (1).

During the comprehension task, students are required to answer some structured questions related to discourse and linguistic competences. These questions check the students' understanding of the text in relation to these main competences. The results gathered from this post-test are also compared which the ones obtained from the pre-test in order to check students' progress.

6.2.2. Report and Interpretation of the Results

After the course is implemented, a post-test is carried out in order to check the students' reading proficiency. The current section concerns the quantitative analysis of the data obtained from this test i.e., it reports and interprets the students' right answers of questions related to linguistic and discourse competences. It is noted that the bold option in each table refers to the right answer in the post-test. The reliability of the post-test is calculated through the use of Excel and the Kuder-Richardson formula21 (KR-21) (Douglas, 2010: 107) (see chapter two, p. 51). 0.66 is the reliability of the post-test.

a. Discourse Competence

The results reported and interpreted below come under the discourse competence. In other words, questions from one to ten are mainly related to discourse criteria such as text organization, cohesive devices, and text genre.

1- What is the topic of this passage?

Options	Number of Students	
	AF	**RF**
a. Rules governing soldiers in world wars	7	14%
b. Reasons for undertaking wars	9	18%
c. Principles to start the war	5	10%
d. Guidelines followed after wars	2	4%
e. Global principles to regulate wars	**27**	**54%**
Total	50	100%

Table 6.1: Students' answers regarding the main topic

The results presented in the table above show students' answers concerning the main topic of the text. According to this table, the majority of students (54%) are able to recognize the main topic. i.e., they can understand what the whole text talks about. This result indicates students' ability to recognize the main topic of the text. On the other hand,

only 46% of the subject students are not able to answer correctly. This refers to students'

inability to identify the main subject of the text.

2- What is the topic sentence of this passage?

Options	Number of Students	
	AF	**RF**
a. The only reason for conducting a war is the right to self-defense.	8	16%
b. The term war can be defined as a conflict between either official states (countries) or non-official states (terrorists).	9	18%
c. The international law for governing wars has been included in different international conventions.	7	14%
d. Both starting and ending points of wars are regulated by different rules presented at an international scale in form of international law.	**26**	**52%**
e. All are correct	00	00%
Total	50	100%

Table 6.2: Students' answers regarding the topic sentence

Concerning question number 02, the data gathered show that 52% of the subject

students succeed in identifying the thesis statement of the text i.e. this means that most of

the students are able to identify the topic sentence of the text. The table shows also that

48% of the subject students are not able to identify the thesis statement of the text.

3- What is the main principle which all states must respect when conducting wars?

Options	Number of Students	
	AF	**RF**
a. War prisoners should be treated humanely in order to be exchanged for one's own prisoners of war	**26**	**52%**
b. Soldiers are allowed to use weapons such as guns when meeting civilians	1	2%
c. All types of weapons are used like mechanic, chemical and biological war materials	3	6%
d. Weapons of mass destruction are used regularly in order to achieve the desired end with legitimate military objectives	3	6%
e. Since all biological and chemical weapons are allowed, weapons which are used against ethical principles can be exploited also specially when treating prisoners	6	12%

f. All are correct	11	22%
Total	50	100%

Table 6.3: Students' answers regarding the supporting ideas (01)

As can be noticed in the table above, the majority of students (52%) succeed in recognizing the right answer. This indicates students' ability to identify the different supporting ideas found in the text. However, 48% of the subject students cannot answer the question correctly.

4- What is the rule which regulates the ending of wars?

Options	Number of Students	
	AF	**RF**
a. According to the victor, all leaders, soldiers, and civilians are the same when using the sweeping sanctions.	9	18%
b. Once the war ends, the state should publicly and officially declare unreasonable peace.	11	22%
c. The declared peace should not protect and secure the rights which had led to that war.	6	12%
d. Fair and public trials should be held for war crimes undertaken by both leaders and soldiers in order to provide the appropriate punishment.	**24**	**48**
e. All are correct	00	00%
Total	50	100%

Table 6.4: Students' answers regarding the supporting ideas (02)

Unlike the data gathered in the previous question, the results of the current question show that most of the subject students (52%) cannot answer the question correctly. This indicates students' failure in recognizing one of the supporting ideas in the text. Only 48% of the students can determine the right answer. That is, they are able to recognize which one of the options provided is the text's supporting idea.

5- What is the concluding sentence of the text?

Options	Number of Students	
	AF	RF
a. The concept war can be defined according to two different perspectives	8	16%
a. The international law is a new concept which integrated in the world of political sciences and international relations	7	14%
b. Each war has some international rules and principles before and after its occurrence	10	20%
c. The international law presented rules of undertaking wars that have been published in international conventions	**25**	**50%**
d. All are correct	00	00%
Total	50	100%

Table 6.5: Students' answers regarding the concluding sentence

Concerning students' ability to recognize the text's concluding sentence, the results obtained from this question show that half of participants are able to find the correct answer. This may indicate students' ability to recognize the concluding sentence in the text. The data show also that other half of the students fail in identifying the right answer. This result explains students' inability to determine the concluding idea.

6- What do the following words or phrases refer to in the text?

	Number of Students					
	Correct Answer		Wrong Answer		Total	
	AF	RF%	AF	RF%	AF	RF%
It	19	38 %	31	62%	50	100%
They	26	52%	24	48%	50	100%
The latter	27	54%	23	46%	50	100%
Which	29	58%	21	42%	50	100%

Table 6.6: Students' answers regarding word and phrase reference

Question number (6) requires the subject students to provide the reference of each pronoun and phrase. As can be noticed in the table above, the majority of students (62%) fail in identifying the reference of the pronoun "*it*". This indicates students' inability to

recognize the anaphoric reference of the pronoun *"it"*. Only 38% of students succeed in answering this question i.e., this may explain students' ability to identify the anaphoric reference of single pronouns.

Concerning the reference of the pronoun *"they"*, the data collected show that the majority of the subject student (52%) can find the right answer. This means that most of the students are able to recognize the anaphoric reference of the plural pronouns. However, only 48% of the students are not able to identify the reference of the plural pronoun *"they"*.

Regarding the reference of the phrase *"the latter"*, the data obtained emphasize that the highest percentage (54%) includes students who succeed in answering the question. This indicates that most of the students are able identify the anaphoric reference of phases in texts during the reading comprehension process. On the other hand, only 46% of the subject students are not able to recognize the reference of the phrase *"the last"*.

For the reference of the relative pronoun *"which"*, the majority of students (58%) can find the right answer. That is, this highest percentage indicates students' ability to identify the reference of the relative pronouns. Only 42% of the participants are not able to answer the question correctly. This consequently refers to students' inability to determine the reference of *the relative pronouns.*

7- Give an expression from the text that refers to:

	Number of Students					
	Correct Answer		Wrong answer		Total	
	AF	RF%	AF	RF%	AF	RF%
Cause	27	54%	23	46%	50	100%
Result	32	64%	18	36%	50	100%

Table 6.7: Students' answers concerning conjunctions (1)

Concerning question number 7, students are asked to provide different expressions used to express causes or results. According to the data presented in the table above, the

majority of students (54%) can provide correct expressions which are used to express causes. Examples of these expressions include "*that is why* and *since*". This result refers to students' ability to recognize the different expressions which the author uses in the text to state causes. On the other hand, only 46% of the participants fail in answering this question. That is, they are unable to find expressions in the text which express causes. This failure refers consequently to students' inability to recognize the different expression related to causes.

When students are asked to find in the text expressions which can be used to express results, most of them (64%) provide different correct answers. Examples of these expressions are "*therefore, moreover, and thus*". This result emphasizes that the majority of students can determine expressions which are be used to express results in the text. The remaining percentage (36%) refers to students who fail in answering this question. This result indicates students' inability to recognize the different expressions related to consequences.

8- The function of the conjunctions

In this question, students are provided with two different conjunctions to determine their function according to the context.

a. The function of the conjunction "*However*"

Options	Number of Students	
	AF	**RF%**
a. Cause	00	00%
b. Addition	11	22%
c. Opposition	**30**	**60%**
d. Result	9	18%
e. Explanation	00	00%
Total	50	100%

Table 6.8: Students' answers regarding the function of conjunctions (2)

Unlike the previous question, this one involves students to deduce the function of the conjunction provided depending on its context. According to students' answers, the majority of them (60%) answer the question correctly. This result indicates that students can understand how each conjunction functions in particular sentence or clause. Hence, they can comprehension this sentence or clause depending on each its conjunction's function. On the other hand, only 40% of the subject students do not answer the question successfully. That is, this failure refers to students' inability to deduce the function of the conjunction used in this sentence.

b. The function of the conjunction "Besides"

Options	Number of Students	
	AF	**RF%**
a. Cause	5	10%
b. Addition	**29**	**58%**
c. Opposition	7	14%
d. Result	00	00%
e. Explanation	9	18%
Total	50	100%

Table 6.9: Students' answers regarding the function of conjunctions (3)

As can be noticed in the results above, the majority of students (58%) can recognize the function of the conjunction *"besides"*. In other words, they are able to understand that the conjunction *"besides"* is used to add information to the preceding sentences and ideas.

This percentage indicates also students' ability to deduce the meaning of particular sentence depending on its conjunction. Only 42% of the students fail in identifying the right answer. This result means that students cannot comprehend different sentences in the text with the help of conjunctions.

9- Text genre

Options	Number of Students	
	AF	RF%
a. Argumentative	2	4%
b. Descriptive	5	10%
c. Informative	**29**	**58%**
d. Comparative	14	28%
e. Narrative	00	00%
f. Expository	00	00%
Total	50	100%

Table 6.10: Students' answers regarding text genre

When students are asked to identify the text genre, the majority of them (58%) can answer the question correctly i.e., this highest percentage shows students' ability to identify the different features which characterize informative texts. However, only 42% of the subject students are not able to answer the question correctly. This result indicates students' inability to recognize the different features which characterize informative texts.

1. Linguistic Competence

The following reported and interpreted results concern students' answers regarding questions related to different linguistic aspects.

10- Synonym of the word *"Weapons"*

Options	Number of Students	
	AF	RF%
a. Prisoners	4	8%
b. Soldiers	13	26%
c. Civilians	7	14%
d. Guns	**26**	**52%**
Total	50	100%

Table 6.11: Students' answers concerning synonym (01)

In this question, students are asked to find a synonym to the noun *"weapons"*. The data gathered show that the majority of students (52%) can determine the correct answer i.e., they can understand what the word "weapons" means. This result indicates students' ability to understand the synonym of the word provided in the text. On the other hand, only 48% of the subject students are not able to recognize the correct answer. This may indicate lack of vocabulary which may prohibit them from understanding the text content.

11- Synonym of the verb *"to obey"*

Options	Number of Students	
	AF	RF
a. To act	14	28%
b. To differentiate	7	14%
c. To follow	**27**	**54%**
d. To include	2	4%
Total	**50**	**100%**

Table 6.12: Students' answers concerning synonym (02)

The results presented in the table above show that the majority of the students (54%) can answer the question correctly i.e., students can recognize the synonym of the verb *"to obey"* in the text. This percentage may indicate students' knowledge of vocabulary. On the other hand, 46% of the students do not succeed in recognizing the synonym of the verb *"to obey"*. This failure may be attributed to students' lack of vocabulary.

12- The following prefixes mean

Question number 12 concerns the morphological aspect. It contains four sub-questions.

a- Retraining: the prefix *"Re"* means

Options	Number of Students	
	AF	**RF**
a. Before	8	16%
b. Together	9	18%
c. Against	3	6%
d. Again	**30**	**60%**
Total	50	100%

Table 6.13: Students' answers regarding word division (01)

Question (a) requires students to determine the meaning of the prefix *"Re" in the word "retraining"*. As can be noticed in the table above, the majority of students (60%) answer the question correctly i.e., most of them emphasize that the prefix *"re"* in the word provided means *"again"*. This result indicates the students' ability to recognize the meaning of prefixes which may help them to deduce the meaning of the whole word by dividing it into its constituent parts. Only 40% of students are not able to determine the right meaning of the prefix *"Re"*. This may explain that some students are not aware of the meaning of various prefixes found in English. This lack of awareness can prohibit students' reading comprehension.

b- Disagreed: the prefix *"Dis"* means

Options	Number of Students	
	AF	**RF%**
a. Before	12	24%
b. Together	8	16%
c. Against	**29**	**58%**
d. Again	1	2%
Total	50	100%

Table 6.14: Students' answers regarding word division (02)

As can be noticed in the table above, the majority of students (58%) can understand the meaning of the prefix *"Dis"* in the verb provided. This result may explain students' ability to deduce the meaning of the verb *"disagreed"* based on the understanding of its prefix. On the other hand, only 42% of the subject students fail to provide the right answer.

This result may indicate students' lack of knowledge of the different prefixes found in English.

c- Treatment: the suffix *"ment"* formulates

Options	Number of Students	
	AF	RF%
a. Gerund of the verb treat	4	8%
b. Noun of the verb treat	**27**	**54%**
c. Adjective of the verb treat	11	22%
d. Adverb of the verb treat	8	16%
Total	**50**	**100%**

Table 6.15: Students' answers regarding word division (03)

According to the table above, the highest percentage of the subject students (54%) succeeds to recognize the function of the suffix "*ment*". This result refers to students' ability to comprehend words based on understanding the different function of their constituent parts such as suffixes i.e., once students have the ability to recognize what a particular suffix formulates in a particular word (i.e., noun, adjective, gerund, or adverb of particular verb), they can facilitate their comprehension of this word. In contrary, only 46% of the students do not succeed to determine the right function of the suffix "*ment*". This can be attributed to students' lack of knowledge in morphology.

d- Easing: the suffix *"ing"* formulates a

Options	Number of Students	
	AF	RF%
a. Gerund	**25**	**50%**
b. Noun	17	34%
c. Adjective	08	16%
d. Adverb	00	00%
Total	**50**	**100%**

Table 6.16: Students' answers regarding word division (04)

Concerning the data collected from this last sub-question, half of the students succeed to determine the correct answer i.e., 50% of the subject students recognize that the suffix "*ing*" is used to formulate the gerund of the verb "*to ease*". This success indicates

students' ability to comprehend different words based on the identification of the functions of their morphological parts (*e.g., suffixes*). The other half of the students does not succeed to answer the question. This may refer to students' lack of knowledge in morphology.

13- The grammatical function of the word *"rules"*

Options	Number of Students	
	AF	**RF%**
a. Adverb	3	6%
b. Noun	**26**	**52%**
c. Verb	13	26%
d. Adjective	8	16%
Total	50	100%

Table 6.17: Students' answers concerning word function (1)

Concerning question number 13, students are asked to recognize the syntactic function of the word *"rules"* in the sentence provided. Hence, the data collected show that the majority of students (52%) succeed to answer this question i.e., students recognize that the word *"rules"* function as a noun in the sentence provided. This result emphasizes that the most of students have the ability to identify the syntactic function of words within sentences. This ability may help students to comprehend different sentences in the texts depending on the identification of words syntactic functions. On the other hand, only 48% of the subject students do not succeed to answer this question. This result indicates students' inability to recognize different syntactic functions of words within sentences.

14- The grammatical function of the verb *"to have"*

Options	Number of Students	
	AF	**RF%**
a. Main verb	19	38%
b. Auxiliary	**31**	**62%**
Total	50	100%

Table 6.18: Students' answers concerning word function (2)

The data presented in the table above show students' answers when they are asked to determine the syntactic function of the verb *"to have"* in the particular sentence. As can

be noticed, the majority of students (62%) succeed to answer the question. They view that verb *"to have"* in the sentence provided functions as an *auxiliary* rather than as a *main verb*. This result may indicate first that most of the participants are aware of the different functions of verb *"to have"*. Second, it may explain students' ability to determine whether this verb is an auxiliary or a main verb. Consequently, if verb "to have" acts as an auxiliary, students can deliberately switch their focus to the main verb in order to understand the idea of the sentence provided. However, if this verb functions as a main verb which means *"to possess",* students can then recognize that this is the only main verb which they need to focus on when comprehending a particular sentence. On the other hand, only 38% of the students fail recognize the right answer. This failure may indicate students' lack of knowledge. It leads also students to misunderstanding of the sentence i.e., students' inability to recognize word's function can then affect their reading comprehension.

15- The grammatical function of the word "justified"

Options	Number of Students	
	AF	RF%
a. verb	13	26%
b. noun	8	16%
c. Adjective	**28**	**56%**
d. Adverb	1	2%
Total	50	100%

Table 6.19: Students' answers concerning word function (3)

This question requires students to determine the syntactic function of the word *"justified"* in the sentence provided. The results collected show that the majority of students (56) recognize the right function of the word *"justified" in* the sentence. Their correct answer indicates students' ability to determine the right syntactic role of words given in particular sentence. Therefore, their reading comprehension of the text can be confirmed by checking the syntactic function of words within sentences. Only 44% of the

subject students do not succeed to answer this question. This indicates students' inability to understand how words are syntactically structured in sentences.

6.2.3. Synthesis of the Results

In this section, the results of the pre-test questions are synthesized and interpreted into two main competences: discourse competence and linguistic competence. The researcher in this following table put together the percentages of right and wrong answers of each question. Then, the mean of each table is calculated using Excel.

	Number of Students	
	Correct answer (RF)	Wrong answer (RF)
Main topic	54%	46%
Topic Sentence	52%	48%
Supporting sentences	50%	50%
Concluding sentence	50%	50%
Text genre	58%	42%
Mean	53%	47%

Table 6.20: Students' answers concerning questions related to text organization and genre
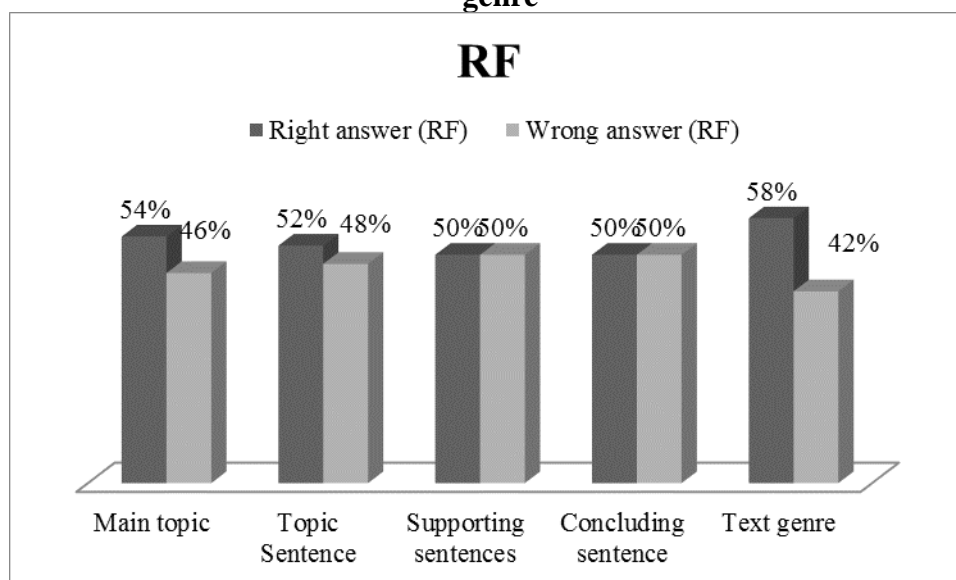
Figure 6.1: Students' answers concerning questions related to text organization and genre

The figure above shows the percentages of students' correct and wrong answers concerning questions of text organization and text genre. The results collected indicate two

main findings. First, the majority of the participants succeed to identify both main topic and thesis statement of the text. A half of students can recognize the supporting sentences and concluding idea in the text. These findings indicate students' ability to recognize the main parts of the text organization. The latter can help students to facilitate their comprehension of the text. Second, the majority of students succeed to identify the correct genre of the text. This finding shows students' ability to identify both the text genre and its main features. Hence, students can facilitate the reading comprehension process by using this sort of knowledge.

	Number of Students	
	Correct answer (RF)	Wrong answer (RF)
Word and phrase reference	50.5%	49.5%
Examples of conjunctions	59%	41%
Function of conjunctions	59%	41%
Mean	56.17%	43.83%

Table 6.21: Students' answers concerning questions related to cohesive devices
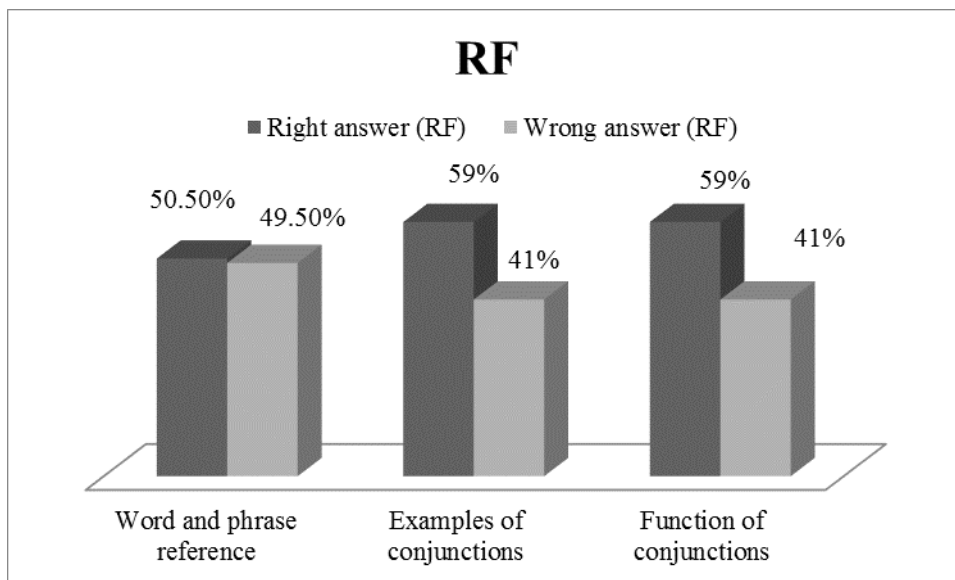
Figure 6.2: Students' answers concerning questions related to cohesive devices

The figure above indicates students' answers of questions related to cohesive devices such as references and conjunctions. Regarding the results of references, the

majority of students (50.5%) recognize the correct references of words and phrases. This result shows students' ability to identify the references of words and phrases. This ability can help them to facilitate their reading comprehension. However, only 49.5% of the subject students do not succeed to answer questions related to word and phrase references. This result indicates students' inability to identify word and phrase reference. Concerning conjunctions, most of the students (59%) succeed to provide correct examples and functions of conjunctions used in the text. This refers to students' knowledge of different English conjunctions found in English. Regarding functions of conjunctions

	Number of Students	
	Correct answer (RF)	Wrong answer (RF)
Vocabulary	53%	47%
Morphology	55.5%	44.5%
Syntax	56.67%	43.33%
Mean	55%	45%

Table 6.22: Students 'answers concerning questions related to linguistic competence
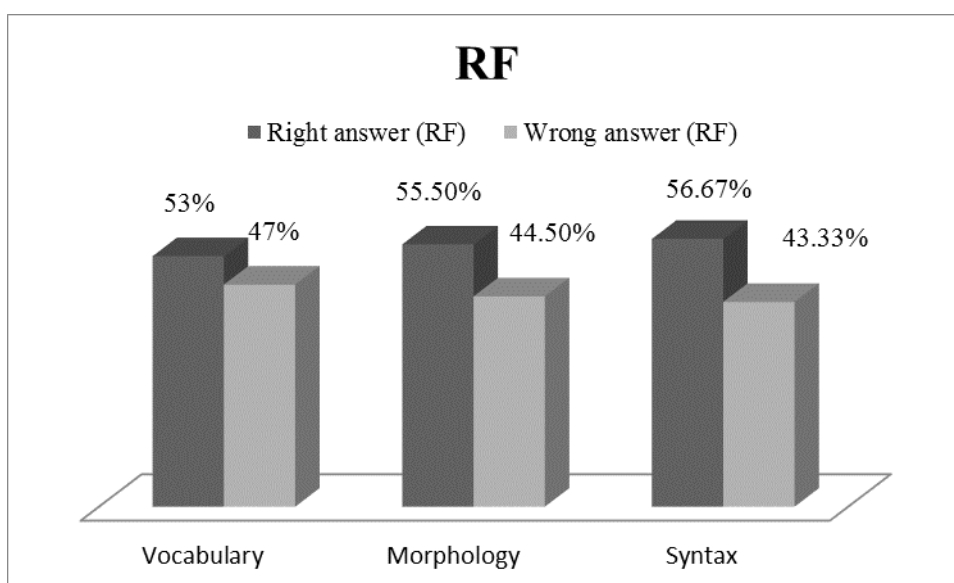
Figure 6.3: Students' answers concerning questions related to linguistic aspects

Regarding students' answers of questions related to linguistic competence, most of them succeed to provide the right answers regarding question related to vocabulary,

morphology, and syntax. This result indicates that the majority of the students do not have problems concerning the different linguistic aspects such as vocabulary, morphology, and syntax.

Disocurse Competence	Questions	Correct Answer (RF)	Wrong Answer (RF)
Main Topic	1	54%	46%
Thesis statement	2	52%	48%
Supporting Sentence 1	3	52%	48%
Supporting Sentence 2	4	48%	52%
Concluding Sentence	5	50%	50%
Reference	6	51%	49%
Conjunction 1	7	59%	41%
Conjunction 2	8	59%	41%
Text genre	9	58%	42%
Mean		54%	46%
Linguistic Competence	Questions	Right Answer (RF)	Worng Answer (RF)
Vocabulary 1	10	52%	48%
Vocabulary 2	11	54%	46%
Morphology	12	55,50%	44,50%
Syntax 1	13	52%	48%
Syntax 2	14	62%	38%
Syntax 3	15	56%	44%
Mean		55%	45%

Table 6.23: Calculating the mean of students' answers in linguistic and discourse competences

Table 5.23 presents the mean of correct and wrong answers of questions related to both discourse and linguistic competences.

Mean	Number of Students	
	Correct answer (RF)	Wrong Answer (RF)
Discourse Competence	54%	46%
Linguistic Competence	55%	45%

Table 6.24: Mean of students' answers in linguistic and discourse competences
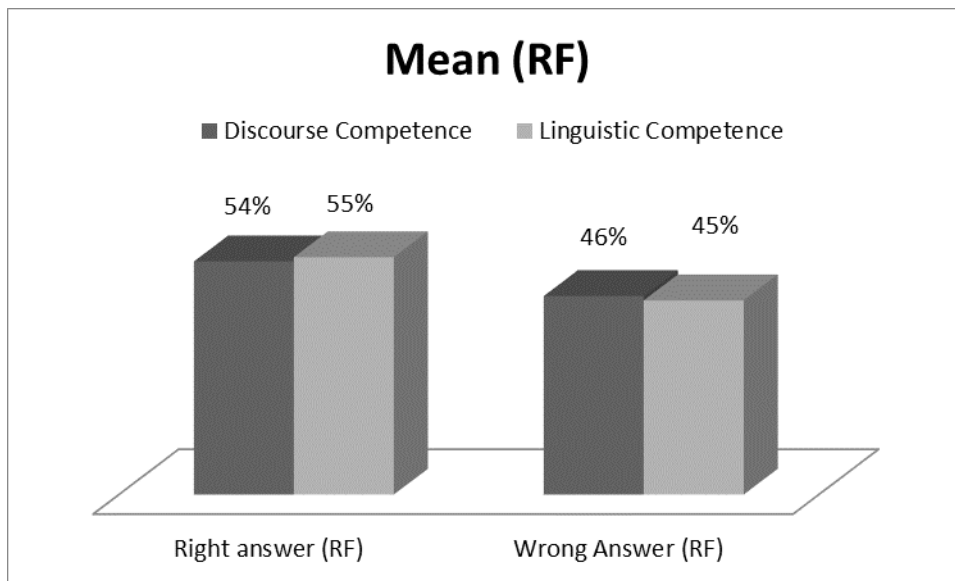
Figure 6.4: Mean of students' answers concerning questions related to discourse and Linguistic competences

The figure above shows the mean of students' right and wrong answers in both linguistic and discourse competences. According to the results obtained, it is noticed that the majority of students succeed to answer questions related to both competence.

Scores	Students	
	AF	**RF%**
2	1	2%
3	6	12%
4	1	2%
5	6	12%
6	3	6%
7	2	4%
9.5	3	6%
11.5	1	2%
12	2	4%
12.5	1	2%
13	3	6%
13.5	4	8%
14	2	4%
14.5	3	6%
15	5	10%
15.5	4	8%
16	1	2%
16.5	2	4%
Total	50	100

Table 6.25: Students' test scores
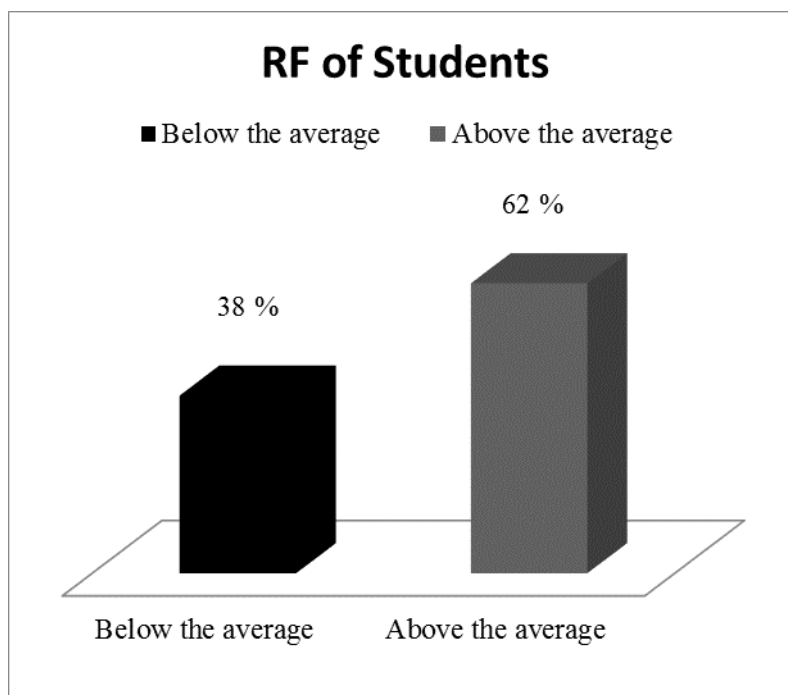
Figure 6.5: Students' scores above and below the average

The data presented in the figure above show students' scores which are above and below the average. Since the post-test is out of 19 (see chapter 2), the average equals automatically the half of the total scores (i.e., 9.5). As can be noticed, the majority of students (62%) score above the average. This result indicates students' achievement in the reading comprehension. On the other hand, only 38% of students score below the average. This shows students' low achievement in the reading comprehension post-test.

6.2.3. Comparative Analysis of Pre-test and Post-test Results

In this section, the results of both pre-test and post-test are compared to each other. The comparison concerns the linguistic and discourse competences.

	Correct answer	
	Pre-test (RF of students)	Post-test (RF of students)
Main Topic	22%	54%
Topic sentence	22%	52%
Supporting sentences	27%	50%
Concluding sentence	38%	50%
Text Genre	46%	58%

Table 6.26: Students' pre-test and post-test correct answers concerning text organization and genre
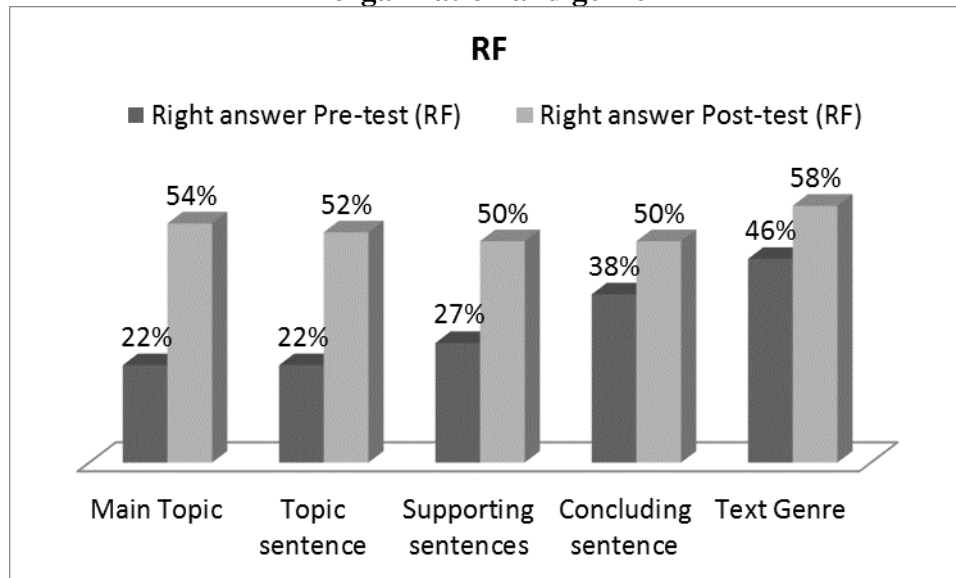
Figure 6.6: Students' right answers in pre-test and post-test concerning text organization and genre

The figure above shows students' pre-test and post-test right answers of questions related to discourse aspects such as text organization and genre. According to this graph, it is noticed that students' right answers are increased in the post-test. In other words, students succeed to answer more questions in the post-test rather than in the pre-test. This result may indicate that the majority of students have the ability to address questions related to text organization and genre.

	Correct answer	
	Pre-test (RF of students)	Post-test (RF of students)
Word reference	36%	48.67%
Phrase reference	44%	54%
Examples of conjunctions	60.8%	59%
Function of conjunctions	40%	59%

Table 6.27: Students' pre-test and post-test correct answers concerning cohesive devices
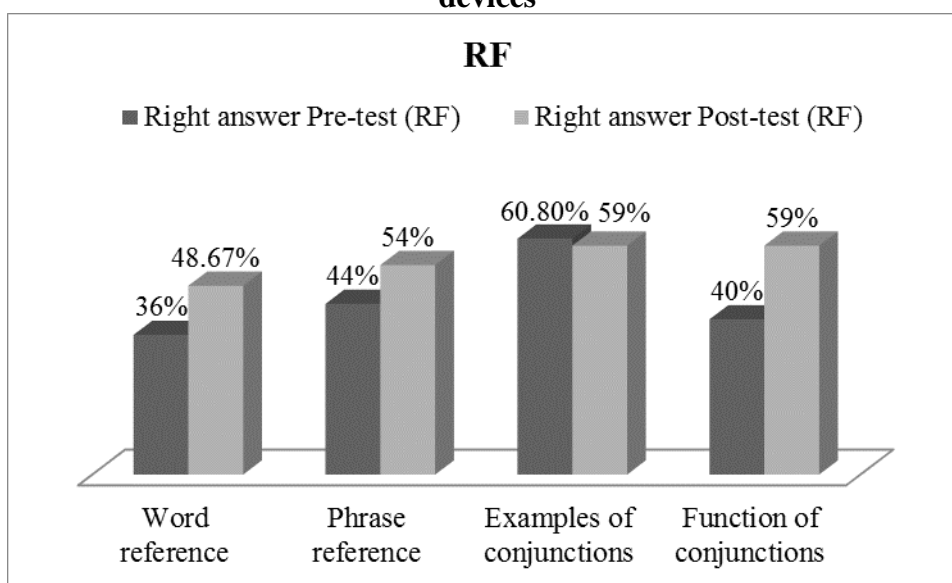
Figure 6.7: Students' correct answers in pre-test and post-test concerning references and conjunctions

The results presented in the figure above indicate exhibit students' right answers in the pre-test and post-test when answering questions related to references and conjunctions. As can be noticed, most of the students succeed to provide more correct answers in the post-test rather than the pre-test. In other words, the results show that the percentages of students whose answers are correct is bigger in the post-test than the percentage of students in the pre-test. This result emphasizes that the majority of students have the ability to answers questions related to references and conjunctions (i.e., cohesive devices).

	Correct answer	
	Pre-test (RF of students)	Post-test (RF of students)
Vocabulary	52%	53%
Morphology	43%	55.5%
Syntax	44%	56.67%

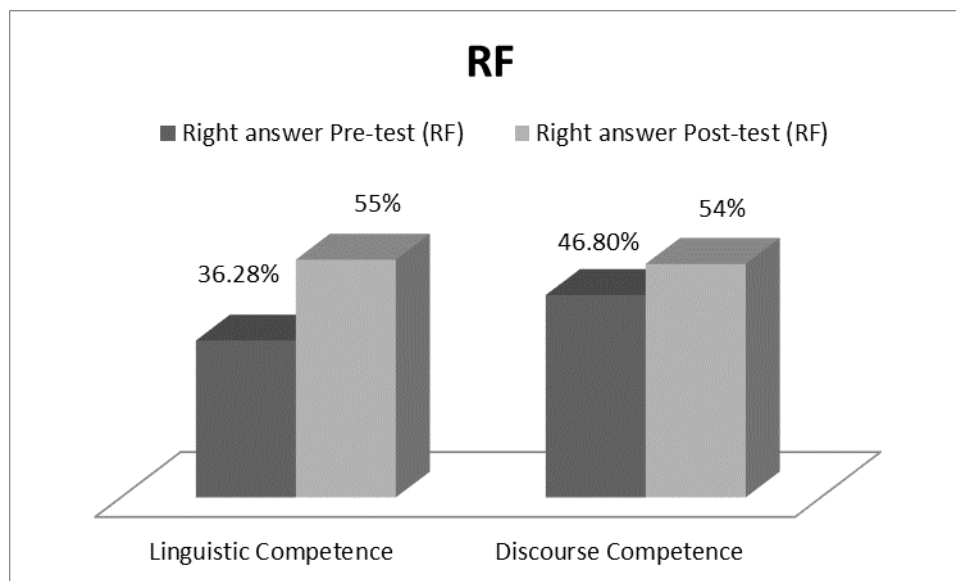**Table 6.28: Students' pre-test and post-test correct answers concerning some linguistic aspects**
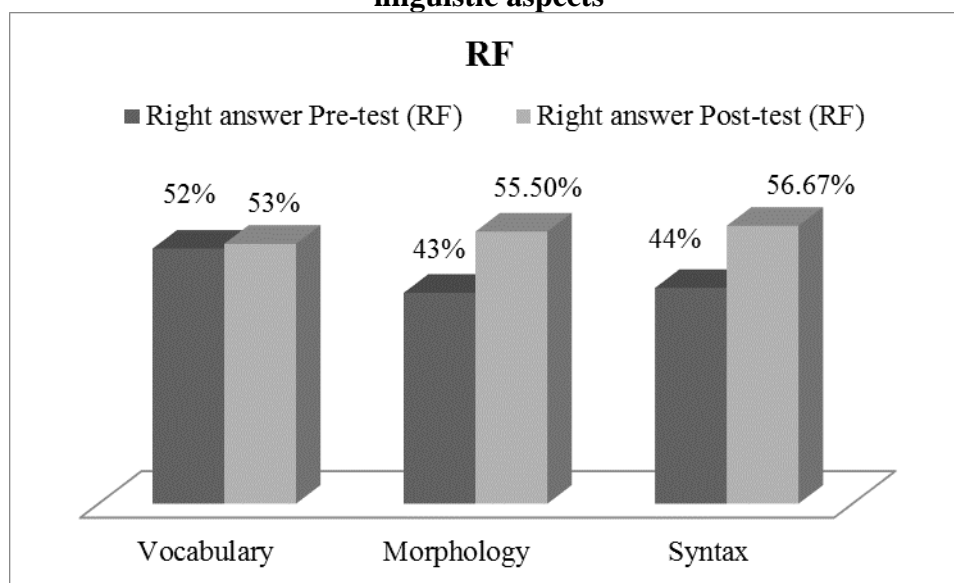
Figure 6.8: Students' correct answers in pre-test and post-test concerning linguistic aspects

The figure above shows that the majority of students succeed to provide correct answers in the post-test particularly in linguistic aspects such as vocabulary, morphology, and syntax. To illustrate, the percentages of students whose answers are correct in the post-test (53%, 55,50%, 56,67%) are bigger than the percentages of students whose answers are correct in the pre-test (52%, 43%, 44%). This result emphasizes that most of the students perform better in the post-test than in the pre-test. This may indicate that the majority of students have the competence of different linguistic aspects namely vocabulary, morphology, and syntax.

	Correct answer	
	Pre-test (RF of students)	Post-test (RF of students)
Linguistic Competence	36.28%	55%
Discourse Competence	46. 8%	54%

**Table 6.29: Students' correct answers in both linguistic and discourse competences**

Figure 6.9: Students' correct answers in pre-test and post-test concerning linguistic and discourse competences

The data presented in the figure above show students' students' correct answers of linguistic and discourse questions in the post-test and pre-test. According to the results provided, it is noticed that the majority of students succeed to provide more correct answers in the post-test rather than in the pre-test. This remark concerns questions related to both linguistic and discourse competences. This result emphasizes that most students developed their linguistic and discourse competences.

Students	Pre-test (RF)	Post-test (RF)
Below Average	56%	38%
Above Average	44%	62%

Table 6.30: Students above and below the average of pre-test and post-test
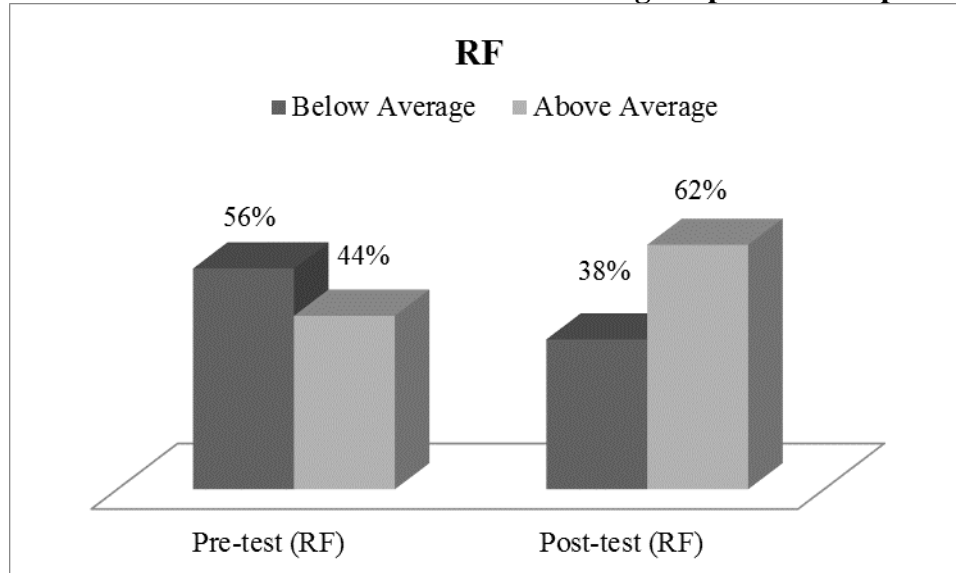
Figure 6.10: Students above and below the average in the pre-test and post-test

The figure above presents the percentages of students whose scores are above and below the average in the pre-test and post-test. Since both tests are out of 19 (see section 2.4.3.2), the average of these two tests is 9.5 (i.e., 19/2 = 9.5). The data presented above show clearly students' development in test performance, i.e., the results obtained emphasize that the percentage (62%) of students whose scores are above the average in the post-test is bigger than the percentage scored in the pre-test (44%). On the other hand, the percentage of students whose scores are below the average in the post-test (38%) is lower than the percentage obtained in the pre-test (56%). These two results indicate students' progress in their performance. They explain also students' progress in the linguistic and discourse competences. That is, since both reading comprehension tests aim at testing students' linguistic and discourse competences, any progress noticed in the post-test reflects also a progress in these two competences.

6.2.5. Discussion of the Results

The quantitative analysis of the post-test results provides some interesting findings in relation to two research hypotheses. The findings of this research instrument confirm first the hypothesis which emphasizes using the competency-based approach to develop students' competences. For instance, after the teaching program, the post-test reveals that the majority of students succeed to answer more questions related to discourse and linguistic competences i.e., students develop their discourse and linguistic competences. Developing these two competences shows two main findings. First, students become aware of knowledge related to linguistic and discourse aspects. For instance, the majority of students succeed to provide examples of expressions used to express causes and results i.e., they become aware of the different expressions used to provide reasons and consequences. Another example is that students succeed to indicate the appropriate genre of the post-test text (i.e., informative text). This shows their awareness of the different features which characterize informative texts (i.e., knowledge). Second, students become able to use this type of knowledge in practice. For instance, the majority of students succeed to recognize the syntactic function of words depending on their context. This involves students to put knowledge related to syntactic level (e.g., being aware of the different parts of speech) into practice. Another example is that the most of students succeed to recognize the references of words and phrases depending on the context. This involves them to put knowledge of references (e.g., being aware of the anaphoric and cataphoric situations) into practice. These two main findings indicate that the CBA succeeds to teach students *what linguistic and discourse knowledge* they need and *how linguistic and discourse knowledge* they should use. That is, the aim of the CBA is to answer questions like *what to teach* and *how to teach* it.

Concerning the third hypothesis which emphasizes that students' development of linguistic and discourse competences (through the use of CBA) helps in developing the reading proficiency, two main results collected from the post-test confirm this hypothesis. First, the data gathered from the post-test show that the majority of students succeed to answer more questions related to discourse and linguistic competences in the post-test. That is, the majority of students' right answers of post-test are increased in relation to discourse and linguistic aspects. Second, the results gathered from the post-test indicate also that the majority of students' post-test scores (62%) are above the average in comparison to students' pre-test scores. This indicates that the most of students perform well the post-test rather than in the pre-test. As result of this comparison, one can conclude that any progress in students' linguistic and discourse competences leads to the development of their reading proficiency. Consequently, this finding explains also how the CBA affects students' reading comprehension. In other words, the CBA develops students' linguistic and discourse competences. These two developed competences help students to develop their reading comprehension proficiency.

6.3. QUANTITATIVE ANALYSIS OF THE THINK-ALOUD PROTOCOLS (2)

As section one in this chapter addresses reading comprehension in relation to only linguistic and discourse competences, the current section concerns the strategic competence as well. This section shows the different strategies students exhibit in the think-aloud protocols (2) of the post-test. The quantitative results of this part help the researcher to understand the effect of the intervention phase on students' reading proficiency. Generally, the data indicate that students use three main strategies: *meta-cognitive, cognitive, and affective strategies.*

6.3.1. Report and Interpretation of the Results

The text of the reading post-test consists of two main paragraphs. Hence, the results of frequency and types of strategies are presented in two main tables (tables 6.31 and 6.32). Each table shows the different strategies and their frequency of each student when reading each paragraph (i.e., paragraph (1) and paragraph (2)).

Paragraph (1)	Students										
Reading Strategies	A	B	C	D	E	F	G	H	I	J	Total
Meta-cognitive strategies											
Planing											
1- Purpose for reading	1	1	1	1	0	1	1	0	1	1	8
2- Planing for reading	1	1	1	1	1	1	0	0	1	0	7
3- Previewing the text	1	1	1	1	1	1	1	1	1	1	10
Monitoring											
1- Comprehension Monitoring	7	10	12	11	9	6	9	13	5	3	85
2- Strategy Monitoring	3	5	2	2	4	3	3	4	1	1	28
Evaluating											
1- Comprehension Evaluation	1	1	1	1	1	1	1	2	1	1	11
2- Strategy Evaluation	1	1	1	1	1	0	1	1	0	1	8
Total of the Meta-cogitive strategies	15	20	19	18	17	13	16	21	10	8	157
Cognitive strategies											
Repetition of words	200	243	261	431	379	321	226	347	504	403	3315
Repetition of Sentences	27	19	16	21	18	16	11	28	30	23	209
Understanding sentence word by word	4	7	3	5	9	12	5	4	2	4	55
Understanding sentence as whole	9	8	9	9	9	8	8	9	11	8	88
Addition of information	1	0	3	2	0	1	0	4	0	0	11
Translation	19	27	19	19	29	23	18	21	23	22	220
Note taking	2	5	4	7	2	6	3	1	3	4	37
Elaboration	3	2	1	0	0	4	2	5	1	4	22
Overgeneralization	1	0	0	1	1	0	0	3	0	0	6
Summarization	1	0	0	0	1	0	1	1	1	0	5
Contextualization	2	3	0	0	5	1	2	2	4	3	22
Guessing	1	1	2	1	3	2	1	1	3	4	19
Rejecting and confirming guess	0	0	1	1	2	0	1	1	2	1	9
Underlying information	2	5	2	4	4	2	0	1	5	3	28
Self questioning	4	3	6	4	2	3	4	4	6	4	40
Total of the cognitive strategies	276	323	327	505	464	399	282	432	595	483	4086
Affective strategies											
Self reinforcement and positive feelings	1	0	1	0	2	4	1	0	1	1	11
Expressing failure to understand	2	0	1	1	0	1	0	0	1	0	6
Expressing negative feelings	1	0	0	1	0	0	0	0	0	0	2
Total of the affective strategies	4	0	2	2	2	5	1	0	2	1	19
Totatl of strategies used by each student	295	343	348	525	483	417	299	453	607	492	4262

Table 6.31: Types and Frequency of reading strategies in the subject students' verbal protocols (2a)

The table above shows the different strategies and their frequency students found in their verbal protocols (2) after the post-test. The vertical column shows the different types of strategies (meta-cognitive, cognitive, and affective strategies) which are used by students. On the other side, the horizontal columns indicate the frequency of strategies used by the 10 students (from A to J). The table does not show the different social strategies. Students cannot use this category of strategies since they are taking a test i.e., students are not able to use strategies like asking for clarification, discussing with others, and sharing information since they are doing a test individually.

Regarding the use of *metacognitive strategies,* the first section from the table above shows that most of the subject students use strategies related to *planning, monitoring, and evaluating*. For the *planning strategies*, the majority of the students (8 students out of 10, 80%) put forward their purpose of reading. This means that 80% of the subject students are aware of the use of this particular strategy. Second, seven students make plans for their reading comprehension process. This number of the students indicates that most of them tend to use the *planning strategy* before the reading process in order to facilitate their comprehension. Third, all subject students preview the text before the reading process. This shows students' awareness of the use of *previewing strategy* in order to gain an overview about the text before the reading process.

For *monitoring strategies*, all of the subject students rely on two main strategies: *comprehension monitoring and strategy monitoring*. All students B, C, D, and H use frequently *comprehension monitoring strategy* (frequency= from 10 to 13 times). Students A, E, F, and G use also this strategy around six to nine times. While students I and J use the *comprehension monitoring strategy* around three to five times. These different

frequencies in using *monitoring strategies* indicate that the majority of students are aware of using comprehension monitoring strategy during the reading comprehension process.

Concerning strategies related to *evaluation*, all the subject students evaluate their comprehension once they finish reading the first paragraph (i.e., using *comprehension evaluation strategy*). This result shows that students are aware of the importance of using *comprehension evaluation strategy* after the reading process. For the *strategy evaluation,* the majority of students (8 out of 10) evaluate the different strategies which they use when reading the first paragraph. Only two students (students F and I)) do not evaluate their use of strategies. The result obtained refers to students' awareness of *strategy evaluation* i.e., students are aware that evaluating strategies after the reading process may help them to decide whether their used strategies are enough and effectively exploited or not.

The second section from this table shows the frequency of cognitive strategies which students use during their reading process. According to the data presented, all of the subject students rely always on cognitive strategies such as *repetition of words, repetition of sentences, understanding a sentence word by word or as a whole, and translation*. These mentioned strategies score the highest numbers of frequencies. This indicates students' awareness of using such cognitive strategies. Other cognitive strategies which are frequently used by the majority of students include *note taking, elaboration, contextualization, underlying information, self questioning, and guessing*. These strategies obtain also high numbers of frequencies. This result emphasizes students' awareness of using these particular cognitive strategies. Regarding the strategies which some students occasionally use include strategies such as *addition of information, rejecting and confirming guess, overgeneralization, and summarization*. This proves also students' awareness of the importance of such cognitive strategies

The third section which includes the different affective strategies presents also some numerical results. The strategy of *self reinforcement and positive feelings* score the highest number of frequency. This result shows that the majority of subject students (7 students out of 10) are aware of the way to monitor their affective factors when reading. Hence, they often rely on reinforcing themselves during the reading process. On the other hand, five students out of ten use the strategy of *expressing failure to understand something* in the text. This may either prohibit or facilitate students' understanding of the text. For instance, if students express their failure then try to address and solve it directly, this can help them to better facilitate the reading comprehension process. However, if students tend to just express and determine their failure of understating something without trying to address or solve this failure, their comprehension process can be prohibited when the number of this failure is bigger. Hence, it is the qualitative analysis of each verbal protocol which helps the researcher to know whether students address or not their failure which they express during their reading process. Therefore, the result obtained in this strategy emphasizes just on the fact that students are aware of the strategy of *expressing failure to understand something* i.e., the researcher cannot conclude whether students misuse or use appropriately this particular affective strategy till the qualitative analysis of the subject students' verbal protocol. Regarding the last affective *strategy of expressing negative feelings*, only two students express negative feelings when reading the first paragraph. This low number of frequency shows students' ability to control their affective factors (e.g., anxiety).

Paragraph (2) Reading stratgies	Students										Total
	A	B	C	D	E	F	G	H	I	J	
Meta-cognitive strategies											
Planing											
1- Purpose for reading	1	1	1	1	0	1	1	0	1	1	8
2- Planing for reading	1	1	1	1	1	1	0	0	1	0	7
3- Previewing the text	1	1	1	1	1	1	1	1	1	1	10
Monitoring											
1- Comprehension Monitoring	5	8	7	9	11	10	9	8	3	5	75
2- Strategy Monitoring	1	4	3	2	2	4	2	3	2	2	25
Evaluating											
1- Comprehension Evaluation	1	1	1	1	1	1	1	1	1	1	10
2- Strategy Evaluation	1	1	1	2	2	1	1	2	2	1	14
Total of the Meta-cogitive strategies	11	17	15	17	18	19	15	15	11	11	149
Cognitive strategies											
Repetition of words	161	223	275	329	392	282	375	389	390	304	3120
Repetition of Sentences	18	17	18	19	10	19	16	12	17	19	165
Understanding sentnce word by word	7	3	2	5	4	9	8	5	1	2	46
Understanding sentnce as whole	8	5	4	8	10	5	3	10	4	9	66
Addition of information	1	1	2	1	1	1	2	1	1	0	11
Translation	18	16	23	21	19	21	19	18	24	16	195
Note taking	1	4	2	6	4	9	6	7	3	2	44
Elaboration	2	1	0	1	0	2	3	3	0	0	12
Overgeneralization	0	0	2	1	0	0	1	0	0	0	4
Summarization	1	0	0	1	0	1	0	0	1	1	5
Contextualization	1	1	0	0	1	3	3	1	4	2	16
Guessing	0	1	2	3	2	3	1	0	0	1	13
Rejecting and confirming guess	0	1	1	0	1	1	0	0	0	0	4
Underlying information	5	7	6	4	8	6	7	5	3	6	57
Self questioning	3	5	4	5	4	3	4	5	4	3	40
Total of the cognitive strategies	226	285	341	404	456	365	448	456	452	365	3798
Affective strategies											
Self reinforcement and positive feelings	2	1	2	2	1	1	0	2	1	2	14
Expressing failure to understand	1	1	0	1	2	0	1	0	1	2	9
Expressing negative feelings	1	0	1	0	0	1	0	1	0	0	4
Total of the affective strategies	4	2	3	3	3	2	1	3	2	4	27
Total of strategies used by each student	241	304	359	424	477	386	464	474	465	380	3974

Table 6.32: Types and Frequency of reading strategies in the subject students' verbal protocols (2b)

The data presented in the table above concern the different strategies and their frequency which students use when reading the second paragraph of the post-test text. These strategies are grouped into three categories: *meta-cognitive, cognitive, and affective strategies*. Regarding the meta-cognitive strategies, the results show that all students rely on *planning, monitoring, and evaluating strategies.* For *planning strategies*, the majority of students (8 out of 10 students) determine their purpose of reading in advance. This result emphasizes that students prefer to identify their purpose of reading in order to know how plan for the reading process. In addition, the majority of students (7 students out of 10) make their reading plan before they start reading the text. This number of students reflects students' awareness of using *planning for reading strategy.* For previewing the text strategy, it is noticed that all of the subject students preview the text before they read it. This consequently means that students know how much this meta-cognitive strategy helps students to make an overview about the text content.

For monitoring strategies, all of the students depend always on both *comprehension and strategy monitoring* i.e., all students C, B, D, E, F, G, H tend to monitor their comprehension during their reading (frequency use = from 9 to 11 times); students A, J, I use the strategy of comprehension monitoring around three to five times. The result obtained emphasizes students' awareness of the importance of *comprehension monitoring strategy*. Regarding *strategy monitoring*, all students use it from two to four times in the second paragraph. This result shows that students tend to integrate the use of *monitoring strategy* while reading the text i.e., they are aware of the use and importance of such strategy.

For *evaluation strategies,* like in paragraph one, all of the subject students evaluate their comprehension of the second paragraph once they finish reading it. In addition,

students A, B, C, F, G, and J evaluate their use of strategies one time after the reading process. While, students D, E, H, and I tend to evaluate their use of strategies twice. The use of *evaluation strategies* indicates that the majority of students are aware of this type of strategies.

Concerning *the cognitive strategies*, the second section in the table above shows the frequency of cognitive strategies students utilize when reading the second paragraph. According to this table, all of subject students depend usually on using strategies such as *repetition of words, repetition of sentences, understanding sentence word by word, understanding sentence as whole, translation, underlying information, and self questioning*. These strategies obtain the highest number of frequencies. This means that students are aware of using these different cognitive strategies. The next cognitive strategies which are frequently used by the majority of students incorporate *addition of information, elaboration, contextualization, and guessing*. This means that only few of subject students are not aware of these previous cognitive strategies. Other cognitive strategies such as *overgeneralization, summarization, and rejecting and confirming guess* are occasionally used by some of the subject students.

Regarding the *affective strategies,* as can be noticed in the table above, the majority of subject students usually use the strategy of *expressing failure to understand something.* like in the previous table of reading strategies of paragraph (1), the use of this particular affective strategy can either facilitate or prohibit students' reading comprehension process. That is, if students keep identifying their failure of understanding things without trying to address these problems and failures, the reading comprehension process can be prohibited. Hence, the researcher can recognize the effectiveness of this strategy once analyzing the verbal protocols qualitatively.

Other affective strategy which is usually used by the majority of students refers to *self reinforcement and expressing positive feelings strategy* which obtains high number of frequency. This indicates students' ability to monitor their affective factors such as boredom and self confidence during their reading process. The only strategy which is not used by the majority of students includes *expressing negative feelings.* This result shows students' ability to overcome their negative feelings through the use of positive feelings and self reinforcement strategy.

6.3.2. Comparative Analysis of Students' Verbal Protocols (1) and (2)

This section concerns the comparative analysis of reading strategies appeared in the subject students' verbal protocols (1) and (2). The following tables show the reading strategies which students use in their reading comprehension processes (1) and (2). The vertical column in each table incorporates the different reading strategies which are categorized into metacognitive, cognitive, and affective strategies. The horizontal column consists of other two columns. The first one indicates the total number of students who use these types of strategies in both verbal protocols (1) and (2) (i.e., how many students use these strategies?). The second column concerns the total frequency of strategy use (i.e., how many time these strategies are frequently appeared in both verbal protocols (1) and (2)?).

Reading Strategies	Number of Students Using Strategies			Total Frequency of Strategies Used		
Metacognitive Strategies	Verbal Protocol (1)	Verbal Protocol(2) Paragraph (1)	Verbal Protocol(2) Paragraph (2)	Verbal Protocol (1)	Verbal Protocol(2) Paragraph (1)	Verbal Protocol(2) Paragraph (2)
Planning						
Purposes for reading	1	8	8	1	8	8
Planning for Reading	3	7	7	3	7	7
Previewing the text	1	10	10	1	10	10
Monitoring						
Comprehension Monitoring	9	10	10	40	85	75
Strategy Monitoring	1	10	10	1	28	25
Evaluation						
Comprehension Evaluation	2	10	10	2	11	10
Strategy Evaluation	0	8	10	0	8	14
Total of the Metacognitive Strategies				48	157	149

Table 6.33: Students' number and frequency of metacognitive strategies in verbal protocols (1) and (2)

The numbers presented in the table above concern two main results. The first one shows the number of students who use the different meta-cognitive strategies in their verbal protocols (1) and (2). The second one shows the total number of frequency of each meta-cognitive strategy used by students in both verbal protocols (1) and (2). The meta-cognitive strategies are categorized into planning strategies, monitoring strategies, and evaluation strategies. Regarding the results of planning strategies, it is noticed that the number of students who use these strategies is increased in verbal protocols (2) regarding the number of students in verbal protocols (1). For instance, the number of students who use the strategy of *stating purposes for reading* is increased from one student in verbal protocols (1) to eight students in verbal protocols (2). Another example is the number of students who use the strategy of *planning before reading* is increased from three students in verbal protocols (1) to seven students in verbal protocols (2). One last example is the number of students who use the strategy of *previewing the text before reading* in verbal protocols (2) is bigger (10 students) than the number of students (3 students) in verbal protocols (1). This increase in students' number reflects students' awareness of using planning strategies during their reading comprehension process. Regarding the total frequency of planning strategies, it takes the same increase of the number of students. That is, students do not use for example the *strategy of planning before reading* twice. Hence the total number of frequency and total number of students using planning strategies is the same.

Concerning *monitoring strategies,* the table shows that the number of students increases in verbal protocols (2) for both paragraphs (1 and 2). For instance, only nine students use the stagy of *comprehension monitoring* in verbal protocols (1); however, ten students utilize the same monitoring strategy in verbal protocols (2). Another example is that all of the subject students tend to monitor their strategies in verbal protocols (2), while

in only one student uses this strategy in verbal protocols (1). These gathered results emphasize that all of the subject students are aware of using monitoring strategies. For the frequency of each monitory strategy, it is noticed also in the second horizontal section in the table above that the frequencies of using strategies like comprehension monitoring and strategy monitoring are increased in the verbal protocols (2) in comparison to the frequencies which are scored in verbal protocols (1). This increase in frequency emphasizes students' awareness of the importance of using frequently these strategies during the reading comprehension process.

Regarding evaluation strategies, the table above indicates that all of the students use strategies such as comprehension evaluation and strategy evaluation in verbal protocols (2); however, few of students use one of these strategies in verbal protocols (1). This result refers to students' awareness of this type of strategies. Concerning the frequency of using these two evaluation strategies, the results emphasize that all of the students use more frequently these strategies in verbal protocols (2) in comparison to verbal protocols (1). This increase in frequency means that students are aware of the importance of utilizing these evaluation strategies repeatedly.

Reading Strategies	Number of Students Using Strategies			Total Frequency of Strategies Used		
Cognitive Strategies	Verbal Protocol (1)	Verbal Protocol(2) Paragraph (1)	Verbal Protocol(2) Paragraph (2)	Verbal Protocol (1)	Verbal Protocol(2) Paragraph (1)	Verbal Protocol(2) Paragraph (2)
Repetition of Words	10	10	10	2263	3315	3120
Repetition of Sentences	10	10	10	147	209	165
Understanding a sentence word by word	10	10	10	73	55	46
Understanding a sentence as a whole	9	10	10	30	90	68
Addition of information	1	5	9	1	11	11
Translation	10	10	10	415	220	195
Noting Taking	2	10	10	6	37	44
Elaboration	5	8	6	9	22	12
Overgeneralization	6	4	3	18	6	4
Summarization	1	6	5	1	5	5
Contextualization	4	8	8	5	22	16
Guessing	5	10	7	11	19	13
Rejecting and confirming a guess	5	7	4	6	8	4
Underlying information	3	9	10	14	28	57
Self questioning	8	10	10	23	40	40
Total of Cognitive Strategies				3022	4087	3800

Table 6.34:.Students' number and frequency of use of cognitive strategies in verbal protocols (1) and (2)

The table above shows the results of using the cognitive strategies; it presents the total number of students who use the different cognitive strategies and the total number of frequency of using these strategies in verbal protocols (1) and (2). As can be noticed, all of the students use four main cognitive strategies in both verbal protocols (1) and (2). These strategies include repeating words, repeating sentences, understanding a sentence word by word, and *translation*. This means that all students are already aware of these particular cognitive strategies. Hence, they use them in both verbal protocols (1) and (2). While the total number of students who use these strategies is the same in both verbal protocols (1) and (2), the total number of frequency of using these three cognitive strategies is different in verbal protocols (1) and (2). For instance, the number of frequency of using strategies such as *repeating words, repetition of sentences, and translation* increases in verbal protocols (2) in comparison to the frequency scored in verbal protocols (1). This increase in frequency emphasizes that students are not just aware of these strategies but also of the importance of using these cognitive strategies frequently during their reading comprehension process. While, the frequency of using the strategy of *understanding a sentence word by word* decreases in verbal protocols (2) in comparison to the frequency of this cognitive strategy in verbal protocols (1). This decrease in frequency shows that students prefer to understand a sentence as whole rather than word by word. This finding is proved since the total number of frequency of using the strategy of *understanding a sentence a whole* increases from 30 times in verbal protocols (1) to 90 and 68 times in verbal protocols (2) for both paragraphs. That is, students tend to focus on understanding the whole idea of the sentence rather than understanding each word in the sentence in isolation.

In addition to the cognitive strategies which are used by all students in both verbal protocols (1) and (2), there are other strategies which are used by only a few of students in the verbal protocols (1) and by the majority of students in verbal protocols (2). To explain, strategies such *note taking, elaboration, contextualization, guessing, underlying information, self questioning,, summarization., guessing, and rejecting or confirming a guess* are used by only a few of students in verbal protocols (1); however, in verbal protocols (2), the majority of students use these previous cognitive strategies. For instance, the total number of students who use the strategy of *underlying information* increases from three students in verbal protocols (1) to nine and ten students in verbal protocols (2) in both paragraphs. Another example is that the number of students who utilize strategies like *adding information and summarization* increases from one student in verbal protocols (1) to more than five students in verbal protocols (2). One last example is that the number students using strategies like guessing increases from five students in verbal protocols (1) to ten students in verbal protocols (2); correspondingly, the number of students using the strategy of rejecting and confirming a guess increases from five students in verbal protocols (1) to seven students in verbal protocols (2). This increase in students' number shows that students do not just tend to guess the meaning of words and sentences in the text, but they tend also to reject or confirm their guess. These different results indicate that students become aware of the different cognitive strategies like *note taking, elaboration, contextualization, guessing, underlying information,self questioning, summarization, guessing, and rejecting or confirming a guess.*

Concerning the total number of frequency of using these mentioned cognitive strategies, the results presented in the table above show also that the frequency of each of these cognitive strategies increases in verbal protocols (2). To illustrate, the frequency number of using *note taking* strategy increases from 6 times in verbal protocols (1) to 37

times in verbal protocols (2). This increase in frequency is found in all cognitive strategies such as *note taking, elaboration, contextualization, guessing, underlying information, self questioning, and summarization.* This result emphasizes students' awareness of the importance of using these cognitive strategies repeatedly during their reading comprehension.

Reading Strategies	Number of Students Using Strategies			Total Frequency of Strategies Used		
Affective Strategies	Verbal Protocol (1)	Verbal Protocol(2) Paragraph (1)	Verbal Protocol(2) Paragraph (2)	Verbal Protocol (1)	Verbal Protocol(2) Paragraph (1)	Verbal Protocol(2) Paragraph (2)
Self reinforcement and positive feelings	1	8	9	1	11	14
Expressing failure to understand	10	5	9	46	6	17
Expressing negative feelings	5	2	4	8	2	4
Total of Affective Strategies				55	19	35

Table 6.35: Students' number and frequency of affective strategies in verbal protocols (1) and (2)

The results presented in the table above concern the number of students and frequency of different affective strategies. Regarding self reinforcement and positive feeling strategy, it is noticed that the total number of students using this affective strategy increases from one student in verbal protocols (1) to eight and nine students in verbal protocols (2). This increase in number shows that students become aware of this particular strategy. In addition to the total number of students, the number of frequency using this strategy progresses also from one time in verbal protocols (1) to more than eleven times in verbal protocols (2). This result emphasizes that students are aware of the importance of repeating this strategy frequently during their reading comprehension process. For the strategy of expressing failure to understand something, it is observed that all students tend to use this strategy in verbal protocols (1). This indicates that students are aware of this particular affective strategy. However, in verbal protocols (2), not all students use this strategy especially in paragraph one (i.e., only five students use it).

Since all ten students are already aware of this affective strategy, the decrease in students' number scored in verbal protocols (2) may indicate that some students succeed to understand most of the ideas. That is why they do not express their failure of understanding something. This can be proved when analyzing the number of frequency when using this particular strategy. That is, the number of frequency using this strategy decreases from 46 times in verbal protocols (1) to 17 and 6 times in verbal protocols (2). This decrease in number of frequency shows students' ability to understand things in verbal protocols (2) more than in verbal protocols (1). The last affective strategy refers to *expressing negative feelings strategy*. The latter is used by half of the students (i.e., five students) in verbal protocols (1) and few students (i.e., two students) in verbal protocols (2). This decrease in students' number shows that they succeed to monitor their negative feelings such as boredom and low self confidence. This can be proved by analyzing the number of

frequency of this strategy. that is, the total number of frequency use of this affective strategy decreases from eight times in verbal protocols (1) to two and four times in verbal protocols (2). This result indicates that students do not show more negative feelings in verbal protocols (2) in comparison to verbal protocols (1) i.e., they are able to control their negative feelings.

6.3.3. Discussion of the Results

The results gathered from this section confirm the hypothesis which says that students' development of strategic competence helps in developing the reading proficiency. In other words, two main results prove this hypothesis. First, the results gathered from the comparative analysis of verbal protocols (1) and (2) show that the total number of students and frequency using strategic competence increases frequently in verbal protocols (2) (i.e., after the intervention phase). Second, the data obtained from the comparative analysis of the pre-test and post-test results reveal that the majority of students' scores (62%) are above the average in the reading comprehension post-test in general. When comparing these results to the ones collected in the pre-test, only some students whose scores (44%) are above the average in the reading pre-test. That is, students' reading performance increases in the post-test in comparison to students' reading performance in the pre-test. These two main results emphasize that any increase in strategic competence leads to a progress in students' reading proficiency.

6.4. QUALITATIVE ANALYSIS OF STUDENTS' VERBAL PROTOCOLS

The third part of this chapter concerns the qualitative analysis of students' verbal protocols (2). This section illustrates from students' verbal protocols (2) how students use different strategies during their reading process.

6.4.1. Report and Interpretation of the Results

Like the ten verbal protocols (1) which are collected from think-aloud procedure when reading the pre-test text, the researcher collects also other ten verbal protocols (2) when reading the post-test text. Hence, the following section provides examples about the way students read the text. These examples are mainly related to three main competences: linguistic, discourse, and strategic competences.

Analysis of student A Competences

The following protocols reflect the ability of student A to use knowledge related to:

1- Linguistic Competence

The last principle demands benevolent treatment treatment of war prisoners اسرى الحروب
The latter should not be threatened
The latter should not be threatened
The latter should not be threatened with death death الموت
سما الاسرى ملازمش يقتلوهم
star strat strat strat
نجم بصح واش علاقة النجم بالموضوع ممكن الفائز في الحرب لا لا مش ممكن
strat starvation.
هذي باينة كلمة اخرى
"starvation",
مش صح كلمة نجم
نحاول نفهم المعنى نتاعها خير

The verb protocol above shows how student A reads two sentences from the text. As can be noticed, student A seems to be aware that words in English can be divided into constituent parts such as prefix, root, and affix. i.e., he has knowledge related to morphology. In addition to this, student A does not indicate only the fact that he is aware of the different parts of English words; he indicates also his ability to use this knowledge into practice. That is, the verbal protocol above illustrates how student A finds that the word *"starvation"* cannot be divided in order to be like the word *"star"*. The use of this morphological knowledge helps him to discover that the word *"starvation"* does not refer

to the word *"star"*. Regarding *vocabulary*, student A seems to be aware of words such as war, prisoners, and death.

2- Discourse Competence

The last principle demands benevolent treatment treatment of war prisoners **اسرى الحروب**
The latter should not be threatened
The latter should not be threatened
The latter should not be threatened with death death
الموت
سما الأسرى ملازمش يقتلوهم

The verbal protocols above shows that student A is aware that English texts use different anaphoric and cataphoric references to avoid repetition. He is able to find the correct reference of the phrase *"the latter"* in the sentence above i.e., student A discovers that the phrase *"the latter"* refers to war prisoners. This shows students ability to use knowledge related to *cohesive devices* (i.e., references) into practice.

دوك لازم ندير ملخص للنص. ايه باه مننساش النص راهموا باين
Informatif
خطرام الكاتب مدلنا امثلة على القواعد نتاع الحرب
بصح لا لا يقدر يكون
Comparatif
لا لا مشكيتش هوا مع البداية الكاتب يقول
"Just war" theory just war theory included in the international law determines rules". *It means the author wants to state the rules*
سما حاب يمدلنا امثلة و زيد مكانش عبارات نتاع المقارنة كيما
however, unlike, contrary
كيما لي لقيناهم في النص نتاع
American and British constitutions.

Regarding text genre, it is clearly noticed in the verbal protocol above that student A knows some features related to informative and comparative texts. In addition, he is able to use this knowledge into practice i.e., student A recognizes that the text is not comparative simply because expressions used to compare between two things are not found in the text.

3- Strategic Competence

a. اولا كي نجو نبداو نقراو لازم نحدو الهدف من القراءة نتاعنا

عليها الهدف نتاعي هوا انو نفهم اهم الافكار في هذا النص و باه ندير هذا الشئ لازم عليا ندير

Plan

راح نحاول نقرا كل فقرة و بعدها نفهم كل جملة و بعدها نلخص الافكار لي نفهمهم

و كي منفهمش كاش حاجة نحاول نترجم الكلمات

نبدا

اولا النص فيه زوج فقرات يعني راح يكون عندنا افكار رئيسية في كل فقرة

b. *The "Just war" theory just war theory included in the international law determines rules that must be adhered once the war has started,*

نحبس هنا باه نفهم الجملة

The just war theory a theoryin the international law

قانون الدولي إذن نظرية في القانون الدولي

c. الحاجة المليحة هذي الخطرة انو ستعملت ترجمة و معلومات نتاع المواد الاخرى

و زيد سجلت الافكار لي فهمتها و لي مفهمتهاش و حاولت نفهم الكلمات لي ميصلحوش في الترجمة

Concerning strategies related to meta-cognition, it is noticed in verbal protocol (a) that student A is able to use strategies like *stating purpose for reading and planning for reading*. That is, he is aware of these planning strategies. In addition, student A tends to check and monitor his comprehension of each sentence he reads (see verbal protocol *b*). The last verbal protocol emphasizes that student A tends to evaluate the strategies which he usually uses by the end of his reading process.

Analysis of student B Competences

The following protocols reflect the ability of student B to use knowledge related to:

1- Linguistic Competence

That is why they are expected to discriminate between the civilian population and legitimate military targets, الجهات العسكرية

that is why they are expected

expected

they are expected to discriminate

discriminate

هاذا راهو فعل وقيل

*that is why they are expected to discriminate between civilian population*الكثافة *and legitimate military targets.*الجهات العسكرية

As can be noticed in the verbal protocol above, student B is able to know whether a particular ward functions as a verb or not. This result shows the student's ability to use his syntactic knowledge during his reading comprehension process. another remark concerns vocabulary. Student b seems to be aware of certain specific words and expressions such as legitimate military targets.

Rules for terminating
Terminate إنهاء
war (jus post bellum, i.e., justice after war) regulate the ending of wars

Concerning morphology, the verbal protocol above indicates that student B is able to recognize the morphological parts of the word *"terminating"*. He succeeded to find the verb of the noun "terminating" by dividing this word into its constituent parts. This result shows that student B is able to use his morphological knowledge into practice. This can help him to facilitate his reading comprehension process.

However, only little international law/lɔ:/

Low/ləʊ/
International law
اه يقصد
قانون الدولي
has been devised to address it.

For the phonological aspect, the verbal protocol presented above illustrates the way student B uses his phonological knowledge during his reading comprehension process. it is noticed that student B tends to focus on pronouncing words correctly in order to recognize the right meaning of these words in their the context. This may help his to understand the text correctly.

2- Discourse Competence

سما
Main topic
نتاع النص هوا قواعد الحروب في القانون الدولي

Regarding aspects related to discourse competence, the protocol above explains that student B is aware that any English text has a main topic. It indicates also that student B is able to predict the main topic of the text depending on his reading of the text. this may refer to the student's tendency to exploit his knowledge related to text organization during his reading.

The third provision is one of pro proportionality.
القاعدة الثالثة
يعني إضافة قاعدة أخرى

The verbal protocol above indicates the way student B reads and interprets a sentence from the text. it is noticed that student B is able to recognize that the sentence provided adds another information. That is, depending on different conjunctions which can be used to add information (i.e., the word "third"), student B understands that the incoming sentence is an additional one. Using knowledge related to conjunctions may contribute in comprehending the text content.

3- Strategic Competence

اول حاجة لازم عليا نقرا النص هذا و باه نجاوب على الأسئلة نتاوعو
لازم نقراه مليح و نفهم الافكار كيما مالفين نديرو في الحصة
اذن النص باين مفيهش عنوان يعني باين راح يكون كاين سؤال على عنوان النص
مكانش تصوار و لا جداول
زوج فقرات
اوكي نبدا

Regarding the use of strategic competence, the verbal protocol above emphasizes that student B is aware of knowledge related to meta-cognitive strategies. That is, student B shows his ability to use strategies such as *stating purpose for reading, planning for*

reading, and previewing the text before his reading process. Using knowledge related to strategic competence can help the student to better comprehend text

Armies are prohibited from using weapons against civilians
معناها العسكريين مالازمش يقتلو المواطنين
العسكريين لا يستطيعون قتل المواطنين
هذا متفق عليه دوليا طبعا
سما كلمة
prohibited
معناها لا يقتلون
soldiers are prohibited from using weapons against civilians

The verbal protocol above concerns the cognitive strategies used by student B during his reading process. Hence, as can be noticed, student B uses the strategy of *contextualization* in order to predict the meaning of words depending on their context. This strategy helps student B to confirm the idea found in the sentence provided. Student B uses also strategies such as *repeating sentences and explaining a sentence as whole.* That is, instead of explaining words which student B does not know in the sentence provided, he tends to comprehend the general idea which assists him to contextualize the meaning of unknown words. This result refers to the student's ability to use his strategic knowledge during his reading.

Analysis of student C Competences

The following protocols reflect the ability of student C to use knowledge related to:

1- Linguistic Competence

War crimes
هذا مش فعل هش قتل الحروب يعني جرائم الحروب خطراك هنا راهو اسم في الجمع ب
« s » final

Regarding the use of linguistic competence, the example provided above shows that student C tends to use knowledge related to syntactic aspect. That is, it noticed that this student is aware that the final "s" form can be used to formulate either the form of verbs

conjugated in present simple or the form of nouns in the plural. This result shows the student's ability to put his syntactic knowledge into practice during his reading process.

المالية Finance
حقوق الانسان في التعلمHuman rights education
الشرطة Police
السلطة القضائية Judicial
بصح هذي السلطة القضائية واش علاقتها بالكلمات هدو ؟
تبان بلي ماهيش من
Champ lexical
البنية Structure
المجتمع Society

For student's knowledge of vocabulary, the verbal protocol above shows the way student C explains words which he knows. It is noticed that this student knows some English specific words which are related to his field of study. This knowledge contributes in comprehending the text content.

2- Discourse Competence

For instance,
اه هنا راح يمد مثال
سماراح يعاوني المثاال باه نفهم شوية
For instance, chemical and biological weapons are forbidden by many treaties, oki I can understand it now
الأسلحة الكيميائية و البيولوجية ممنوعة

Regarding the use of discourse competence, student C seems to be aware of the different expressions used to provide examples and illustrations. That is, the presented verbal protocol indicates that student C uses his knowledge related to conjunctions (i.e., cohesive devices) in order to predict the function of sentences which he reads in the text. This can facilitate his comprehension process.

3- Strategic Competence

soldiers are prohibited from using weapons against civilians.
Solides
Prohibited prohibited
هذي كلمة
Jamais

شفتها من قبل
Using use استعمال
Weapons نعرفها
ضد *Against*
المواطنين *Civilians*
لا لا منترجمش نحاول نفهم كلشي معا بعض خير
مش صح الفكرة
soldiers are prohibited
soldiers are prohibited from using weapons against civilians.
كيفاه يستعملوا الأسلحة ضد المواطنين
Impossible
معليش انا نكتبها كيما راهي
Malgré c'est pas logic

The verbal protocol presented above illustrates the student's use of two types of strategies. For meta-cognitive strategies, student C tends to check and monitor his comprehension of sentences which he reads. That is, he checks whether sentences he understands make sense or not. He uses also *monitoring strategy* i.e., student C recognizes that explaining the sentence word by word is not an appropriate way to comprehend the current idea. Hence, he turns into using other cognitive strategies. Using meta-cognitive strategies like *comprehension monitoring and strategy monitoring* helps the student to better comprehend the text. For the cognitive strategies, it seems that student C uses strategies like *translation, explaining a sentence word by word, explaining a sentence as whole, and repeating words*. These different strategies indicate that student C is aware of them.

Analysis of student D Competences

The following protocols reflect the ability of student D to use knowledge related to:

1- **Linguistic Competence**

The third provision is one of proportionality. The third provision is one of proportionality.
واش معناتها
proportionality?
مفهمتش المعنى نتاعها
صعيبة هدي الكلمة اهه
Proportion

According to the example provided above, student D is able to divide words into their constituent parts. That is, he is aware of knowledge related to morphology. Hence, he divides the word *"proportionality"* into *"proportion"*. The use of this type of knowledge can help the student to facilitate the reading comprehension of different words.

Security secure basic rights
security
هاذي
Noun
حماية الحقوق

The verbal protocol presented above indicates that student D is aware of knowledge related to syntax i.e., he knows that words in English can function as nouns or verbs. That is, student D divides the word *"security"* into its constituent parts (e.g., *"secure"* and *"ty")*in order to recognize the function of its function in the sentence. The use of syntactic knowledge during reading comprehension helps the student to recognize the different parts of speech which constitute a sentence. This leads to better understanding the sentence meaning.

Therefore, many emerged rules
many
مش
money
هذي شفيت عليها

Regarding the linguistic aspect of phonology, the student D tends to pronounce words in the appropriate way. That is, he recognizes that words "money" and "many" have different pronunciation and spelling. Student D pronounces the words "many" (i.e., /mɛnɪ/) and "money" (i.e.,/mʌnɪ/) correctly. This result shows the student's ability to use his knowledge oh phonology during hid reading comprehension process i.e., this may avoid the misunderstandings which would occur due to the mispronunciation of words in the text.

2- Discourse Competence

That is why they are expected to discriminate between the civilian population and legitimate military targets, with only minor collateral civilian casualties.
That is why they are they
Pronoun " they"
علا واش يرجع؟
civilians ?
civilians, weapons, soldiers.
لا لا ميكونش يعني
"civilian"
خطراك هذي الكلمة جاية بعد
Pronoun
تبانلي تعود على
"soldiers"
خطراك كلمة
Soliders
راهي هنا دور نتاعها
Subject
و الضمير هذا يعمل عمل
Subject
ايضا
That is why soldiers are expected to discriminate

According to the verbal protocol above, student D is aware of the different anaphoric and cataphoric references which can be used in English texts. That is, student D recognizes that the pronoun *"they"* refers to a word which is stated before the sentence provided (i.e., anaphoric reference). Also, he knows that the pronoun *"they"* must refer to a plural noun. The use of knowledge related to cohesive devices helps the student to better understand the sentence.

3- Strategic Competence

The last principle demands benevolent treatment of war prisoners.
هذي وقيل فكرة جديدة معندهاش علاقة بالأسلحة
لان الجملة الحالية تخص الأسرى
يعني هنا تبدل الموضوع من استعمال الأسلحة الى الأسرى
و زيد مستعملين كلمة
The last
ممكن هذي اخر قاعدة
اصلا الفقرة الأولى راح تكمل
The latter should not be threatened with death, starvation, or torture.
Rather, they should be quarantined from the battle zone until the war ends, at which point they should be exchanged for one's own prisoners of war.
The last principle demands benevolent treatment of war prisoners.

Demands
Treatment traitement
War prisoners أسرى الحروب
يعني معالجة الطبية للأسرى
كيما فهمتها قبل يعني الفكرة جديدة و مش تخص الأسلحة
نكتبها هاذي
القاعدة الأخيرة تخص معالجة أسرى الحروب

Regarding the use of strategic competence, the example provided above indicates that student D is aware of different meat-cognitive and cognitive strategies. For the meta-cognitive strategies, he uses the strategy of comprehension monitoring when reading each sentence. That is, student D tends to check and monitor his comprehension of sentences he reads in the text. This strategy can help the student to better understand the text. For the cognitive strategies, student d uses in his reading strategies like guessing, repeating words, repeating sentences, translation, and confirming or rejecting a guess. This result indicates the student's awareness of different cognitive strategies. In addition to this, the verbal protocol above emphasizes that student D like other students does not just try to guess the meaning of words and sentences; but he tends also to confirm or reject the guess which he makes in each sentence. This helps the student to check his comprehension of the text content.

مليح على الأقل فهمت الفكرة عموما لا لا راني لباس لحد الآن مليح

Regarding the affective strategies, student D shows in his verbal protocol presented above that he uses the strategy of self reinforcement and positive feelings. The use of this strategy reinforces him to understand other sentences.

Analysis of student E Competences

The following protocols reflect the ability of student E to use aspects related to:

1- Linguistic Competence

The "Just war" theory included in the international law determines
rules قواعد

that must be adhered once
the war has started بداية الحرب *, i.e., (jus in bello) justice in war.*
That must be adhered once the war has started
هذي كلمة
adhered
جديدة عليا
بصح باينة فعل خطراك جاية بعد
auxiliary must

The protocol above concerns the linguistic aspect of syntax. It is noticed that student E knows that words that come after the model "must" function as verbs. this student's awareness helps him to recognize the functions of different words found in the sentence. Hence,, he can better understand the sentence.

That is why they are expected to discriminate between the civilian population and legitimate
military targets, with only minor collateral civilian casualties.
They are expected "expected", expecter, expected
They are expected to discriminate discriminer
كيما بالفرونسي
discriminer
the civilian population and legitimate military targets militaire

Concerning vocabulary, student D is able to recognize different English words within one sentence. This can be attributed to his knowledge of vocabulary. Using this knowledge during his reading process facilitates the comprehension of different sentences.

Lasting
Lasting
جاية من كلمة
last نهائي

Concerning morphology, student B is able to recognize the word derivative of the adjective *"lasting"*. This ability helps the student to better comprehend words within different sentences.

2- **Discourse Competence**

As well as,
هنا هذي العبارة يستعملوها للإضافة

*As well as, it differentiates between rules which must be followed once the war ends (**jus post bellum**).*

اه هنا نظن بلي النص يهدر على قواعد لي لازم يستعملوها حتى في نهاية الحرب

Secondly, soldiers are prohibited from using weapons against civilians. That is why they are expected …
That is why they are expected …
pronoun "they"

راه جمع معناها يرجع على

soldiers

و لا

civilians

خطراك هذو الاسماء في زوج في صيغة الجمع
نعاود دوك الجملة و نشوف

However,

هنا الجملة راهي معاكسة للي قبلها
خطراك كلينة

However,

Student D shows in the verbal protocol above that he is aware of knowledge related to cohesive devices such as references and conjunctions. This use of knowledge during his reading process can facilitate his comprehension of the text.

It differentiates between rules which must be followed once the war ends (jus post bellum).
Difference la difference
the war ends نهاية الحرب

سما هنا نفهم بلي عنوان النص راح يكون على قواعد نتاع نهاية و بداية الحرب في زوج
سما لازم عنوان يشمل هاذو زوج عناصر

Regarding text organization knowledge, student D indicates in the example presented above the way he tends to recognize the main topic and main ideas of the text i.e., he is aware of the different components of any English text. The use of this type of knowledge can help to facilitate the comprehension process.

3- Strategic Competence

Soldiers are prohibited from using weapons against civilians.
Soldiers are prohibited prohibit.

هذي الكلمة
مكانش في الفرونسي

Soldiers are prohibited from using weapons against civilians
Against

ضد

prohibited from using

prohibited.
« prohibited »
زعما واش تمعني
interdire ?
Soliders interdire to use weapons against civilians.
هنا الجملة تبان
Logique
تولي الجملة لي بعدها صح منطقية و مش متناقضة
مليح
بصح مزالت كاينة جملة وحدوخرا مش مقتنعة بيها
مباعد نرجعلها
هذي الفكرة لازم نكتبها

Regarding knowledge related to strategic competence, the verbal protocol which is presented shows that student E is aware of different cognitive, meta-cognitive, and affective strategies. For cognitive and meta-cognitive strategies, student D tends to translate words which he does not know in sentences. In case this strategy does not work, he turns to using other strategy like *contextualization*. This result indicates the student's ability to monitor his use of strategies (i.e., *meta-cognitive strategy*). For the affective strategies, student D uses expressions like "that is great" to indicate his success in understanding something. This refers to the student's use of self reinforcement and positive feeling strategy.

Analysis of student F Competences

The following protocols reflect the ability of student F to use aspects related to:

1- Linguistic Competence

Many emerged rules have been codified into specific international agreements and laws.
preposition into
كلي تمعني في و لا يدخل في محتوى
يعني الفعل
codify
راه مصرف في
Present perfect
بيانلي يمعني
يأتي ضمن
خطراك الجملة هنا رجعت تهدر على قواعد بداية و نهاية الحرب
يعني الفقرة الأولى و الثانية معا
يعني هذه القواعد لبداية و نهاية الحرب تاتي ضمن اتفاقيات دولية

The verbal protocol above shows the way student F reads a sentence from the text. Concerning syntax, student F recognizes that verb *"to have"* in this sentence does not function as verb of possession. That is, he knows that this verb is used to make the form of the present perfect tense. This result indicates the student's awareness of the different syntactic functions of this verb. Since student E is able to recognize that verb "to have" is just a helping verb, he switches his attention to understanding the main verb *"to codify"*. Concerning, morphology, student F is able to divide the word "codified" into its constituent parts. This ability helps him to recognize the infinitive form of the verb *"to codify"*.

2- Discourse Competence

That is why they are expected to discriminate between the civilian population and legitimate military targets with only minor collateral civilian casualties.

المواطنين و الوحدات العسكرية.

That is why,

هذي العبارة

" that is why"

راهي تأكد في علاقة سببية

يعني تبرر في الجملة لي فاتت

فهمت بلي الفكرة تدور حول المواطنين و العسكريين

بصح واش العلاقة مابين العناصر الاثنين: المواطنين و العسكريين؟

Concerning cohesive devices, student F recognizes the function of the expression *"that is why"* in the sentence provided above. This use of knowledge helps him to understand that the sentence provided aims at explaining the reason of particular act.

3- Strategic Competence

The settlement should also secure the basic rights which had been violated and which had led to the justified war.

"The settlement"

هذي الكلمة متعاودا من قبل

بصح مفهمتهاش

لازم نرجع للوراء باه نفهمها

One proposed rule is that the peace settlement should be reasonable and publicly proclaimed.

The peace settlement settlement settlement.

هذي الكلمة متعلقة بكلمة السلم لانو ديما تكون مكتوبة بجاني كلمة السلم

الازم نفهم معناها خطراك الترجمة متصلحش معاها I have to understand its meaning because I can't translate it

كاينا حاجة متعلقة بالسلام و تكون عندها أسباب وجيهة

اهداف السلم *peace settlement*

بصح لو كان نطبق هذا المفهوم في الجملة

The settlement should also secure the basic rights

الاهداف يجب ان تحمي اهم الحقوق

اهداف السلام؟

بصح النص ميهدرش على هيئة الامم

بلاك راني غالطة

وثيقة السلم *Peace settlement*

وثيقة السلم تحتوي أسباب وجيهة

The settlement should also secure the basic rights

الوثيقة يجب ان تحمي أهم الحقوق

زعما صحيحة؟

تبانلي صحيحة

احسن من الاولى

المهم نكتب معنى الكلمة باه نتفرك بلي شرحتو بهذا المعنى

يعني وثيقة السلم تحمي الحقوق

The verbal protocol above shows the different cognitive, meta-cognitive, and affective strategies used by student F. Concerning the cognitive strategies, student F uses strategies like translating words, repeating sentences, repeating words, contextualizing words meaning. For the meta-cognitive strategies, student F tends to check and monitor both his comprehension and strategy use (i.e., using strategies of *comprehension monitoring and strategy monitoring*). For the affective strategies, student F shows clearly the way of using the *expressing failure strategy* appropriately. That is, like the other students, student F uses the strategy of *expressing failure to understand something* whenever he does not understand a word or a sentence. The use of this strategy may prohibit his comprehension if he keeps expressing failures and problems without addressing them. Hence, student F in this verbal protocol tends to address each failure or problem he expresses during his reading process i.e., he tends to use the affective strategy of *expressing failure to understand something* in a way which facilitates the reading comprehension process.

Analysis of student G Competences

The following protocols reflect the ability of student G to use aspects related to:

1- Linguistic Competence

Once the war starts, a particular state must follow different rules.
War starts بداية الحرب
"Must follow",
واش معناها؟
Must
هذا فعل ماهوش
adverb
كيما
most
خطراك كاينة
"u"

The verbal protocol presented above concerns the phonological and syntactic aspects of linguistic competence. as can be noticed, student G is aware that both words "must" and "most" have different pronunciation and functions. He recognizes that *"most"* is pronounced */məʊst/* and refers to an adverb, while *"must"* is pronounced */mʌst/* and indicates a model verb. The use of knowledge related phonology and syntax helps the student to avoid any misunderstanding which may occur due to these confusing words.

2- Discourse Competence

يعني النص يتحدث بصفة عامة عن قواعد الحروب
و مدلنا أمثلة عن القواعد في بداية الحرب في الفقرة الأولى و نهاية الحرب في الفقرة الثانية

According to the verbal protocol above, student G shows that he is aware of the different components which constitute an English text such as main topic and main ideas. He is able to understand that text of the post-test presents different rules which start and end wars *(i.e., main topic).* He recognizes also that the first paragraph concerns rules before staring wars and the second paragraph states rules after the end of wars (i.e., *main*

ideas). The use of knowledge related to text organization helps the student to better understand the way ideas are organized.

3- Strategic Competence

Furthermore, fair and public trials should be held for war crimes committed by leaders in particular, but also by soldiers.

War Crimes

كيما

criminal جرائم

Leaders

واضحة

Soldiers

ثاني واضحة

Fair العدل

Public عام عمومي

كلمة

« trials »

هيا لي جديدة

مفهمتهاش خلاص

fair and public trials should be held for war crimes committed by leaders in particular

« trials »

هذه الكلمة لازم تكون شيء عادل و عام لأجل جرائم الحرب

Committed by leaders in particular, but also by soldiers.

Committed by

By

Committed

نحاول

Replacer

كلمة

« trails »

بكلمة اخرى و نشوف

شيئ يكون عادل و عام و موجه إلى القادة و العسكريين

لأجل جرائم الحرب

عادل و عام

و هذا الشيئ يقدم بعد نهاية الحرب

تقول عليه لغز

زعمة تكون مكافئات

مكافئات عامة و عادلة

القصد هنا مكافئات متساوية و عامة

إذن مكافئات عامة و متساوية توجه للقادة و العسكريين لأجل جرائم

بصح كيفاه مكافئات عامة و متساوية توجه للقادة و العسكريين لأجل جرائم الحرب؟

مش صحيح بالنسبة لي

بلاك العكس

مش مكافئات بلاك عقوبات

عقوبات عامة يعني أمام الملء و عادلة أي تتبع العدالة

العقوبات توجه إلى العسكريين و القادة لأجل جرائم الحرب التي قاموا بها

هكذا تكون الفكرة منطقية على حد معلوماتي

Concerning the strategic competence, student G uses different types of strategies. For the meta-cognitive strategies, he uses the strategy of *monitoring his comprehension* when reading sentences i.e., student G checks and determines which words are clear and which ones are not. For the cognitive strategies, student G uses strategies like *translating words, contextualizing meaning of words, repeating words and sentences*. These different strategies help student G to better understand the meaning of the sentence. For the affective strategy, student G uses the strategy of *expressing failure to understand something* (e.g., the expression *I do not understand*). What can be noticed also is that student G tends to use this affective strategy in a way which facilitates the reading comprehension process i.e., he intends to address the failure which he expresses whenever he uses the affective strategy of *expressing failure to understand something*. That is, student G uses this affective strategy in order to identify the problem which prohibits him from understanding the whole sentence. This problem is then solved by using any appropriate strategy.

Analysis of student H Competences

The following protocols reflect the ability of student H to use aspects related to:

1- Linguistic Competence

Rules for terminating war (jus post bellum, i.e., justice after war) regulate the ending of wars.

هذو زوج جمل نسطر عليهم و نفهمهم مع بعض

Regulate تضبط

إنهاء الحرب *Terminate war*

يهدروا على السلم و كيفاه الحرب تنتهي

Regarding the linguistic competence, student H uses knowledge related morphology. That is, he tends to find the different constituent parts of the word "terminating". He recognizes that this word has an affix formed by the final "*ing*". Student H succeeds to understand the noun *"terminating"* by understanding its verb *"terminate"*.

Treatment
هذا باين
noun
معالجة
of war prisoners اسري.

The protocol above indicates the ability of student H to use knowledge related to syntax during the reading process. In other words, he recognizes that the word "treatment" functions as a noun rather than a verb. The ability to know the syntactic function of words can help the student to better understand each sentence meaning.

2- Discourse Competence

Secondly,
Soliders are prohibited
يعني القاعدة الثانية
يعني الجملة السابقة هيا القاعدة الأولى
لي تهدر على الأسلحة المستعملة
و الثانية تهدر على العسكريين
سما الأفكار مرتبة كيما مالفين نشوفوها من قبل يستعملوا عبارات كيما أولا و ثانيا و ثالثا

Concerning the strategic competence, student H recognizes that words such as *"first, second, and third"* are used to order ideas in the text. In other words, he uses knowledge related to conjunctions (i.e., cohesive devices) to better understand the way the ideas are organized

3- Strategic Competence

Protecting such basic rights can evade any other probable war between the same states.
نعاود نعاود
Protecting such basic humans' rights can evade any other probable war between the same states
يعني حماية حقوق الانسان شئ مهم
Okay
هذا الجزء فهمتوا
Can evade any other probable
probable probable
probablement
Other probable war
Can evade other probable war
Protecting such basic rights can evade can evade any other probable war between the same states

كيفاه حماية حقوق الانسان تؤدي الى حرب محتملة ؟
مستحيل
بالعكس القانون الدولي يحمي حقوق الانسان حتى في الحروب
مش منطقية هذي الجملة

protecting such basic rights can evade can evade any other probable war between the same states

اهه ممكن يقصد لا تؤدي إلى حروب محتملة
بحص مكانش

Not

و لا عبارة تبين

Negatif

معليش على الأقل تبان منطقية كي عكستها
مليح
كيما راني نترجم لازم نزيد نتاكد من معنى الجملة اذا كان منطقي و لا لا لا

The verbal protocol above shows the different strategies used by student H during his reading process. For the meta-cognitive strategies, this student tends to check and monitor his comprehension of sentences which he reads. That is, he tries to know whether his comprehension of particular sentence is logic or not. Using this type of strategies helps the student to understand sentences appropriately. Regarding the cognitive strategies, student uses different strategies such as translating words, repeating words, repeating sentences, and elaboration. The last type of strategies includes the affective strategies. As can be noticed in the verbal protocol above, student H uses the strategy *of expressing positive feelings* whenever he succeeds to understand a particular sentence.

Analysis of student I Competences

The following protocols reflect the ability of student I to use aspects related to:

1- Linguistic Competence

They are expected to discriminate between the civilian population and legitimate military targets
military targets

مش فعل خطراك الفعل لا ميجيش مع الأخير
معناها

Final « s »

نتاع الاسم مش فعل
يعني قصدوا

goal

396

الأهداف
الأهداف العسكرية

As can be noticed in the verbal protocol above, student I uses knowledge related to his syntax during his reading comprehension process. In other words, he recognizes that that the word "targets" does not function as a verb but rather as a noun. He explains that the final *"s"* found in the word *"targets"* refers to the plural form of this word. The use of syntactic knowledge helps the student to avoid any probable misunderstanding

2- Discourse Competence

It differentiates between rules which must be followed once the war ends jus post bellum
اهه هنا كي نقارن الأفكار مع بعض نفهم بلي قواعد التي تخص بداية و نهاية الحرب
ماشي الحرب بصفة عامة
إذن على مراحل
Okay
عليها كاين زوج فقرات
راح تتقسم الأفكار ممكن دوك نشوف

The first rule for conducting
القاعدة الأولى نتاع الفقرة هاذي

The example above indicates the student's ability to use knowledge related to text organization. To explain, student I recognizes the way the text is organized. He states that the each paragraph of the text provides different examples of rules governing wars. The use of this type of knowledge contributes in comprehending the text content in general.

3- Strategic Competence

The first rule for conducting war is to obey all international weapons prohibition laws
الأسلحة الدولية
كلمات
"obey"   "prohibition"
منعرفتش واش معناهم
مفاتوش عليا من قبل
بصح فهمت بلي الجملة تتحدث عن قواعد بداية الحرب و الأسلحة الدولية
To obey prohibition
To obey
مش تمعني استعمال؟
The first rule for conducting war is to obey all international weapons prohibition laws
بصح كاينة كلمة

all!!
جميع الاسلحة الدولية
استعمال جميع الاسلحة الدولية
مش معقول
بلاك تمعني منع استعمال جميع الاسلحة الدولية
بصح كيفاش ميستعملوش جميع الاسحة الدولية
لازم تكون كاينة اسلحة للمقاومة و الدفاع
هنا لازم منتسرعش
المهم فهمت بلي الجملة تخص الاسلحة الدولية و قواعد الحرب
International weapons prohibition laws
وفق القوانين *Prohibition laws*
اهه زعما وفق القانون
يعني استعمال جميع الأسلحة الدولية وفق القانون
صح صح

Regarding knowledge related to strategic competence, student I shows the use of two different types of strategies, for the meta-cognitive strategy of *monitoring comprehension* i.e., he tends to check whether his understanding of the sentence makes sense or not. In case student I finds that his comprehension is not logic using his prior knowledge, he moves to the use of different cognitive strategies. The latter induces *translation, contextualization, repletion of words and sentences, and rejecting or confirming his guess*. The use of these types of strategies facilitates his comprehension process.

Analysis of student J Competences

The following protocols reflect the ability of student J to use aspects related to:

1- Linguistic Competence

The settlement should also secure the basic rights which had been violated and which had led to the justified war.
حماية السلم *Settlement*
Secure
الأمن *Security security*
تبانلي كلمة
« *secure* »
راهي فعل خطراك جاية من الاسم
« *security* »
كي نحي
Ty
تولي فعل
Secure
زادلها غير

« E » finale

The verbal protocol presented above shows the ability of student J to use knowledge related to morphology. In other words, like the other students, student J recognizes the morphological parts of the word *"security"*. *Hence,* he succeeds to understand the meaning of the noun *"security"* by determining the form of its verb (i.e., *to secure*). Using this type of knowledge helps to better comprehend different words and sentences within a text.

2- Discourse Competence

The third provision is one of proportionality.
و قيلا هاذي القاعدة الثالثة
خطر اك كاتب
Third
سما قاعدة جديدة

Concerning discourse competence, the verbal protocol above shows that student J is aware of knowledge related to conjunctions (i.e., cohesive devices). That is, this student recognizes that the incoming contains an additional idea to the preceding one. His recognition is based on the expression "the third" which is used to add information. As result of using knowledge related to conjunctions, student J succeeds to better comprehend the function of the next sentence.

3- Strategic Competence

Besides, appropriate punishment should be delivered, and any financial restitution mandates must be proportional and discriminated.
هاذي الكلمة نعرفها
Financial
مالي او تجاري
هنا راهي
Adjectif
بصح مفهمتش الجملة كامل
Besides, appropriate punishment should be delivered, and any financial restitution mandates must be must be must proportional and discriminated.
كاين واجب خطر اك كلمة
« Must »

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مستعملينها

The verbal protocol above indicates the student's use of three types of strategies. For the *meta-cognitive strategies*, like the other students, student J checks and monitors his comprehension of sentences. In other words, he tends to guarantee that his understanding of sentences is correct. For the *cognitive strategies*, student J uses strategies like repeating words, repeating sentences, translating words, and guessing. For the affective strategies, this student utilizes the strategy of expressing failure to understand something. This strategy is used in a way which facilitates his comprehension process. that is, student J intends to address the failure or problem he expresses. These different types of strategies help him to better comprehend the text content.

6.4.2. Discussion of the Results

Like the results gathered from the quantitative analysis of students' verbal protocols(2) and pots-test which confirm that students' development of linguistic, discourse, and strategic competences helps in developing their reading proficiency. The qualitative analysis of students' verbal protocols (2) confirms the hypothesis which says that the use of CBA helps to develop students' linguistic, discourse, and strategic competences. That is, each student shows his awareness of knowledge related to these three main competences. In addition to this, the use of CBA teaches students not only knowledge related to these competences (i.e., *what knowledge to teach*), but it also helps them to know the way to use this type of knowledge during their reading comprehension process (i.e., *how to use this knowledge*). Hence, each student in the verbal protocols (2) shows both his awareness and the way to use knowledge related to linguistic, strategic, and discourse competences.

For the linguistic competence, students indicate their awareness of knowledge related to aspects such as phonology, morphology, semantics, and syntax. That is to say, they are aware of the different pronunciation of English words i.e., words some students show in their verbal protocols their ability to differentiate between pronunciation of words such as *"must/most" and "many and money"*. Another example is that students know the different morphological parts which constitute English words, hence, they tend to divide words which they do not understand into their constituent parts as a strategy to better understand them. In addition, they know some words related to both general and specific English (i.e., vocabulary including jargons). Above all, students are aware of different syntactic functions which English words may take. Hence, they tend to recognize the syntactic function of words which they do not understand in the text. All these examples indicate the students' awareness and ability to use knowledge which concerns the phonological, morphological, semantic, and syntactic aspects.

Regarding the discourse competence, the qualitative analysis of students' verbal protocols (2) shows their awareness and ability to use knowledge related to aspects such as text organization, cohesive devices, and text genre. For example, students indicate in their verbal protocols that they know the different constituent parts of any text like main topic, main ideas. Hence, they tend to recognize the main topic and ideas during their reading process. For cohesive devices, students show they ability to recognize the function of many sentences depending on the different English conjunctions such as first, third, in addition, for example…etc. students are also able to find the appropriate references of words and phrases in sentences which they read. Above all, some students show in the verbal protocols (2) their ability to recognize appropriate genre of the text they read. This ability is the result of using knowledge related to the different features which characterize each text genre.

Concerning the strategic competence, the different verbal protocols analyzed before emphasize students' awareness of different types of strategies such as meta-cognitive, cognitive, and affective strategies. For the meat-cognitive strategies, the majority of students indicate their ability to use strategies such as planning before reading, previewing the text, comprehension monitoring, and evaluating comprehension and strategy use. The use of these different strategies can help students to better comprehend the text. For the cognitive strategies, students prove their ability to use strategies such as *repeating words and sentences, translating words, contextualizing, guessing, confirming or rejecting a guess.* In addition, students tend also to use some affective strategies like self reinforcement and positive feelings and expressing failure to understand something. The last strategy is used by most of the students in a way which facilitates the reading comprehension process. That is to say, it is noticed in the verbal protocols that students tend frequently to address the problems and failure which they express using this affective strategy; they do not just identify the problem which they face, but they also tend to address and solve this problem using the appropriate type of knowledge.

6.5. RECOMMENDATIONS

The aim of this investigation is to develop ESP students' reading proficiency. Hence, in order to achieve this aim, the current research focuses on two main criteria. It tends to recognize the different problems and lacks which impede students from comprehending English texts related to their file of study. Second, it aims at designing and implementing a CBA course to address these lacks and problems. After the qualitative and quantitative analyses of different research instruments, the current research provides some recommendations which may help both students and teachers to develop the reading

proficiency. These recommendations concern students' lacks and problems, language teaching approach (i.e., teachers), and administration.

Concerning the lacks and problems which prohibit the reading comprehension process, the results obtained from the pre and post intervention phases recommend that students need to acquire knowledge related to linguistic, strategic, and discourse competences. That is to say, students should be aware of the different linguistic aspects such as phonology, morphology semantic, and syntax, in addition to the different constituent parts of text organization, the different English cohesive devices, and the different features which characterize text genres. All these aspects are related to discourse competence. For the strategic competence, students need to know the different meta-cognitive, cognitive, and affective strategies. The findings of this research do not only focus on the importance of knowledge related to linguistic, strategic, and discourse competences, but also on the importance of using this type of knowledge during the reading comprehension process. Hence, this research recommends using the appropriate teaching approach which helps students to learn both knowledge and skill of these three main competences.

Indeed, the results gathered from this research suggest that the CBA is an appropriate instructional model used to address ESP students' problems and lacks which impede the reading comprehension process. Docking (1994, qtd in Richards and Rodgers, 2001: 144) states that "CBT by comparison is designed not around the subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting". Unlike other language teaching approaches, the CBA focuses on teaching ESP students *the appropriate knowledge* which they need in particular context

and *the appropriate use* of this type of knowledge in real-life tasks. In other words, since the results gathered from this research prove that reading comprehension is affected by linguistic, strategic, and discourse competences, it is recommended that using the CBA helps teachers to teach students knowledge related to these three main competences and the skill to use this type of knowledge during their reading process. In other words, it is recommended that teachers should teach students both knowledge and skill related to the linguistic, strategic, and discourse competences using the CBA. Generally speaking, students in an ESP context should not be taught by any English course or approach provided anywhere; each ESP context requires language designers and teachers to determine the necessary type of knowledge and outcomes which students are required to possess in this particular context. In this respect, Byrne and Rees (2006: p. 19) state

> Assuring that the program is competency-based is a significant piece of a successful overall approach. Be careful not to accept "canned" competencies that someone or some other organization has determined to be important; rather, be sure that the competencies that derive your program are reflective of what your organization considers important. If you do choose to use other resources for your competencies, be sure that they speak the language of your organization and that they provide key measures of leadership behavior that are important to your organization

Hence, the CBA highlights the importance of Needs Analysis before the teaching process in order to recognize what learning outcomes students are exactly supposed to have by the end of each language course.

For the administration, since the CBA gives much more importance to the learning outcomes rather than the time spent to teaching these outcomes, the administration needs to provide both teachers and students with enough time to develop reading proficiency. That is to say, students need to acquire the different aspects of linguistic and strategic, and

discourse competences at their ease. They should not be limited to a particular period of time (i.e., one session per week). Summing up, any ESP context requires teachers to undertake the needs analysis process for a particular group of ESP students. Accordingly, the data collected from this process conclude that the use of CBA helps in developing political sciences students' reading proficiency.

6.6. CONCLUSION

Chapter five concerns the analysis of the data collected from both post-test and students' verbal protocols (2). That is, it analyzes mainly the results gathered after the intervention phase. In addition, this chapter tends to compare the finding found in this analysis to the ones collected before the intervention phase. Hence, the researcher in this chapter becomes able to recognize the effect of the intervention phase (i.e., course implementation) on students' reading proficiency. That is, it is concluded that the development of linguistic, discourse, and strategic competence helps students to develop their reading comprehension proficiency. That is, the results gathered from the pre-test and post-test prove that any progress in knowledge related to these three main competences leads to developing the reading proficiency. Also, the analysis of the think-aloud protocols (2) shows that the CBA teaches students knowledge related to these three competences; it helps them know the way to use this type of knowledge during their reading comprehension process.

GENERAL

CONCLUSION

Since English is considered nowadays as an international language used all around the world, people from different places and with different nationalities become very interested to learn this particular language. Their interests are not in fact restricted to learning the general rules and vocabulary related to the English language, but learning also the specific English used in different real-life contexts and fields of studies. Hence, researches in the field of ESP have had great contributions in the context of applied linguistics and Teaching English as a second or a foreign language.

This particular language teaching approach (i.e., ESP) focuses on identifying the different needs which ESP students should possess in order to involve in different professional activities. The needs of ESP students can be related to both general and specific language skills. Reading like any other language skill is considered as one of the most important requirements for academic achievement at the university level. This fact does not concern just students who study English for general purposes, but also who study English for specific purposes. Hence, students who are specialized in fields such as commerce, political sciences, physics, and medicine are required nowadays to develop their reading skill in particular. This language skill paves the way to ESP students to be exposed to a huge number of books and articles which are written in English and related to their field of study. As result of reading these ESP resources which are written in English, students are able to gain knowledge related to both the general language (e.g., grammar, general vocabulary, and cohesive devices) and the specific language (e.g., jargons and technical information). For this reason, the current research was undertaken in order to address the issue of developing ESP students' reading comprehension.

Students in the ESP context sometimes encounter problems which impede their comprehension of books and articles written English. These problems might be the result of students' awareness of the general or specific knowledge related to the English

language. Hence, the main objectives of the current investigation were to explore the different problems which Master's students at the department of political sciences M'sila university encounter when reading English texts; to find the sources of these problems and to design a CBA course which would address these students' English language needs in general and reading comprehension problems in specific; and to illustrate the effect of this proposed course on students' reading comprehension proficiency.

In order to undertake the current investigation, the researcher presented first some theoretical information regarding the concepts of the main variables. This type of information aimed at showing the theoretical relationship which exists between the research variables namely reading, communicative competence (i.e., linguistic, strategic, and discourse competence), and the Competency-based approach. Then, the researcher explained in chapter two the research design and procedure by presenting the different research instruments and procedures undertaken in this investigation. The results gathered before the intervention phase were presented in chapter three and four in which the researcher was able to determine the different problems and to design a course based on these needs and lacks. Hence, chapter five concerned the description and implementation of the course design (i.e., during the intervention phase). It provided also a sample of one of the lessons experimentation. After the intervention phase, the students were tested again. The data collected from the post-test and think-aloud protocols were presented in chapter six in order to see the effect of the CBA course designed on students' reading comprehension.

The results gathered concluded interesting findings in relation to the hypotheses which were put forward. Regarding the first hypothesis which stipulates that the reasons behind students' reading comprehension problems are due to their lack of linguistic,

strategic, and discourse competences, the results gathered from both students' and teachers' questionnaires emphasized on two main findings. First, the results confirmed that most students in an ESP context suffer at the university level when dealing with the English language simply because of the curricula which focus on the content area of their specialization. That is to say, students were used at high school to deal with English curricula which stress the use of general and simple English words and structures. However, once students become specialized in a particular field of study at the university level, the English curricula automatically switch to teaching and using complex and specific English structures and jargons which students were not exposed to at high school. Second, both teachers' and students' answers in questionnaires emphasized that the different problems encountered when dealing with reading comprehension tasks were due to lack of knowledge and skills in linguistic, strategic, and discourse competences. This finding was confirmed by the results obtained in the pre-test. It was noticed that on the linguistic level, students lack knowledge related to phonological, morphological, semantic, and syntactic levels. Regarding strategic competence, it was noticed that students either rely more on very limited strategies (i.e., lack of strategy awareness) or misuse some strategies during their reading comprehension process. Concerning discourse competence, students are not aware of the different cohesive devices, text structures, and genres found in English in general and in political texts in particular. Other reasons behind students' low level of reading proficiency include lack of practice and motivation. All these results confirm the first hypothesis.

The second hypothesis in this research claims that the Competency -Based instruction is an appropriate teaching model to develop the reading proficiency of Master's students. This hypothesis was confirmed by the results gathered from both the teachers' questionnaire and the pre-test. The results obtained from the teachers' questionnaire

revealed that some students have the necessary knowledge to read English political texts, but do not know how to use this sort of knowledge when it comes to practice (i.e., lack of skill). Teachers' answers illustrated also another type of students who have neither the knowledge necessary to reading nor the skill to use this sort of knowledge in practice (i.e., lack of knowledge and skill). The verbal protocols of students which were obtained from the think-aloud procedure provided also different examples which illustrate two types of students: Type one which has the knowledge but lacks the skill and type two which lacks both knowledge and skill. Another finding revealed that teaching English in an ESP context requires a learner needs analysis in order to reach specifically the detailed description of general and specific language skills, functions, and forms students should possess. Depending on all these three major findings, the researcher proposed the CBA to be used when addressing students' needs and lacks. That is to say, the researcher explained that the competency-based approach unlike other language teaching approaches does not focus only on what knowledge students are supposed to learn but also on how students should use this type of knowledge in a particular situation. This means that the CBA seeks to identify a set of competencies which students need to possess in their real-life situations.

The third hypothesis puts forward that the Competency-Based instructional model will help Master's students to develop their linguistic, strategic, and discourse competences which in turn help in developing reading proficiency. Accordingly, two main results collected from the post-test confirm the hypothesis above. First, the data gathered from the post-test showed that majority of the students' scores (60%) revealed to linguistic and discourse competences were above the average. Second, the results revealed that most of the participants' scores (62%) were above the average in the reading comprehension post-test. When comparing these results to the ones collected in the pre-test, the researcher

found that only the majority of students' scores (56%) revealed to linguistic and discourse competences were below the average. Correspondingly, the results revealed that most of the participants' scores (60%) were below the average in the reading comprehension pre-test. According to these two comparative results, one can conclude that any progress in students' linguistic and discourse competences leads to the development of their reading proficiency. Consequently, this finding explains how the CBA affects students' reading comprehension. In other words, the CBA develops students' linguistic and discourse competences. These two developed competences help students to develop their reading comprehension proficiency.   Concerning the strategic competence, two main results collected from the tests and think-aloud protocols confirm the same hypothesis. First, the results of the think-aloud procedure show that the frequencies of strategies students used in the pre-test increased in the post-test (i.e., after the teaching program). In addition, the qualitative analysis of the think-aloud protocols in the post-test indicate that some students used strategies which they did not use in the pre-test. In relation to the students' reading progress, the data obtained from the post-test revealed that most of the participants' scores (62%) are above the average. When comparing these results to the ones collected in the pre-test, majority of the students' scores (60%) were below the average of the reading pre-test.   That is to say, students' reading proficiency has been increased in the post-test regarding the data collected in the pre-test. These two main results emphasize that an increase in the use of strategic competence develops students' reading proficiency. This main finding confirms the third hypothesis which speculates that the use of CBA helps students develop the strategic competence which in turns assists them to improve their reading proficiency.

LIMITATAIONS OF THE RESEARCH

Since the current investigation is an action research where the researcher is the teacher herself, she was required to go through three main phases namely, pre-intervention, intervention, and post-intervention. All these stages which were limited by the time constraints. Although the researcher taught English at the Department of political sciences for eight months (i.e., two sessions per week), this period of time was not enough. In other words, this investigation would provide enough details about the needs and course content which suit political sciences students if it was not restricted by time constraints.

SUGGESTIONS FOR FURTHER RESEARCH

As result of the present investigation, the researcher drew three main findings. First, it was concluded that most ESP students' reading comprehension problems are attributed to their lack of linguistic strategic, and discourse competences. Second, the use of the CBA helps students to develop knowledge, skills, and attitudes related to linguistic aspects (such as phonology, morphology, semantics, and syntax), discourse aspects (like cohesive devices, text genre, and text organization), and different types of strategies (e.g., meta-cognitive, cognitive, and affective strategies). Third, it was confirmed that the CBA which develops students' major competences help in developing the reading proficiency. Consequently, it is suggested that researches should be undertaken to recognize the effect of the socio-cultural competence on ESP students' reading proficiency. It is also suggested that other researchers might undertake an investigation to explore the teachers' attitudes towards the use of CBA when teaching English at the university level.

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APPENDICES

Appendix A:
Reading Comprehension Pre-test

The test is adapted from the University of Ramkhamhaeng, Thailand e-book website[1]

Read the following text, and then answer the questions

A constitution is the essential and supreme law of a society. It determines each country's governments. These governments are based upon rules or guidelines that determine how they are organized and what powers they have. These rules matter because they define the relationship among the people in a society. In other word, they determine what each person is permitted to expect from the others-and from the government. And no rules matter more than those embodied in a nation's constitution. For example, The United States has a written constitution, all in one document (unlike the constitution of Great Britain, which is a partly written, partly unwritten body of various declarations, statutes, practices, and precedents). But just because a constitution is written does not necessarily mean that it will be followed and forced. Many countries have constitutions that have not proven to be reliable guarantees against illegal takeovers and rule of force. Also, If a nation's constitution is to be effective in limiting government and protecting citizens' rights, it must enjoy general respect and support from the citizens of the country. Ours does. It is the oldest living written constitution in the world, 200 years old in 1987. This whole printed constitution determines the rules of governments and the relationship among people. Thus, a constitution is considered as the basic foundation of each country.

Text questions: Circle the correct answer

1. What is the topic of this passage?

        a. the constitution of the United States .   **b**. The constitution of Great Britain

        c. Constitutions in general   **d**. both (a)   and (b)

        d. Constitutions and government s

2. **What is the topic sentence of this passage?**

   a. The United States has a written constitution.

   b. The constitution must have citizens' support.

   c. A constitution is considered as the vital and absolute law of a particular society.

   d. The constitution of the United States is the oldest in the world.

   e. all are correct

3. What is the main purpose of a constitution?

   a. To declare freedom of humans

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[1]http://e-book.ram.edu/e-book/inside/html/dlbook.asp?code=EN327

b. To determine the powers of the government.

c. To give equal voting rights.

d. To define people's relationship.

e. Both (b) and (d)

f. All are correct.

4. **How can a constitution be effective in a particular society?**
   a. it must be partly written and partly unwritten
   b. it must be wholly written
   c. it must be supported by all citizens
   d. it must be supported by the governments

5. **What is the concluding sentence of this passage?**
   a. The U.S has a written constitution
   b. The constitution of the U.S differs from the constitution of G.B
   c. The constitution must gain all the citizens' support in order to be effective
   d. Each country must have a constitution since it draws the basic rules and guidelines

6. *It is the oldest living written constitution in the world. It refers to:*
   a. The constitution of G.B
   b. The constitution of the U.S
   c. The constitution of France
   d. The constitution of Thailand

7. "**This whole printed constitution** determines the rules of governments" the phrase " this whole printed constitution" refers to
   a. The constitution of G.B
   b. The constitution of the U.S
   c. The constitution of France
   d. The constitution of Thailand

8. **Give an expression from the text that refers to:**
   - Example   …………………
   - Cause   …………………
   - Result   …………………….
   - Addition   …………………..
   - Explanation   …………………..

9. *The U.S has a written constitution (unlike the constitution of Great Britain). The*
   underlined phrase is marker of :
   a. Definition
   b. Example
   c. Similar meaning
   d. Contrast

10. *The current text is:*
a. Argumentative
b. Descriptive
c. Informative
d. Comparative
e. Narrative
f. Expository
g. Prescriptive

11. *A constitution is:*
a. The fundamental law
b. The unnecessary law
c. Needless rules
d. All are correct

12. *What each person is <u>permitted</u> to expect from the others: the underlined word*
    means:
a. Restricted
b. Allowed
c. Limited
d. Controlled

13. *"Constitution", the prefix 'Con' means*
a. Before
b. Together
c. Against
d. Again

14. *Precedents: the prefix 'pre' means …….and the root 'cede' means…….*
a. After, move
b. Between, yield
c. Before, go
d. Back, carry
e. All are correct

15. *These rules matter: the word "matter" in this sentence functions as:*
a- Noun
b- Adjective
c- Verb
d- Adverb
e- Preposition

Appendix B:
Reading Comprehension Post-test

Read the following text, and then answer the questions : According to *Campbell et al. (2014: 313-314)*

> *The "Just war"* theory included in the international law determines rules that must be adhered once the war has started, i.e., (*jus in bello*) justice in war. As well as, **it**differentiates between rules which must be followed once the war ends (*jus post bellum).* Once the war starts, a particular state must follow different rules. The first rule for conducting war is to obey all international weapons prohibition laws. For instance, chemical and biological weapons are forbidden by many treaties, and states are thus expected to abide by these rules. Secondly, soldiers are prohibited from using weapons against civilians. That is why **they** are expected to discriminate between the civilian population and legitimate military targets, with only minor collateral civilian casualties. The third provision is one of proportionality. It requires soldiers to use only as much force as they need to in order to achieve the desired end. To explain, weapons of mass destruction are considered out of proportion with legitimate military objectives. The last principle demands benevolent treatment of war prisoners. **The latter** should not be threatened with death, starvation, or torture. Rather, they should be quarantined from the battle zone until the war ends, at which point they should be exchanged for one's own prisoners of war.

> Rules for terminating war (*jus post bellum*, i.e., justice after war) regulate the ending of wars. Rules for easing the transition from war to peace can help to ensure that the peace is fair, stable, and lasting. However, only little international law has been devised to address it. One proposed rule is that the peace settlement should be reasonable and publicly proclaimed. The settlement should also secure the basic rights **which**had been violated and which had led to the justified war. Therefore, securing such basic rights can evade any other probable war between the same states. Additionally, the victor needs to discriminate between leaders, soldiers, and civilians since he/she should avoid sweeping sanctions that punish civilians. Furthermore, fair and public trials should be held for war crimes committed by leaders in particular, but also by soldiers. Besides, appropriate punishment should be delivered, and any financial restitution mandates must be proportional and discriminated. Above all, rehabilitation of aggressive states is permissible and may involve disarmament, human rights education, police and judicial retraining, and structural transformations leading to a just society. Therefore, many emerged rules (*both pre and post rules of war*) within the *just war tradition* have been codified into specific international agreements and laws, like The United Nations Charter and The Hague and Geneva Conventions.

Text questions: Circle the correct answer

1. *What is the topic of this text?*
 a. Rules governing soldiers in world wars
 b. Reasons for undertaking wars
 c. Principles to start the war
 d. Guidelines followed after wars
 e. Global principles to regulate wars

2. *What is the topic sentence of the text?*
   a. The only reason for conducting a war is the right to self-defense.
   b. The term war can be defined as a conflict between either official states (countries) or non-official states (terrorists).
   c. The international law for governing wars has been included in different international conventions.
   d. Both starting and ending points of wars are regulated by different rules presented at an international scale in form of international law.
   e. All are correct.

3. *What is/are the principles which all states must respect when conducting wars?*
   a. War prisoners should be treated humanely in order to be exchanged for one's own prisoners of war
   b. Soldiers are allowed to use weapons such as guns when meeting civilians
   c. All types of weapons are used like mechanic, chemical and biological war materials
   d. Weapons of mass destruction are used regularly in order to achieve the desired end with legitimate military objectives
   e. Since all biological and chemical weapons are allowed, weapons which are used against ethical principles can be exploited also specially when treating prisoners
   f. All are correct

4. *What is/are the different rules which regulate the ending of wars?*
   a. According to the victor, all leaders, soldiers, and civilians are the same when using the sweeping sanctions.
   b. Once the war ends, the state should publicly and officially declare unreasonable peace.
   c. The declared peace should not protect and secure the rights which had led to that war.
   d. Fair and public trials should be held for war crimes undertaken by both leaders and soldiers in order to provide the appropriate punishment.
   e. All are correct

5. *What is the concluding sentence of the text?*
   a. The concept war can be defined according to two different perspectives
   b. The international law is a new concept which integrated in the world of political sciences and international relations
   c. Each war has some international rules and principles before and after its occurrence
   d. The international law presented rules of undertaking wars that have been published in international conventions

6. *What do the following words or phrases refer to in the text?*
   a. It (§ 1)   = ………………
   b. They (§2)   = ……………….
   c. The latter (§2) = ……..………..
   d. Which (§3)   = ………………

7. *Give an expression from the text that refers to:*

a. Cause   ………………….
b. Result   ………………….

8. *Rules for easing the transition from war to peace can help to ensure that the peace is fair, stable, and lasting. **However,** only little international law has been devised to address them.* The word underlined in this sentence expresses:
   a. Cause   b. Example   c. Adversative   d. Result   d. Explanation

9. ***Besides,****appropriate punishment should be delivered.* The word underlined in this sentence expresses:
   a. Result   b. Cause   c. Explanation   d. Addition

10. The current text is:
   a. Argumentative   b. Descriptive   c. Informative   d. Comparative   e. Narrative   f. Expository

11. The word weapons (§2) refers to
   a. Prisoners   b. Soldiers   c. Civilians   d. Guns

12. *The first rule for conducting war is **to obey** all international weapons prohibition laws. The verb underlined in this sentence means:*
   a. To act   b. To differentiate   c. To follow   d. To include

13. *Many emerged **rules** within the just war tradition have been codified into specific international agreements and laws.* The underlined word functions as
   a. Adverb   b. Noun   c. Verb   d. Adjective

14. *The settlement should also secure the basic rights which **had** been violated and which had led to the **justified** war. The two words which are underlined in this sentence function as:*
   a. Main verb – main verb   **b.**Main verb – adjective
   c. Auxiliary – main Verb   **d.** Auxiliary – adjective

15. The following prefixes in these words mean

   Retraining: Re *means*
            a. *Before*   **b.** *together*   **c.** *against*   **d.** *again*
   Disagreed: Dis *means*
            a. *Before*   **b.** *together*   **c.** *against*   **d.** *again*
   Treatment: ment *means*
            a. *Gerund*   **b.** *noun*   **c.** *adjective*   **d.** *adverb*
   Easing: ing *means*
            a. *Gerund*   **b.** *noun*   **c.** *adjective*   **d.** *adverb*

Appendix C:
Students' Questionnaire

Students' questionnaire

Dear student, you are kindly asked to answer this questionnaire and provide your contribution in doing this research. The latter is an attempt to design a course which will address your problems and needs when reading political English books, articles, and other documentations. To do so, please put a cross (X) in the appropriate box when there is a choice. Complete the blanks as clear as possible. (You can use your first language).

Section one: Students' Profile

Gender: Male ☐   **Female** ☐

Age : ……………………….

1. How long have you been leaning English?

………………………………………………………………………………………..

2. Do you like studying English?
    Yes ☐   No ☐

Section Two: Students' reading habits

3.   How often do you read in English?

     Never ☐   rarely ☐   sometimes ☐   always ☐

4.   What do you read in English?
     - Books related to your field of study ☐
     - Articles related to your field of study ☐
     - Novels ☐
     - Short stories ☐
     - Daily newspapers and magazines. ☐
     - Other: …………………………………………………………………………….
5.   You read in English:
     - For academic and specific purposes ☐
     - For pleasure ☐
     - Other reason: …………………………………………………………………….

Section Three: Students' reading comprehension difficulties

6. When you read a text in English, do you understand :

All of its ideas ☐   Most of its ideas ☐   Some of its ideas ☐

Few ideas ☐   None of its ideas ☐

7. What do you find most difficult when reading in English? (You can tick more than one answer)
   - Pronunciation of words ☐
   - General Vocabulary ☐
   - Vocabulary related to your field of study ☐
   - Sentence structure ☐
   - meaning of each sentence ☐
   - Meaning of the whole text ☐
   - Other …………………………………………….

Rubric One: Linguistic Competence:

8. When reading in English, do you find difficulties in distinguishing between words which seem to be similar at :
   - the phonological level (cut – cat/ stick – steak) ☐
   - the morphological level (receptive – deceptive) ☐
   - the semantic level (present = gift or existence) ☐
9. Does this affect your comprehension?
   Yes ☐   No ☐
10. When reading in English, do you face problems in determining the function of particular word (whether it is a noun, a verb, or an adjective)?
    Always ☐   Sometimes ☐   rarely ☐   never ☐
11. Does this affect your comprehension?
    Yes ☐   No ☐
12. Do you refer to the root of a word to understand it?
    Yes ☐   No ☐
13. Do you find difficulty in breaking a particular word into affixes and root?
    Always ☐   sometimes ☐   rarely ☐   never ☐
14. Do you find problems in pronouncing words correctly?
    Yes ☐   No ☐
15. Does this affect your comprehension**?**
    Yes ☐   No ☐

Rubric Two: Strategic Competence:

	Yes	No
Before the reading task		
16. You state your purpose from your reading		
17. You make a plan for your reading		
18. Guess the meaning of the text from: title, pictures, paragraphs…etc		
During your reading		
19. You check and correct your comprehension at each step		
20. Underline the main ideas		
21. Take notes		
22. Do not write anything: you just keep the information in your mind.		
23. You try to understand a sentence word by word		
24. You try to understand a sentence as a whole		
25. When you don't understand a sentence, you try to translate the words found in the sentence to better understand it (into French/ Arabic)		
26. When you don't understand a word, you repeat it several times		
27. When you don't understand a sentence, you repeat it several times		
28. When you don't understand a particular word, you guess its meaning from its context		
29. You confirm or reject what you guess		
30. You ignore sentences you don't understand		
31. You ignore words you don't know		
32. You use your prior knowledge to confirm and control your comprehension		
33. You add information to the ideas you are reading in the text		
34. You ask yourself questions at each step when you don't understand		
35. You try to reinforce yourself whenever you succeed to understand something		
36. You express your failure whenever you don't understand something		

37. You monitor your strategies during your reading		
38. you re-read the whole text		
39. You re-read a particular paragraph		
After the reading task		
40. Summarize the text (each paragraph)		
41. You evaluate your understanding (to see if you need to read again)		
42. You go directly to the questions		

Rubric Three: Discourse Competence

When you read a text in English:

	Yes	No
43. You understand the meaning of each individual word in a sentence but you can't grasp the idea of the sentence		
44. You make a link between the preceding and following sentences		
45. You face make a link between the preceding and following paragraphs		
46. You compare ideas mentioned in different parts of the text		
47. You identify the main topic of the text		
48. You identify the main ideas of the text		
49. You differentiate between the main ideas and supportive details		
50. You identify the concluding sentence		
51. You recognize the role of a particular cohesive device		
52. You use the English cohesive devices to deduce the meaning of a particular sentence		
53. You recognize word and phrase references		
54. You identify the genre of the text		
55. You synthesize the information into sentences and paragraphs to reach a conclusion or summary		

Thank you for your contribution

Appendix D:

Teachers' Questionnaire

Teacher's questionnaire

Dear colleague, you are kindly asked to answer this questionnaire. The last is an attempt to collect information about reasons behind students' low level of reading proficiency at university level, department of political sciences. The data will help the researcher to design a course to develop students' reading proficiency.

Part one: **Teacher's profile**

1- What degree (s) do you hold?

- Phd ☐
- Magister ☐
- Master ☐
- Licence ☐

2- What is your field of specialization?

………………………………………………………

3- How long have you been teaching at the department of political sciences?

…………..

Part Two: Students' reading difficulties

4- Do you think that reading in English is important for students of political sciences? Why?

Yes ☐   No ☐

Why?..

....

....

5- Do your students attend most of English course?

All of them attend ☐   Most of them attend ☐

Some of them attend ☐   Few students attend ☐

Why?..

....

6- How could you describe your students' English proficiency?

Advanced ☐   Intermediate ☐   beginner ☐

7- Do your students read in English?

Always ☐   sometimes ☐   rarely ☐   never ☐

Rubric One: Linguistic competence

Do your students	Yes	No
8. recognize individual sounds when pronouncing words (e.g., day /d**ei**/ and die /d**aɪ**/)?		
9. differentiate between homophones (cat/cut --- write /right) ?		
10. refer to roots and affixes (prefix and suffix) of a word in order tobetter understand it?		
11. recognize the exact meaning of words which have different meanings in different contexts (e.g., right = direction: opposite of left or it means the human right) ?		
12. understand vocabulary related to general English?		
13. understand vocabulary related to their field of study (jargons)?		
14. determine the function of words found in a particular sentence (noun, adj, adv, verb, preposition, conjunction)?		

Rubric Two: Strategic Competence

	Yes	No
Students before the reading task,		
15. start directly reading the text		
16. state their purpose from the reading activity		
17. make a plan for their reading		

18. guess the meaning of the text from: title, pictures, paragraphs…etc.		
Students during their reading		
19. check and correct their comprehension at each step		
20. monitor the use of their strategies		
21. Evaluate their comprehension of the text content.		
22. Tend to underline information in the text		
23. Tend to take notes.		
24. Do not try to take notes		
25. Tend to understand a sentence word by word		
26. Tend to understand a sentence as whole		
27. they try to translate the words found in the sentence to better understand it (e.g., into French/ Arabic)		
28. when they don't understand a word, they repeat it several times		
29. when they don't understand a sentence, they repeat it several times		
30. when they don't understand a particular word, they guess its meaning from its context		
31. they confirm or reject what they guess		
32. they ignore sentences they don't understand		
33. they ignore words they don't know		
34. they use your prior knowledge to confirm and control they comprehension		
35. they add information to the ideas they are reading in the text		
36. they ask themselves questions at each step when they don't understand		
37. they re-read the whole text		

38. they re-read a particular paragraph		
Students after the reading task,		
39. summarize the text (each paragraph)		
40. go directly to the questions		
41. they reinforce themselves whenever they succeed to understand something		
42. they express their failure when they don't understand something		

Rubric Three: Discourse Competence

During the reading process, students	Yes	No
43. understand the meaning of each individual word in a sentence but they can't grasp the idea of the sentence		
44. make a link between the preceding and following sentences		
45. make a link between the preceding and following paragraphs		
46. compare ideas mentioned in different parts of the text		
47. identify the main topic of the text		
48. identify the main ideas of the text		
49. differentiate between the main ideas and supportive details		
50. identify the concluding sentence		
51. recognize the role of a particular cohesive device (conjunctions, references)		
52. use the English cohesive devices to deduce the meaning of a particular sentence (conjunctions, references)		
53. identify the genre of the text		
54. synthesize the information into sentences and paragraphs to reach a conclusion or summary		

Part three: Reasons behind students' low level of reading proficiency

55. What are the reasons behind students' low level of reading proficiency?

a. Lack of linguistic competence ☐

b. Lack of strategic competence ☐

c. Lack of discourse competence ☐

d. Lack of interests and motivation ☐

e. Lack of teaching materials ☐

f. Inappropriate teaching method ☐

g. Time devoted to teaching English ☐

56. What do you suggest in order to develop students' reading proficiency?

....

....

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....

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Thank you for your collaboration

Appendix E:

EXPERIMENTAL LESSON

Pic 01 pic02 Pic 03
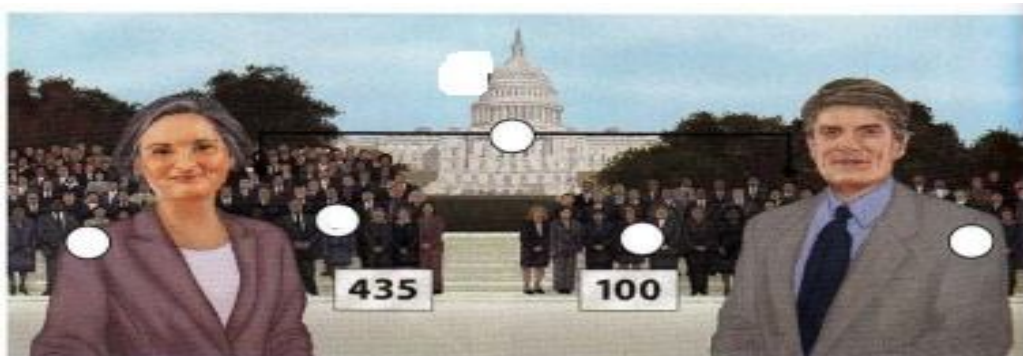
Pic04

Pic05

Pic06

Pre-reading activities:

Activity 01: Look at pictures 01,02, and 03, then name persons presented in the pictures.

Activity 02: Using pictures 04, 05, and 06 try to put the following words in the appropriate place (numbers should be put into the circles found in the three pictures)

1. Supreme Court
2. Justices
3. Congress
4. Congressperson
5. Senate
6. Senator
7. White house
8. House of representatives
9. President
10. Cabinet
11. Vice President
12. Chief justice

Activity 03: Match the following words to their appropriate pictures:

1- Popular sovereignty   Picture 1
2- Legislative Branch   Picture 2 + 3
3- Judicial Branch   Picture 4
4- Executive Branch   Picture 5
5- Monarch sovereignty   Picture 6

Activity 04: Guess the content of the text (or the main topic) depending on the pictures

Provided

According to (Watts, 2003: 43; 39; 26), "Constitutions are important in all countries. Each country in fact has its own constitution which looks different from the other countries. The same thing occurs when we compare both the British and American constitutions. Most written constitutions have a declaration of rights, as does the American one. In Britain, there has traditionally been no such protection of liberties, although the passage of the Human Rights Act (1998) has changed the situation. However, the mere existence of this supreme power and some form of Bill of Rights is no guarantee that essential freedoms will be respected. Liberty ultimately depends more on the political culture of any country than on any particular documentation. What seems also to be important is the flexibility of the unwritten British Constitution which makes constitutional change relatively easy to accomplish. While in America, the constitutional amendment seems to be more rigid".

According to (Watts, 2003: 38) "In America there is a separation of powers; in Britain there is a fusion of power. In America, heads of departments and other executive bodies do not sit in Congress, and neither can these persons possess executive office. Contrary, in Britain, government ministers always sit in Parliament, the majority of them in the elected House of Commons – via the principle of ministerial responsibility, both individually as heads of their departments and collectively as members of the Cabinet, they are answerable to the House".

According to (Watts, 2003: 38), "In Britain, Parliament is sovereign, so that the government can only continue in office as long as it has the support of the House of Commons. The Prime Minister and his or her colleagues have to attend the House and defend and answer for their actions. Parliament is the supreme law-making body; it has no rivals (…). American experience is different and the Legislature is not constitutionally supreme. The Legislature and Executive are in theory constitutional equals".

According to (Watts, 2003: 39), "One of the most obvious differences between the two countries is the fact that one is a monarchy and the other a republic. Thus, the British Constitution provides for the sovereignty of parliament, the American one stresses the sovereignty of the people on the other hand– popular sovereignty. The opening words of the American document establish this clearly: 'We the People of the United States . . . do ordain and establish this Constitution'. They echo the ideas associated with the French writer and philosopher Jean Jacques Rousseau, who argued that the best form of government was one that reflected the general will of the people, which was the sum total of those interests that all citizens had in common".

According to (Watts, 2003: pp 37-38), "Presidential government does not refer to the fact that America has a President rather than a monarch as head of state. As Heywood explains: 'A presidential system is characterised by a constitutional and political separation of powers between the legislative and executive branches of government' (…). The President is chosen by the people rather than from the legislative branch, and acts as Head of the Government as well as ceremonial Head of State. Conversely, Parliamentary government in Britain appears to imply that government is checked by the power of Parliament, which examines, criticizes and checks its activities via such methods as Question Time and the use of select committees. Ministers are individually and

collectively responsible to Parliament, and should resign if the administration has been defeated on a Vote of Confidence".

While reading Activities:

Part 01/- Reading strategies

Activity 01: Make the following steps when reading the text:

- Preview the text provided above a try to draw an overview about the text content.
- Skim the text, and then determine the general idea of each paragraph.
- Scan the text, and then underline ideas which you have understood.
- Reread the text and try to underline words you cannot understand.
- Try to guess meaning of these words depending on the context.
- Confirm your guess or correct it through checking each word's meaning using the dictionary.
- Reread all sentences which contain words you have explained (through dictionary) and try to understand them again.
- Put the text away, and try to state orally the main ideas of the text.

Part 02/- Text Comprehension:

Activity 01: choose a title for the text
- e- Governments of both U.S and U.K
- f- The difference between the British and American constitutions
- g- The role of the British and American constitutions
- h- The nature of the British and American constitutions

Activity 02: Answer the following questions
- 5- Does the British Constitution contain a declaration of rights?
- 6- What do fusion and separation of powers mean?
- 7- Give an example which proves that the America has a popular sovereignty
- 8- What does the expression presidential government refer to?

Activity 03: Among these four sentences, two of them are not mentioned in the text: Listening task

- 5- Both constitutions include implicit or explicit constitutional principles. Implicitly, both countries are committed to democracy.
- 6- The rule of law is a core liberal-democratic principle which is followed by both the American and British constitutions.
- 7- The sovereignty of parliament is preferred by the British constitution rather than the American one.
- 8- Separation of powers is found greatly in the American constitution.

Activity 04: Find the appropriate term of each definition

………………: The branch of government responsible for implementing or carrying out public policy and the laws of the state. The Executive is today much involved in formulating policy and laws

……………….: The branch of government that makes law through the formal enactment of legislation.

……………….: A system of government in which a king or queen is the head of state

……………….: The first ten amendments to the U.S. Constitution

Activity 05: the text is…………..............

   Informative   Comparative   Descriptive   Expository
Argumentative

Justify your answer

Part 03/- Mastery of language

Activity 01: Find in the text the reference of the following words and phrases

One§1:   This supreme power §1:

Documentation§1:

These persons §2:   They§2:   Them§2:

Their actions§3:   One§4:   Which§4:

Those§4:   Who§4:   Which§5:

 Its§5:

Activity 02: Pick up from the text words, phrases which can be used to compare between two things

- ………………   -…………………….
- ……………...   -……………………
- ……………...   -……………………

Activity 03: Find words which are close in meaning to:

Word	**Synonym**
Change §1	
Plasticity §1	
Have §2	
Responsible§2	
Encouragement§3	
Parallel§3	
Tendency §4	

Controlled§5	
Leave§5	

Activity 04: Find words which are opposite to:

Word	Opposite
Duties §1	
Minority §2	
Individually §2	
Separation §2	

Activity 05: Find nouns of the following adverbs

Adverb	Adjective	Noun
- Traditionally - Essentially - …………… - …………… - Collectively	- …………….. - ………….... - …………….. - …………….. - ……………..	- …………… - …………… - Politics - Separation - ……………

Activity 06: Draw the rule for stress in words ending with "tion"

Noun	Verb	Noun	Verb
Collection	Collect	Separation	Separate
Protection	Protect	Administration	Administrate

Activity 07: Compare the following sentences, then indicate the function of the verb "to have" in each sentence (verb of possession/ auxiliary verb)
- Most written Constitutions have a declaration of rights
- There has traditionally been no such protection of liberties
- The passage of the Human Rights Act has changed the situation
- America has a president rather than a monarch
- Draw the rule of the present simple and present perfect.
- Circle the subject in each sentence
- Underline the rest which starts from the verb till the end of the sentence
- Name these two main parts in the sentence
- What types of words does the second part from each sentence contain?

Post-reading Activities

Activity 01: Complete the following table

The Constitution of U.K	The Constitution of U.S.A
- Unwritten document	- ……………………………
- …………………….	- Less easy to amend
- …………………….	- Separation of power
- Parliament is the supreme	- …………………………...
- Monarchical government	- …………………………..
- …………………………	- Presidential system

Activity 02: The text lacks the final part which is the concluding paragraph. After your reading try to provide ideas which can be included in the concluding paragraph:

- …………………………………………………………………………….
- …………………………………………………………………………..
- …………………………………………………………………………

Appendix F :

STUDENTS' VERBAL

PROTOCOLS (1) PRE-TEST

Student A

نبدا من العنوان اولا و بعدها نروح نقرا النص

Donc

A constitution a constitution constitution …. em a constitution oki…

مفهمتش العنوان

A constitution

هذا العنوان مفهمتوش اييه

هذي غير البداية

معليش نقرا النص و نشوف

a constitution is the essential essential

كيما بالفرنسية هذي الكلمة

معناتها هذي الكلمة تبدو مهمة اوكي فهت بلي كلمة

Constitution

مهمة

a constitution is the essential and supreme essential and supreme supreme

واش معناتها

supreme law ok law

نعرفها

خطراك ستعملنا من قبل كلمة

Law

في

Modules

نتاوعنا

اهه يعني القانون مهم و

Essential

law of a society it determines each country's governments yeh governments الحكومة these governments are based are based upon are based upon upon rules rules or guidelines these governments are based upon rules rules or guidelines upon rules or guidelines that determine how they are organized and what powers is la force they have

مفهمتش

الكلمات كامل

Complex

شوية

these rules

هذي الكلمة راهي متعاودا بزاف

these rules

لازم نفهمها اواه

these rules matter

واش معناتها

these rules rules these rules matter because they define definer the relationship relation among people ناس in a society these rules matter because they define the relationship among people in a society

واش فهمت انو

they determine the relations among among they determine the relations among people ناسin a society مجتمع

اوكي هذي الجملة شوية مفهومة

They determine determiner what each person person فرد

بصح واش يقصدو ب كلمة

They

هم وشكون هم؟

they they determine what each person is permitted

هذا راهو

Past simple

سما حاجة في الماضي

to expect from the others permitted permitted to expect from the others

مفهمتش

What each person is permitted to expect from the others and from the government and

no rules

هاهي كلمة

Rules

مرة اخرى

باينة كلمة مهمة

no rules matter more than those those embodied embodied

واش معناتها هذي الكلمة؟

in a nation's constitution

rules constitution and governments

هذو الكلمات متعاودين بزاف

او هه

نكمل برك

For example the U.S

اوكي هذا بيان مثال

has a written constitution the U.S has a written constitution written all in one document document ملف

نعاود الجملة

the U.S has a written constitution has a written constitution all in one document unlike the constitution constitution of G. B

علاه مكتوبة بين قوسين

علاه

ممكن كشما تعريف

يعني الكاتب كشما يعرف في مصطلح

which is partly written partly unwritten partly written partly unwritten written unwritten

هذو الكلمات يبانو متضادين

اوكي نفوت

unwritten body of various declarations status practices and precedents declarations

هذي الكلمة مفهومة

status practices activities

بصح مفهمتش ثاني هذا البارتي

باين النص معقد

But just because a constitution is written is written the opposite of unwritten but just because a constitution is written does not necessarily mean that it will be followed

نعاود هاذي

خطراك لازم نشرح الجملة كلمة بكلمة كشما نفهم

but just because reason a constitution is written unwritten does not mean does not

حاجة سلبية

necessarily mean that it will be followed

it subject will be verb followed object it will be followed and forced

object

وحدوخر

many countries have constitutions that have not proven many countries have constitutions

معناتها countries يملكون constitutions that have not proven that have not proven

countries have not proven

ok

لا يملكون countries

proven

سما كلمة

Proven

هي شيئ بعض الدول معندهمش

countries have constitutions and others have not proven to be reliable guarantees against illegal takeovers illegal takeovers and rule of force

If a nation's constitution is to be effective in limiting government and protecting citizens' rights

If

معناتها شرط

a nation's

واش معناتها

nation's nation's constitution
is the verb to be effective

كيما بالفرنسية

effectif
in limiting la limit government and protecting protection citizen's rights
right

معناتها صحيح

و لا قادرة تمعني عكس اليسار

if a nation's constitution is to be effective in limiting government and protecting protection citizens حماية المواطنين rights yes it is correct protecting citizens it must enjoy يتسلى general respect and support encouragement from the citizens of the country
Our does it is the living written constitution it is
living present continuous yes it is living انها تتعايش written constitution constitution

تبانلي هذي الكلمة تمعني الوزارة

خطراك راهو يقول

living constitution in the world 200 years old age in the 1987 this whole printed constitution determines the rules of governments and the relationship
relation among people

قريتها هذي الجملة من قبل

thus, a constitution is considered as the basic foundation of each country

اييه صعاب الكلمات

فهمت غير شوية جمل

و باقي غير مفهومين

Student B

A constitution is the essential essential

معناتها

Essential

كيما بالفرونسي

aconstitution is essential and supreme supreme supreme law of a society مجتمع
*it*determines each country's governments determines determines these governments are based upon
rules or guidelines that determine how they are organized and what powers they have these governments are based based
la base upon rules or guidelines that determine how they are organized and what powers they have

These rules matter because they define

واش معناها

Define ?
the relationship
relation
en français
among among means entre people people in a society they determine what each person is permitted permitted like to expect from the others...em

امم

مفهمتش معنى الجمل

others and from the government.
And no rules matter rules matter than those embodied embodies in a nation's constitution.

مفهمت والو

For example the U.S has a written constitution
the U.S لديها constitution constitution هودستور
written constitution

واشمعناتها
Written constitution ?
معليش
the U.S has a constitution in one document
معناتها امريكا عندها الدستور في ملف واحد
Unlikethe constitution of G.B which is partly written partly unwritten unwritten written unwritten
واش معناتها هادو زوج كلمات؟
written unwritten
which is partly written partly unwritten body of various declarations status practices and precedents
But just because a constitution is written a constitution is written does not necessarily mean that it
will be followed
مالفة نسمع هذي الكلمة
following answer
the following questions
following تالي
and forced but just because a constitution is written does not necessarily mean that it will be
followed
الدستور سيكون التالي
and forced للقوة
many contries have constitutions that have not proven to be reliable guarantees against illegal
takeovers takeovers illegal takeovers and rule of force. If a nation's constitution is to be effective
efficace
constitution راهي efficace in limiting la limite constitution is effective in limiting
معناتها
الدستور هو مؤثر عند تحديد الحكومة
و حماية حقوق المواطنين and protecting citizens' rights
هذي صح راني جابتها
خطراك الدستور صح يحمينا هذا واش قرينا من قبل
it must enjoy general like in french general
it must enjoy general respect
respecter
and support
supporter
general respect and support from the citizens of the country

Our does. It is the oldest living written constitution in the world 200 years old in 1987
مفهمتش هي الجمل بصح لازم نركز على التاريخ المذكور
whole printed constitution this whole printed constitution determines the rules
determiner
the rules
معناتها
the constitution determines the rules
واش معناتها
Rules ?
what the constitution determines
laws rules معناتها laws
ممكن
determines the rules of governments
صح تبان من الجملة بلي الكلمة هذي تمعني حقوق
rules
laws of governments and the relationship among people. Thus a constitution is considered as the
basic foundation of each country
هذي مفهمتهاش

Student C

أول حاجة نقرا النص و بعدها نشوف إذا مفهمتوش نعاود نقرا مرة أخرى

Donc

a constitution

كيما رانا نشوفو العنوان هوا

constitution

معناتها النص يهدر على الدستور و تعريف ايضا و لا ممكن دور الدستور

A constitution is the essential and supreme law of a society

هذا يعني انو الدستور هوا شيئ مهم جدا

supreme

هذي الكلمة منعرفهاش

بصح فاهمة الفكرة بصفة عامة

the constitution determines each country's governments these governments are based based upon

or guidelines قواعد rules mean

هذي باينة تكون

synonym

نتاع كلمة

Rules

خطراك تبان نقدرو نقولو

rules or guidelinesthat determine how they are organized organizer ينظم

governments are based upon rules or guidelines that determine how they are organized

القواعد تنظم كيفية الحكومات

and what powers they have

و أي قوات تملك

These rules matter because they define the relationship among people in a society

هذي شوية مش واضحة لازم نعاودها

matter matter هذه القواعد These rules

واش معناتها

matter

because they define definer they define the relationship relationship

وشني هيا

relationship

they define the relationship relationship among people they define the relationship in a society

اوكي نفوت

ممكن نفهم مباعد

later they determine what each person is permitted

هذي كلمة جديدة اهه و مفهمتهمش هذو الكلمات

they determine what each person is permitted to expect from the others and from the government

oh to expect from the others and from the government and no rules matter than those embodied in a

nation's constitution

For example the U.S has a written constitution

اوكي نحاول نفهم حاجة هذا راهو مثال

اوكي مليح لحد الان

the U.S has a written constitution all in one document

مفهوم صح

unlike the constitution of G.B which is a partly written partly unwritten

حاجة يهدرو فيها على بريطانيا

واش هيا

which is partly written partly unwritten body of various declarations statutes practices and

precedents

مفهمتش هاذا البارتي نحاول نعاودو

unlike the constitution of G.B which is a partly written partly unwritten

واش راهم يهدروا على بريطانيا؟

which is partly written partly unwritten body of various declarations statutes practices and precedents

مش مفهومة هذي الجملة الأخيرة

تبان بلي يعرفوا في دستور بريطانيا

But just because a constitution is written written constitution written

مرة اخرى

does not necessarily mean that it will be followed and forced many countries have constitutions

هذي صح

كل دولة لازم تكون عندها دستور

هذي نعرفها

that that have not proven to be re reli reliable

وشني هذيالكلمة

that have not proven have not proven to be rel reliable guarantees against illegal takeovers and rule of force

مفهمتش

If a nation's constitution is to be effective in limiting government and protecting citizens' rights, it must enjoy general respect and support from the citizens of the country

Our does

وشني هذي؟

our does

تبان كيما

for example

it is the oldest living written constitution in the world

هذي معلومة صح

200 years old in 1987

هذي

La date

نفوت

this whole printed constitution this printed constitution printed constitution determined the rules of governments and the relationship the relationship

هذي الكلمة مزالت تتعاود

اوكي نحاول نقرا و نفهم معناها من بلاصتها

this whole printed constitution determines the rules of governments and the relationship relationship relationship

printed

هوا الفعل في الماضي

this whole

هذي تبان الفاعل

constitution object

this whole printed constitution determines

هذي تاني فعل

خطراك كاينة

S

مع الاخير

this whole printed constitution determines no no

the verb printed

ممكن

determines

هيا برك صيغة الجمع للاسم

the rules noun

governments

relationship

تبان تاني اسم

relationship relationship among people the realationship among people thus a constitution is considred as the basic foundation

قريت هذي الكلمة من قبل

foundation found foundation foundate of each country

مفهمتش هذو الجمل الاخيرة

what is considered considered as the basic basic

مش واضحة تاني

basic foundation found foundation of each country

Student D

A constitution is the essential

بالفرونسي معناتها

important

and supreme law of a society society

It determines each country's government government حكومة *are based upon rules*

governments are based upon rules or guidelines that determine how they are organized and what power they have what powers they have

مفهمتش واش معناها الجملة

powers

قاريتها هذي الكلمة من قبل

powers

اهه منعرف ممكن

organized

تاني

organizer

power

مفهمتهاش

these rules matter because

معناتها راهم يمدوا في سبب

Because

هذي نخليها في بالي

بلي كاين سبب منكور في هذي الفقرة

they define the relationship among the people

الناس *people*

in a society

they define the relationship

مفهمتش هذي الكلمة

Relationship

they determine what each person

الانسان *person*

*is permitted to expect from the other*اخرين

and from the government حكومة

غير كلمات قليلة لي مفهومة

كيما

govenment

definer

they

What

بصح تبانلي راهم يهدرو على

government

في هذي الجملة

no rules matter more than those

and no rules matter more than اكثر من
those …. in a nation's constitution دستور

For example the U.S has a written constitution all in one document ملف واحد
هذي هنا يهدرو على
constitution
نتاع
مريكان
يبان هذي مجدر مثال
سما في الفقرة الاولى هدرو على الدستور و الحكومة و بعدها مدوا امثلة على الدستور
دستور بريطانيا Unlike the constitution of G.B
هذا يبان مثال اخر
بصح مفهمتش حاجة
علاه المثال حاطينو بين قوسين امم
Unlike the constitution of G.B which is a partly نصف دستور بريطانيا يكون written partly unwritten body
of various declaration … practice and …
But just because a constitution is written does not …. mean that it will be….and forced many
country have constitution that have not …to be reliable…against illegal …. and rule of force
الجملة مفهمتهاش خطراك الكلمات شوية معقدين
if a nationconstitution دستور *is to be effective effective*
ايه سما كيما بالفرونسي
effectif
if a nation'constitution is to be effectif
constitution is effectif
هذي صح المعلومة خطراك قرينا بلي الدستور عندو اهمية كبيرة
effective in limiting
la limit
government
صح
government
تاني هيا
effectif
and protecting citizens' right
it must enjoy general general respect general
صح نعرفها
عام
and support تشجيع
from the citizenof the country
Ours does
it is the oldest living written constitution دستور
oldest living written constitution in the world 200 year old in 1987
this whole printed constitution determines the rules of governments and the relationship among
people
relationship
Thus a constitution is considered as the basic foundation of each country.

Student E

a constitution
a constitution is the essential and supreme law of a society
a constitution is the essential
هذي فهمتها
Oki

and supreme law of a society
It determines each country's governments
thesegovernments are based upon rules and guidelines governments are based upon rules and
guidelines
واش يقصدوا بكلمات
guidelines
and based
based
government
هذي نعرفها معناتها
حكومة
based upon rules and guidelines that determine how how
معناها الحلة و لا الطريقة
كيما بالفرونسي
comment
they are organized comment
قوات و ماهم القوات الذين يملكونها .... *ils sont organisés and* what powers they have powers

These rules matter because they define the relationship among people
these rules rules matter
these rules matter
هذو زوج كلمات مفهمتهمش
rules matter
because they define the relationship
define relationship em …
relationship
relationship among people in a society la société
they determine what each person is permitted to expect from the others and from the government
هذي لازم نعاودها
they determine the governments
معناتها
they determine what ماذا each person is permitted to expect from
is permitted to expect expect
permitted to expect from the others اخرين and from the government الحكومة و من
I don't understand anything
مفهمتش خلاق واش راهم يهدرو
from the government
اهه
and no rules matter more than those embodied rules matter matter embodied in a nation's
constitution

For example the U.S has a written constitution
the U.S has a written constitution
هذي واش معناتها؟
يهدروا على مريكان بصح علا واه؟
تملكامريكا
constitution
هذي اكيد عندها دستور
all in one document unlike the constitution of G.B
معناتها بريطانيا هنا
which is partly written partly unwritten
the G.B has also a constitution partly written partly unwritten
افف لازم نفهم راح نخلص النص و مفهمت والو
partly written partly unwritten
معرفتش

body of various decl declaration statues practices and prece prece precedents

But just because a constitution is written does not necessarily
written unwritten
هذو زوج الكلمات تعاودو من قبل في الجمل لي فاتو
written unwritten but just just
هذي كلمة
just
نعرفها
because لان
constitution دستور
is written لان الدستور
written does not necessarily mean that it will be followed and forced followed … followed
follo followed and forced
كلمات بزاف مش مفهومين
many countriesدول
دول لديها دساتير have constitutions
that have not proven to be reliable
guarantees guarantees guarantee guarantees against illegal take takeovers and rule of force
illegal takeovers and rules of force rule of قوة
rule of قوة
كلمة مرتبطة بالقوة وش هيا؟
the word of قوة
*many countries have constitutions that have not proven to be reliable guarantees against illegal
takeovers. Many*
معناتها
l'argent
countries
كيفاه
l'argent des pays
have constitutions
اهه قصدوا بلدان غنية عندها دساتير
فهمتوا دوك
*that have not proven to be reliable guarantees against illegal takeovers that have not proven to be
reliable guarantees against guarantees against*
against……
ايه وين كنت هذا
امم هنا صح
guarantees against illegal takeovers and rule of force
if a nation's constitution is to be effective in limiting government and protecting protection حماية
citizens' rights
it must enjoy general respect and support from the citizens of the country
it must enjoy enjoy general general(pronounced in French)
هذي واضحة شوية الفكرة
respect and support respect and support
هذو الكلمات
these two words support respect supporter respect respect
Our does
it is the oldest living written constitution in the world living live يعيش
living written constitution
living constitution يعيش الدستور
مش
logic
خلاص
living constitution كيفاش يعيش الدستور ممكن يبقى حي حي هنا تولي صفة مش فعل؟

living constitution in the world 200 years old

دستور حي مدة 200 سنة صح معقولة الفكرة

in 1987

this whole printed constitution determines the rules of governments and the relationship among people .

Thus a constitution دستور is considered as the basic foundation of each country

Student F

A constitution is the essential and supreme law of a society a constitution is essential (pronounced in French) supreme essential and supreme

supreme

منعرفهاش

law of a society

law

هو القانون

it determines each country's governments

governments

هي الحكومة

it determines

وشني

Determines

determiner

ايه تبان كيما فرونسي

غير

Er

مع الاخير مكانش

it determines تحدد

each country's governments country's governments حكوماتcountry's these governments are based

governments

ok

are based

ils sont based based upon rules rules

معرفتش هذو الكلمات

upon rules or guidelines that determine

صح

determines guidelines determiner

okay

سما

Guidlines

هيا حاجة لي تحدد شيئ معين

that determine how they are organized organizer and what powers

powers

هي

قوة قوات

powers they have

These rules هذه القواعد

matter matter هذه القواعد matter because they define the relationship among people in a society

فهمت غير كلمة

people الناس

they define the relationship relationship among people in a society they

determiner what each they determiner what each person

ماذا أي شخص

is permitted to expect permitted to expect

مش واضحة

from the others and from the governments and no rules matter matter no rules قواعد لا matter لا
matter matter more than اكثر من those embodied in a nation's constitution قواعد

For example the U.S امريكا has a written constitution all in one document document
كيما
En français
نقولو
Document
في
PC
unlike the constitution of GB
GB
وقيل معناتها بريطانيا
The constitution of GB which is a partly partly part
Part
كيما
Determines and determiner
سما الكلمات في زوج كيما في الفرنسية و الانجليزية
partly and part
كيف كيف
part part
written
Part
unwritten part written part unwritten نصف written و نصف unwritten body of various declarations
statutes practices and pre precedents
part written part unwritten

But just because but just
just juste
just but
هذي نعرفها
لكن
و
Just
كيما فرونسي
Juste
هكذا تبانلي خطراك معظم الكلمات يتشابهو في الانجليزية و الفرنسية
ok
but just because
نعرفها
car
because a constitution is written
written
قريتها هذي الكلمة من قبل
written does not necessarily mean that it will be followed and forced many countries have
constitutions countries يملكون constitutions دساتير that have not proven to be reliable guarantees
against illegal illegal
legal c'est en francais legal
illegal
Normalement opposite
نتاعها
illegal legal (pronounced in french) غير شرعي
legal illegal
ممكن
نهاود

against illegal takeovers and rule of force
oh force la force
هذي صح
هذا وين قريتها
Forces
If a nation's constitution is to be effective in limiting government and
protecting
protecter
citizens' rights
معناتها
protecter citizens protecter
حاجا من الحقوق
it must enjoy general (pronounced in French) respect and support supporter respect and support
from the citizens of the country

Ours does. **It** is the oldest living written unwritten part written written constitution in the world
world c'est la monde
نعرفها هذي
It is the oldest living
هذا يسموه
present continuous
written constitution in the world
dans la monde
200 years old in 1987
This whole printed constitution determines
determiner
the rules of governments and the relationship among people. Thus, a constitution is considered as
the basic foundation of each country
شوية مفهومة

Student G

A constitution
a constitution is the essential and supreme law of a society
اذن حتان هنا فهمت بلي الدستور مهم
مهم قانونimportant law
it determines each country's governments
صح معناتها كل دولة عندا الحكومات الخاصة بيها
these governments are based upon rules or guide guidelines guidelines
rules
guidelines
guidelines
هذي معرفتهاش
guidelines
that determine how they are organized and what powers they have
powers les forces
how they are organized and what powers they have
فهمت حاجة وحدة و هيا انو الجمل هذي تهدر على القوات

these rules matter because they define definer the relationship among the people in a society في
المجتمع
relationship and among
هنو زوج كلمات مش واضحين
عليها مقدرتش نفهم الجملة كامل
they determine what each person is permitted to expect from the others and from the government.
And no rules matter more than those embodied in a nation's constitution

فهمت غير كلمات

constitution and governments حكومات و دستور .

ملف*For example the U.S has a written constitution all in one document*

the U.S has تملك

a written constitution

written

مفمتش هذي الكلمة

بصح كلمات كيما

constitution

has

and U.S

فهمتهم

عليها فهمت تقريبا الفكرة بلي تقول

امريكا تملك دستور

unlike the constitution of Great Britain which is partly written partly unwritten body of various declarations statutes practices and precedents

But just

but just because a constitution is written does not necessarily mean

a constitution is written

a constitution does not necessarily mean that it will be followed and forced la force

هذي الفكرة مفهمتهاش

many countries have constitutions thathave not proven to be reliable guarantees

guarantee

اديها قرانتي قرانتي معناتها مضمونةكيما مالفين نقولو

constitution is guarantee (pronounced in French)against illegal takeovers and rule of force

If a nation's constitution is to be effective in limiting government and protecting citizens' rights

حقوق الناس citizens' rights

قريناهم هذو في المصطلحات السياسية

protecter citizens' rights

فهمتها

نكمل

it must enjoy general (pronounced in French) respect and support

يحترم و يشجع respect and support

معناها

الدستور يحترم و يشجع عموما حقوق الناس

from the citizens of the country

Ours does

It is the oldest living written constitution in the world worldعالم

هذي نعرفها

200 years old in 1987.

This whole printed constitution determines the rules of

governments

rules of governments

rules

and the relationship among people

هنا راهم يهدرو على الناس يعني المواطنين كيما الجمل لي فاتوا

على

حقوق الناس

Thus a constitution is considered as the basic foundation of each country

Student H

أنا أول حاجة نبدأ بيها كي نجي راح نقرا أي نص نبدأ بالعنوان ديما نقراه

و نحاول أني نفهموا

و بعدها نروح لكل فقرة نقراها

و بعدها نحاول نلخص النص بنفسي و باه نشوف إذا كان صعيب نعاود نقراه مرة أخرى

بصح إذا كان ساهل نفوت طول للأسئلة نتاوعوا

Donc

نبدا دوك بالعنوان

a constitution

a constitution

معناها الدستور

هذا المصطلح قريناه في المصطلحات السياسية

مالا هاتي نفوت للنص نقراه ضك

a constitution is the essential and supreme law of a society

معناها الدستور عندو اهمية

كلمة

Supreme

مش واضحة مكانش في الفرونسي خلاص

سما قلنا بلي الدستور مهم

it determines each country's government الدستور يحدد حكومات الدولة

هذي صح الدستور ميحددش غير الحكومات حتا القواعد لي لازم يتبعوها

these governments are based upon rules or guidelines that determine how they are organized and what powers they have

نحبس مفهمتش لازم نعاود

these governments are based upon rules or guidelines

rules قواعد

governments الحكومة

guidelines

واش معناها

Guidelines ?

rules or guidelines

rules قواعد or guidelines او قواعد

guidelines

تبانلي بلي هذي الكلمة تمعني نفس كلمة

rules

خطراك كاينة بيناتهم

Or

يعني أو

معناها اختيار بين زوج حوايج كيف كيف

governemnts are based upon rules

قواعد upon

governemnts are based upon rules

مفهمتش هذي

rules or guidelines that determine how they are organized كيف هم منظمون

and what powers قوة

what powers they have ماهي القوات التي يملكونها

These rules matter because they define the relationship

Rules

هما القواعد

matter

منعرفهاش

These rules matter because they define definer the relationship relation كيما بالفرونسي

among people

تعرف العلاقات بين الناس

they determine what each person is permitted to expect from the others and from the government

ok

كيما بالفرونسي person

person

determine determiner

منعرفهاش permitted

يتوقع expect

from

the others les autres

و من الحكومة and from the government

they determine what each person is permitted to expect from others and the government

واش كل شخص يتوقع من الاخرين ومن الحكومة

permitted permitted

و لا قواعد and no rules

matter than those embodied in a nation's constitution

For example the U.S has a written constitution all in one document

امريكة عندها دستور مكتوب كامل في ملف واحد

هذي صح قاريينها من قبل

Unlike the constitution of G.B

بعكس بريطانيا

which is a partly written partly unwritten

نصفها مكتوب و نصف الاخر غير مكتوب

body of various declarations, statutes, practices, and precedents various

تبليغات بلاغ declarations

no no declarations

ممكن تمعني

اعلانات

statutes

نشاطات practices

and precedents

هذو كلمات معرفتهمش

But just because a constitution is written does not necessarily mean that it will be followed and forced

نحبس مفهمتش

مفهومة Constitution

ثاني مفهومة written

clear too

لا لا خليني نقراها كامل خير من الترجمة كلمة بكلمة

But just because a constitution is written does not mean that it will be followed and forced

a constitution is written does not necessarily mean that it will be followed and forced

الدستور لا يتبع اجباريا

many countries have constitutions that have not proven to be reliable guarantees against illegal takeovers

مفهمتش

Many countries have constitutions

countries have constitutions

بلدان لديها دساتير

هذي واضحة

that have not proven

proven

proven لي معندهمش that have not proven

هذي كلمة

proven

باينة حاجة مهمة في الجملة
to be reliable guarantees against illegal takeovers
rule of force la force
مفهمتش واش المعنى تاع هذي الجملة
If a nation's constitution is to be effective
in limiting government and protecting citizens' rights
تحمي حقوق الناس و تحديد الحكومة
يعني هذي الجملة منطقية خطراك هذا هوا دور الدستور
It must enjoy general respect and support from the citizens of the country
الدستور محترم من طرف المواطنين
Our does
معناها نظام نتاعنا حنا
النظام الجزائري
It is the oldest living written constitution in the world
200 years old in 1987
معناها من
1987
يصح حنا الدستور نتاعنا في 1987 مكانش كاين اصلا
لا لا
impossible 1987
مش في 1987
It is the oldest constitution in the world
هذي المعلومة اول مرة نسمعها
منعرف بصح ممكن صح
This whole printed constitution determines determiner
تحدد القواعد the rules
of governments and the relationship among people
determiner the rules of governments and relationship among people
.تحدد قواعد الحكومات و علاقات بين الناس
Thus, a constitution is considered as the basic foundation of each country
A constitution is considered as the basic foundation of each country
basic
basic foundation
Constitution
هي
la base

Student I

A con a consti constitution a constitution الدستور
is the essential مهم
and supreme law of a
society مجتمع
it determines determines each country's gover govern government government
these governements are based upon rules or guide guidelines guidelines that determine determiner
how they are organ organ organi orgazi organ organized and what powers they have
powers قوة
These rules matter because they define the relationship relationship among the people
*people*الناس
they define the relationship
they define the relationship among people
among people الناس
in a society في المجتمع
they determine determine

what each person is permitted to expect from the others and from the gover government
what each person is permitted to expect expect permitted to expect

مفهمتش الكلمات

to expect from the others and from the government And no rules matter more than those em
embo embodied embodied in a nation's constitution.

For example the U.S امريكا

has a written constitution
the U.S has a written constitution
written

وشني معناها

Written

the U.S has a written constitution امريكا تملك دستور

بصح كلمت

Written

مفهمتهاش

the U.S has a written constitution all in one document document (pronounced in french)
one document in one
document dossier (unlike the constitution of Great Britain, which is a partly written, partly
unwritten body of various decl declarations statit statuts practices, and pre cedent precedent
precedents
But just because a constitution is written does not necessarily mean that it will be followed and
forced la force
forced la force
forced but just

because لان

a constitution is written ....written لان الدستور يكون
does not necessarily mean that it will be followed followed

قريتهم هذو من قبل

هذو زوج كلمات

followed و *forced*

Many countries دول

هذي عرفتها

countries have constitutions that have not proven to be rel reliable reliable gurantees against
illegal takeovers

هذو الكلمات مفهمتهمش

against illegal takeovers and rule of force

فهمت غير الجملو الاولى بلي

countries have constitutions

معناها

الدول لديهم دساتير

If a nations's constitution is to be effective in limiting government and protecting citizens' rights it
must enjoy general respect and support from the citi citizens citizens of the country.
Ours does.
It is the oldest old

old قديم

living written constitution دستور قديم
in the world 200 years old in 1987
This whole printed constitution determines the rule of governments and and the relationship among
people
thus a constitution is considered as the basic foundation of each country

Student J

A constitution
a constitution is the essential and supreme law of a society
هو الدستور constitution
is the essential
essential
كيما بالفرنسية
and و
supreme
هذي الكلمة منعرفهاش
law قانون
of a society مجتمع
a constitution is the essential and supreme law of a society الدستور مهم في المجتمع
it determines each country's governments
it determines determiner each country's
governments حكومات
determines
تحدد حكومات الدول
these governments are based upon
these governments are based upon rules or guidelines that determine how they are organized
these governments حكومات
are based based based upon rules or guidlines
rules قواعد
guidelines
مفهمتهاش هذي
that determine how they are organized organizer
how they are organized and what powers they have powers
القوات الذين يملكونها ماهي
هذا يبان شؤال مش جملة و لا فكرة
تبانلي سؤال في النص
These rules هذه القواعد
اهه هذي تبالي الاجابة نتاع السؤال لطرحوه
these rules matter matter because they define definer تعرفthe relationship among people in a
the relationship among people relationship among in a society
these rules matter
these rules matter because they define the relationship among people in a society
they determine
determiner
they determine what each person is permitted
person is permitted to expect from the others اخرين and from the government حكومة
and no rules و لا قواعد
matter
هذي قريتها من قبل
matter
these rules matter matter more than أكثر those embodied in a nation's constitution
nation's constitution
matter matter (pronounced in French)
For example مثال
the U.S has a written constitution all in one document document (pronounced in French) ملف
constitution دستور في ملف
the U.S has a written constitution
a written constitution all in one document
دستور امريكا في ملف
unlike the constitution of G.B which is partly written partly unwritten body

The constitution of G.B دستور بريطانيا which is partly written partly unwritten body of various declarations, stat statues, practices, and precedents

precedents

declaration declarerيلغ تبليغ

declarations

stat statutes

practices

and precedents

هذو الكلمات جدد معرفتهمش

statutes practices and precedents

But just because a constitution is written

written

هذي الكلمة هذا وين قريتها

قبيلة برك

does not necessarily mean that it will be followed and forced

but just لكن الا ان

a constitution دستور is written written does not mean mean that

it will be

هذا راه زمن المسقبل

future

هنا راهم يهدرو على الدستور كيفاش راح يكون في المستقبل

it will be followed and

forced

بصح هاهو هنا الماضي

قصدي الفعل مصرف في الماضي

كيفاش منا هدرو على المستقبل و بعدها الماضي؟

لا لا بلاك راهم يقارنوا مابين المستقبل و الماضي

ايه

Many countries بلدان have constitutions يملكون دساتير that have not proven that have not

have not لا يملكون

proven

countries have not proven

وشني

Proven

proven to be reliable guarantees against illegal takeovers and rule of force.

If a nation's constitution is to be effective effectif in limiting government and protecting citizens'

حماية المواطنين

rights شي صحيح ,

it must enjoy general respect and support from the citizens of the country

Ours does.

It is the oldest living written written

هذي الكلمة قالوها من قبل

also written constitution constitution in the world, 200 years old in 1987.

This whole printed constitution determines determiner

the constitution determiner the rules قواعد

the rules of governments and the relationship among people

Thus, a constitution is considered as the basic foundation of each country

Appendix G :

STUDENTS' VERBAL

PROTOCOLS (2) POST-TEST

Student A

أولا كي نجو نبداو نقراو لازم نحدو الهدف من القراءة نتاعنا
عليها الهدف نتاعي هوا أنو نفهم أهم الأفكار في هذا النص و باه ندير هذا الشئ لازم عليا ندير
Plan
راح نحاول نقرا كل فقرة و بعدها نفهم كل جملة و بعدها نلخص الافكار لي نفهمهم
و كي منفهمش كاش حاجة نحاول نترجم الكلمات
نبدا
اولا النص فيه زوج فقرات يعني راح يكون عندنا افكار رئيسية في كل فقرة

The "Just war" theory just war theory included in the international law determines rules that must be adhered once the war has started,
نحبس هنا باه نفهم الجملة
The just war theory
هي
Theory
في
international law
إذن نظرية في القانون الدولي
قانون الدولي
determines rules that must be adhered once the war has started adhered
واش معناها
adhered
the international law and its theory determine rules
معناها يمد قواعد لي تقود الحرب
هذي منطقية خطرك شفنا كيفاش الاتفاقيات العالمية تحمي حقوق الانسان
و زيد مدامهو الموضوع يهدر على الحرب معناها القانون الدولي لازم يحمي الانسان في هذي الحالة
اوكي هذي مفهومة مليح
اصلا علابالي بلي القانون الدولي يتناول مسائل دولية و يضبط مختلف القوانين التي يجب احترامها
عدالة في الحرب *(jus in bello) justice in war justice in war*.
As well as, it differentiates between rules which must be followed once the war ends
it differentiates between rules
it differentiates between rules
it differentiates between rules which must be followed once the war ends
the ends of wars
معناها القانون الدولي يمد قواعد لدول لازم عليها يتبعوهم
كاينا منها قريناها في العلاقات الدولية
(jus post bellum)
هذو الكلمات بين قوسين مفهمتهمش
Once the war starts, a particular state must follow different rules.
Once the war starts, a particular state must follow different rules
The first rule
القاعدة الأولى يعني راح يمدلنا أمثلة على قواعد الحروب قبل البداية ممكن مش متأكد
for conducting war is to obey obey obey all international weapons prohibition laws weapons prohibition laws weapons law weapons prohibition.
اهه الكلمات بيانو صعاب شوية
The first rule for conducting war is to obey all international weapons

لبداء الحرب
The first rule for conducting war is to obey all international weapons
وش معناها
"weapons"?
خلي نمشي برك ونشوف
For instance, chemical and biological weapons are forbidden

chemical and biological weapons are forbidden

واش العلاقة بين الكيمياء و بيولوجية مع كلمة

« weapons » ?

chemical and biological weapons chemical chemique biology chemie et biology are forbidden by many treaties مقاطعات

forbidden محرمة

هذا يعني انو كاين اشياء كيميائية و بيولوجية غير مسموحة الاستعمال

هذي عجبتني نكتبها

واش تكون هذي الأشياء كيمائية أسلحة ممكن

أسلحة كيميائية غير مسموح ان تستعمل في الحروب

and states are thus expected to abide by these rules.

هذي الفكرة تأكد صح الهدرة نتاع الاتفاقيات الدولية

Secondly, soldiers are prohibited from using weapons against civilian

soldiers les gendarms are prohibited from using weapons against civilians civil civil

ممكن تمعني بلي الجنود ملازمش يقتلو المواطنين

soldiers are prohibited from using weapons against civilians

That is why they are expected to discriminate between the civilian population

"That is why",

هذي تمعني بلي كاين سؤال

بصح لازم يكون كاين علامة استفهام

that is why they are expected to discriminate between the civilian population

they are expected to discriminate between

the civilian population

كثافة سكانية و لا السكان تمركز السكان

and legitimate military targets

legitimate military targets

military,

with only minor coll collater collateral collateral civilian casualties.

The third provision

the third provision

بلاك قصدو الفكرة و لا القاعدة الثالثة

The third provision is one of proper proper no proportion proportionality proportionality هذي جديدة الكلمة

The third provision is one of proportionality

The third provision is one of proportionality

The third provision is one of proportionality

It requires soldiers to use only as much force

soliders use force

معناها

les gendarmes etuliser la force lorsque la gerre

بصح ملازمش يكون كاين اسلحة كيميائية و بيولوجية

As they need to in order to achieve the desired end

سما يستعملوا القوة حتان يوصلو لنهاية الحرب باه يولوه وما الرابحين

To explain, weapons of mass la mass destruction destruction

« weapons",

هذي الكلمة مقدرتش نفهمها خلاص

weapons weapons

لازم نعاودها باه نشوف اذا نفهمها مليح

To explain, weapons of mass destruction are considered out خارج *of proportion with legitimate military objectives*

Weapons of mass destruction are considered out of proportion.

Propotion.

وشني هذي الكلمة؟

weapons of mass destruction are considered out of proportion

weapons of mass destruction are considered out of proportion
the word weapons is something which is out of proportion and this word belongs to the mass destruction
The last principle demands benevolent treatment treatment of war prisoners اسرى الحروب
The latter should not be threatened
The latter should not be threatened
The latter should not be threatened with death death الموت
سما الاسرى ملازمش يقتلوهم
star strat strat strat
نجم بصح واش علاقة النجم بالموضوع ممكن الفائز في الحرب لا لا مش ممكن
strat starvation.
هذي باينة كلمة اخرى
"starvation",
مش صح كلمة نجم
نحاول نفهم المعنى نتاعها خير
باين منقدرش نقسمها
هات نحاول نفهم معناها هكذاك برك و لا نترجمها
Rather, they should be quara quarantined quarantined
they should be quara quarantined quarantined
they should be quarantined from the battle zone until the war ends, at which point they should be exchanged for one's own prisoners of war.
They should be exchanged exchanged
They should be exchanged
at which point they should be exchanged for one's own prisoners of war
exchange changement
كاينا حاجة يبادلوها و لا يستبدولو
هذي نكتبها نعود ننساها خطراك مش مفهومة بزاف

خلاص دوك نروح للفقرة الزاوجة
هذي هاني شوية فهمتها مليح
على الاقل فهمت بلي شوية افكار على الاسلحة الكيميائية
و على عدم قتل الاسرى
و زيد عرفت بلي النص يهدر على القانون الدولي
و بالنسبة للاستراتجيات لي خدمت بيهم
لقيت روحي نترجم بزاف و ساعات نفقم كلمات بلا غير من بلاستهم
بصح ساعات منقدرش نثبر حتان نقرا الجملة كامل
نقرا غير زوج كلمات و نحاول نفهم
عليها ديما نعاود الجمل كامل كي نحاول نفهم و لا كي منفهمش كاش فكرة

Rules for terminating war
terminison terminer
نهاية
نهاية القواعد
اهه قصدوا هاذا الجزء يمد قواعد نهاية الحرب اوكي فهمت
(jus post bellum, i.e., justice after war)
عدالة بعد الحرب
rules for terminating wars regulate the ending of wars regler la guerr.
Rules for easing the transition from war to peace can help to ensure that the peace is fair, stable, and lasting.
السلام الدائم *Peace Stable*
Fair and lasting
واش معناها هاذو زوج كلمات؟
The peace is fair, stable, and lasting.
The peace is fair, stable, and lasting.
However, only little international law has been devised to address it.

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One proposed rule is that the peace settl settlement stettlement settlement should be reasonable and publicly proclaimed.
The peace settlement should be reasonable and publicly proclaimed
Settlement should be reasonable reason سبب *and publicly proclaimed*
Public publicly
عام *Publicly*

كيفاه تكون كاينة علاقة بين كلمة عام و كلمة

Settlement ?
The settl settlement should also secure the basic rights حقوق*which had been violated and which had led to the justified war.*
Therefore, securing such basic rights can evade any other probable war
Securing such basic rights can evade any other probable war.

كلمة

evade

تشبه لكلمة

avoid.

نحاول نجربها

avoid other wars which may happen

هاذا واش قدرت نفهم

اه بصح مازالو جمل بزاف

Additionally, the victor needs to discriminate between leaders
The victor needs to discriminate between leaders
the victor victor

معناها الفائز

يحتاج انو

needs to discriminate between leaders
the victor needs to discriminate between leaders قادة

معناه بعد الحرب الفائز يجب عليه تحديد قادته

اكيد وذالك لبناء دولة بقوات عسكرية قوية ونذكر على ذالك هتلر الذي كان يوفر اكبر طاقة عسكرية

مدنيين *Soldiers* جيشه*, and civilians*
since he/she should avoid sweeping sanctions that punish civilians.
Sweeping sanctions.

هذا الجزء مش مفهوم

Furthermore, fair and public عام *trials should be held for war crimes* جرائم الحرب
Fair and public trials should be held for war crimes committed by leaders in particular, but also by soldiers.

الجملة تحتوي على فكرة تربط كلا القادة و العسكريين

Besides, appropriate punishment should be delivered,
Appropriate punishment should be delivered.

مفهمتش هذي الجملة

Appropriate punishment should be delivered andany financial restitution mandates must be proportional and discriminated
Any financial restitution mandates must be proportional and discriminated

الجانب المالي له اهمية كبيرة في الحرب

زعما صح؟

Any financial finance financial restitution mandates mandates must be proportional and discriminated.
Above all, rehabilitation of aggressive states is permissible and may involve disarmament, human rights education حقوق *, police* شرطة*and judicial retraining, and structural transformations.*
Rehabilitation of aggressive states is permissible
Permission مسموح

الجملة هذي باينة تهدر على

aggressive states

و كيفاش يتعاملو

بصح لازم نفهم مليح الفكرة

Rehabilitation of aggressive states is permissible and may involve disarmament

and may involve disarmament, human rights education

المشكل انو الكلمات مش مفهومين عليها مفهمتش الجملة

Rehabilitation of aggressive states is permissible and may involve disarmament, human rights

education, police and judicial retraining, and structural transformations leading to a just society.

الجملة تهدر على ظروف الدول العدوانية كيما الشرطة في المجتمع

Therefore, many emerged rules (both pre and post rules of war) within the just war tradition have

been codified into specific international agreements and laws, like The United Nations Charter and

The Hague and Geneva Conventions. اتفاقيات كجنيف

هذي الجملة تبانلي مفهومة

القانون الدولي عندو اكيد علاقة بالاتفاقيات الدولية ثاني

و صح هذي قالها الكاتب في البداية بلي الاتفاقيات تحفز مضمون القانون الدولي

هذي نكتبها

وزيد على هذا انو الاتفاقيات الدولية تحتوي على نفس القوانين و تشجع نفس القوانين المذكورة في النص

سما كملت

على حسابها الفقرة الزاوجة شوية صعيبة

بصح فهمت شوية افكار

مثلا فهمت بلي الرابح لازم عليه يعاود يحدد الجنود نتاوعو

و حقوق الانسان محمية من طرف الاتفاقيات الدولية

دوك لازم ندير ملخص للنص. ايه باه منساش النص راهموا باين

Informatif

خطرام الكاتب مدلنا امثلة على القواعد نتاع الحرب

بصح لا لا يقدر يكون

Comparatif

لا لا مشكيتش هوا مع البداية الكاتب يقول

"Just war" theory just war theory included in the international law determines rules". It means the

author wants to state the rules

سما حاب يمدلنا امثلة و زيد مكانش عبارات نتاع المقارنة كيما

however, unlike, contrary

كيما لي لقيناهم في النص نتاع

American and British constitutions.

الحاجة المليحة هذي الخطرة انو ستعملت ترجمة و معلومات نتاع المواد الاخرى

و زيد سجلت الافكار لي فهمتها و لي مفهمتهاش و حاولت نفهم الكلمات لي ميصلحوش في الترجمة

دوك نحاول نلخص واش قريت في هذا النص

كاين افكار بزاف بصح لي مهمة بزاف هيا انو

- القانون الدولي يضبط قواعد الحرب

- الأسلحة الكيميائية غير مسموح بها

- الأسرى لا يجب قتلهم

- يجب تحديد القادة و العسكريين لحماية الدولة

الاتفاقيات الدولية تحفز القانون الدولي

Student B

اول حاجة لازم عليا نقرا النص هذا و باه نجاوب على الاسئلة نتاوعو

لازم نقراه مليح و نفهم الافكار كيما مالفين نديرو في الحصة

اذن النص باين مفيهش عنوان يعني باين راح يكون كاين سؤال على عنوان النص

مكانش تصوار و لا جداول

زوج فقرات

اوكي نبدا

The "Just war" just war theory just war theory

هذي بيانة عبارة مهمة خطراك راهي كشكل اقتباس

the just war theory included in the international law determines rules

determiner les regules
the war theory international law determines the rules
نظرية الحرب و القانون الدولي يحددنا القواعد
determines the rules that must be adhered adhered once the war has started, i.e., (jus in bello) (jus in bello) justice in war.
اذن يوجد نظريتان واحدة للحرب و الثانية للقانون الدولي
معندي حتى فكرة على نظرية الحرب بصح القانون الدولي نعرفوا
As well as, it differentiates between rules which must be followed once the war ends
it differentiates differentiates différence
it differentiates
جاية من كلمة
difference
it differentiates
معناها يمد
Difference
between rules which must be followed followed
It differentiates between rules (jus post bellum).
Once the war starts
معناها بداية الحرب
Once the war starts, a particular state must follow follow
هذي الكلمة معاودينها بزاف
followed followed
a particular statetakes different rules
يعني على الدولة ان تاخذ عدة قواعد بعين الاعتبار
but what is meant by follow?
بصح واش معناها فذي الكلمة
Follow ?
معندها حتى علاقة بالفرونسي
قصدي متصلحش للترجمة
دوك نشوف معناها كيفاه
a particular state
particular country must follow rules
follow
زعما تمعني استعمال؟
A particular country must use rules,
ممكن علاه لا لا
الجملة تبان صحيحة
The first rule
اهه سما هما قواعد ومرتبينهم
The first rule for conducting war is to obey all international weapons prohibition laws
The first rule is to obey all international weapons prohibition laws.
The first rule is to obey all international weapons prohibition laws.
اذا كاين سؤال على القواعد عند بداية الحرب نحاول أني نرجع لهذي الجملة
For instance,
معناها هذا مثال
for instance, chemical and biological weapons are forbidden by many treaties, and states are thus expected to abide by these rules
هذي الجملة الاخيرة لي فهمتها تقول بلي الدول لازم عليهم يمدوا اهتمام كبير لهذو القواعد
Secondly,
كيما القاعدة الاولى
وقيل هذي القاعدة الثانية
soldiers are prohibited from using weapons against civilians
soliders
معناها الناس لس تخدم في
Army

نحاول نعوضها و نقرا

Armies are prohibited from using weapons against civilians

معناها العسكريين مالازمش يقتلو المواطنين

العسكريين لا يستطيعون قتل المواطنين

هذا متفق عليه دوليا طبعا

سما كلمة

prohibited

معناها لا يقتلون

soldiers are prohibited from using weapons against civilians

That is why they are expected to discriminate between the civilian population and legitimate military targets, الجهات العسكرية

that is why they are expected

expected

they are expected to discriminate

discriminate:

هذي راهي فعل وقيل

that is why they are expected to discriminate between civilian population الكثافة *and legitimate military targets.* الجهات العسكرية

الحاجة لي تبانلي واضحة هيا انوا على الدولة التفرقة بين الجنود و المواطنين

اييه صح خطراك هاو قال في الجملة لي فاتت بلي العسكريين ملازمش يقتلو المواطنين

with only minor colla collateral collateral civilian casualties.

The third provision is one of prop proportionality.

The third provision is one of prop proportionality.

Proportionality

It requires soldiers to use only as much force القوة *as they need to in order to achieve the desired end* النهاية

It requires soldiers to use only as much force as they need to in order to achieve the desired end

نهاية الحرب صح

بصح واش صاري في نهاية الحرب؟

لازم نعاود

The third provision is one of pro proportionality.

القاعدة الثالثة

يعني إضافة قاعدة أخرى

Proportionality

It requires soldiers to use only as much force as they need to in order to achieve the desired end

la force

To explain, weapons of mass الكتلة *destruction are considered out of proportion with legitimate military objectives*

les objectifs militaire

The last principle demands benevolent treatment of war prisoners.

The last principle القاعدة الأخيرة *demands demander benevolent treatment of war prisoners* أسرى

الحروب

The last principle demands benevolent treatment of war prisoners.

The latter should not be threatened with death, starvation, or torture.

Rather, they should be quarantined from the battle zone until the war ends, at which point they should be exchanged for one's own prisoners of war.

They should be quarantined from the battle zone

They should be exchanged for one's own prisoners of war.

they should be quarantined from the battle zone until the war ends, at which point they should be exchanged for one's own prisoners of war

هذو كامل كلمات جدد بصح معليش ضك نشوف مع الجمل الاخرى

خطراك معضم الجمل فهمتهم

هذا الجزء الاول انتهى

دوك نحاول كيما العادة اني نقيم الافكار لي لقيتها و باهه نشوف واش ممكن يخصني في الجزء الثاني

نحاول نعدد الافكار في فهمتها

سما

Main topic

نتاع النص هوا قواعد الحروب في القانون الدولي

و في هذا القانون الدولي توجد النظرية الحربية التي تحث على عدم قتل المواطنين اثناء الحروب بل بالعكس يجب حمايتهم

هذا واش فهمت انا؟

و بالنسبة للاستراتجيات القراءة لقيت بلي ديما نترجم كلمات

و اذا كاين كلمات و جمل مقدرتش نترجمهم نحاول اني نفهمهم من الموقع نتاعهم برك

Rules for terminating Terminate

انهاء

war (jus post bellum, i.e., justice after war) regulate the ending of wars.

اوكي سما هذي الفقرة تهدر على قواعد الحرب عند النهاية

معناها القواعد لي في الفقرة الأولى صح يهدرو غير على بداية الحرب

Rules for easing the transition from war to peace can help to ensure that the peace

Rules for easing the transition from war to peace can help to ensure that the peace سلام *is fair,* عادل

stable

stable

كيما بالفرنسية

معناها

fixed peace, and lasting

واش معناها

lasting?

lasting

جاية من كلمة

last

Adjective

lasting last.

وقيل نعرف هذي الكلمة

However, only little international law/lɔː/Low/ləʊ/ International law

اهه يقصد

القانون الدولي

has been devised to address it.

However, only little international law has been devised to address it

العنوان *address*

However, only little international law has been devised to address it

قاعدة واحدة مقترحة *One proposed rule*

proposed proposer

صحيحة؟

Proposed proposer

Normalement

صحيحة

خطراك الكلمات في زوج بالفرنسي و لا بالإنجليزية عندهم نفس

Radical

One proposed rule is that the peace settlement should be reasonable and publicly proclaimed.

The peace settlement should be reasonable and publicly proclaimed

The peace settlement should be reasonable and publicly proclaimed

Reasonable سببي

The peace settlement should be reasonable and publicly proclaimed

مفهمتش هذو الجمل

نعاود مليح

One proposed rule

لازم عليا نفهم الكلمات لي عندهم علاقة بهذه القاعدة المقترحة

The peace settlement should be reasonable

the peace should be reasonable

وقيل تمعني بلي السلام لازم يكون عندو سبب خطراك يهدرو على السلام و السببية

بصح كيفاه

لاه لازم حتان السلام يكون عندو سبب؟

There should be no reason to make peace.

The settlement should also secure the basic rights which had been violated and which had led to the justified war.

The settlement should also secure the basic rights which had been violated and which had led to the justified war.

The settlement should also secure the basic rights which had been violated and which had led to the justified war.

The settlement should also secure secure security secure the basic rights which had been violated and which had led to the justified war.

Therefore, securing such basic rights can evade any other probable war between the same states.

Securing such basic rights can evade any other probable war between the same states.

Secure basic rights حماية الحقوق الاساسية *can evade any other probable war between the same states.*

لي فهمتها بلي الدول لازم تحمي حقوق الانسان اثناء الحرب

Additionally

معناها الكاتب راح يضيف معلومات اخرى

Additionally, the victor needs to discriminate between leaders, soldiers, and civilians مواطنين *since he/she should avoid sweeping sanctions that punish civilians.*

هنا نحبس لازم نعاود هذي الجملة و نحاول نربط الكلمات لي نفهمهم

The victor needs to discriminate between leaders, leaders, soldiers, and civilians leaders soldiers and civilianssince he/she should avoid sweeping sanctions that punish civilians.

فهمت بلي راهم يهدروا على الفائز في الحرب

بلاك يهدرو على القواعد لي لازم يتبعها الفائز في الحرب

لانوا قد تم ذكر في بداية هذي الفقرة ان هذه القواعد تتعلق بنهاية الحرب

Furthermore, fair and public trials should be held for war crimes committed by leaders in particular, but also by soldiers.

Besides, appropriate punishment should be delivered, and any financial restitution mandates must be proportional and discriminated.

Besides, appropriate punishment should be delivered, appropriate punishment should be delivered and any financial finance financial

وشني تمعني اقتصاد؟

Financial restitution mandates must be proportional and discriminated.

مفهمتش الجملو كامل بصح عرفت بلي هذي الفكرة تهدر على الجانب الاقتصادي للفائز

Above all, rehabilitation of aggressive states is permissible and may involve disarmament, human rights education, police and judicial retraining, and structural transformations leading to a just society.

Permissible permission

يهدر الكاتب على حماية حقوق الإنسان كيما الحق في التعليم

Therefore, many emerged rules (both pre and post rules of war) within the just war tradition have been codified into specific international agreements and laws, like The United Nations Charter and The Hague and Geneva Conventions.

هذو امثلة على الاتفاقيات الدولية لحقوق الانسان

قرينا على هذو الاتفاقيات كيما اتفاقية الامن الدولي

حيث أن وثيقة الأمن الدولي المتفق عليها عالميا تعمل على حماية الإنسان سواء كبار او صغار تحت أي ظرف ممكن

هذا الجزء كان شوية صعيب خطراك فيها كلمات شوية صعاب

بصح حاولت نفهمهم و نفهم معنى الجمل عموما

نحاول نلخص

الفقرة الاخيرة تكلمت عنك قواعد نهاية الحروب

يعني القواعد التي تضبط نهاية الحروب

ومثال ذالك الجانب المالي للفائز في الحرب

ايضا قام الكاتب بالتحدث عن كيفية حماية حقوق الإنسان عن طريق الشرطة

و بالنسبة للاستراتجيات

حاولت اني نفهم الجمل من الموقع نتاعهم بما أن كلمات الجمل غير مفهومة

Student C

اذن النص كيما راه باين عندو زوج فقرات و مكانش

Titre

لازم عليا نفهم هدو زوج فقرات و نفهم الفكرة العامة نتاع كل فقرة راح نحاول مع الاخير ندير ملخص للافكار لي فهمتهم

The "Just war" theory included in the international law determines rules that must be adhered once the war has started, i.e., (jus in bello) justice in war.

War theory,

واضحة

included

include,

international law,

determines,

rules that must be adhered adhered adherer? No

Once the war has started

الفكرة تخص قواعد على حساب مفهومي بصح قواعد في القانون الدولي و الحرب كيفاش قواعد؟

Which must be adhered.

كلمة

adhered

مكانش

En français

rules that must be adhered once the war has started, i.e., (jus in bello) justice in war

rules that must be adhered once the war has started .

واش معناها هذي الجملة؟

rules that must be adhered once the war has started

As well as, it differentiates between rules which must be followed once the war ends (jus post bellum).

هدي فهمتها النص يمد قواعد الي لازم يتبعوهم

Followed

بصح تقول تبان كيما كلمة

adhered

لي شفتها قبل

Once the war starts, a particular state must follow different rules.

وقيل هذا اهم

Partie

في هذي الفقرة

The first rule for conducting war is to obey all international weapons prohibition laws.

Once the war starts, a particular state must follow different rules.

The first rule for conducting war is to obey all international weapons prohibition laws.

To obey

The first rule for conducting war is to obey all international weapons prohibition laws

واش العلاقة مابين هادو

Les deux expressions

To obey all international weapons prohibition laws.

المهم انا فهمت بلي كاين

Des règles

يتبعوهم اثناء بداية الحروب

و بعدها لقيت النص يقول

"the first rule for conducting war is to obey all international weapons prohibition laws.

هذي كلمة

To obey

باينة فعل خطراك قبلها

To

بلاك تحريم الاسلحة الدولية هذا المفهوم الوحيد للجملة

For instance",
اه هنا راح يمد مثال
سماراح يعاوني المثاال باه نفهم شوية
For instance, chemical and biological weapons are forbidden by many treaties, oki I can understand it now
الأسلحة الكيميائية و البيولوجية ممنوعة
هذا أكيد حتى انو يمنع منعا باتا استعمال أي نوع من أسلحة الغير مصادق عليها
هداك هوا كيما قلت انا قبيلة
Donc
هادي اول جملة نكتبها
Secondly, soldiers
اه سما المثال و الجملة لي فاتو كانو اول نقطة و هاذي
Deuxième
Okay
نرجع نقراها شوية باه هفهم لي بعدها *Oki I come back to it.*
The first rule for conducting war is to obey all international weapons prohibition laws. For instance, chemical and biological weapons are forbidden by many treaties, and states are thus expected to abide by these rules.
لا لا نعاود نكتب الفكرة الاولة مليح
هاتي نقول
اول قاعدة عند بدا الحرب هي أن استعمال الأسلحة الكيميائية و البيولوجية ممنوعة و منه على الدول إتباع القاعدة
الموضوع يقوم عموما على قواعد بدا و إنهاء الحروب في القانون الدولي
هكذا صح
نفوت دوكا للي بعدها
For instance, chemical and biological weapons are forbidden by many treaties.
Secondly, soldiers are prohibited from using weapons against civilians.
soldiers are prohibited from using weapons against civilians.
Solides
Prohibited prohibited
هذي كلمة
Jamais
شفتها من قبل
Using use استعمال
Weapons نعرفها
Against ضد
Civilians المواطنين
لا لا منترجمش نحاول نفهم كلشي معا بعض خير
مش صح الفكرة
soldiers are prohibited
soldiers are prohibited from using weapons against civilians.
كيفاه يستعملوا الأسلحة ضد المواطنين
Impossible
معليش انا نكتبها كيما راهي
Malgré c'est pas logic
خلاص
القاعدة الثانية لازم تأكد عدم استعمال الأسلحة ضد المواطنين
خطراك هذا شيئ متفق عليه عالميا بغض النظر عن الدول الخاضعة للحرب
مش عارفة ممكن نكون خاطئة
المهم مليح راني فاهمة الفكرة علاش تهدر
That is why they are expected to discriminate between the civilian population
That is why they are expected to discriminate between the civilian population and legitimate military targets, with only minor collateral civilian casualties.
with only minor collateral civilian casualties.
That is why they are expected expect expect to discriminate between the civilian population and legitimate military targets

Between the civilian population

بين كثافة المدنيين

And ligitimate military targets

و العسكريين

There is something happens between

بين كثافة المدنيين و العسكريين

كاينة

Relation

هذي نكتبها تاني

هدي الفكرة تشمل العلاقة بين كثافة المدنيين و العسكريين

The third provision is one of proportionality. The third provision is one of proportionality

The third provision is one of proportionality.

مفهمتش الكلمة الاخيرة

It requires soldiers to use only as much force as they need to in order to achieve the desired end.

To explain,

هنا راهو يشرح

نكمل

Weapons of mass destruction are considered out of proportion with legitimate military objectives.

سما علا حساب واش فهمت الشرح راه على اسلحة الدمار الشامل

على حد علمي اسلحة الدمار الشامل ميستعملوهاش في الحروب

Interdit

Soldiers use only as much force as they need in order to achieve the desired end

العسكريين يستعملوا القوة التي يحتاجوها باه يوصلوا إلى نهاية الحرب

و هذي القوة لازم تكون في إطار محدود

The last principle demands benevolent treatment of war prisoners. The latter should not be threatened with death, starvation, or torture. Rather, they should be quarantined from the battle zone until the war ends, at which point they should be exchanged for one's own prisoners of war.

واش معناها هذا

Partie

كامل؟

هذي الكلمة مفهومة *Prisoners*

treatment

كيما

En français

تبانلي هدا الجملة الطويلة تهدر على السجناء خطراك قال

treatment

en plus

war prisoners

بصح كاينة حاجة لازم نفهمها

قصدو بلي

معالجة سجناء الحرب: مسموح بها يعني يؤيد فيهم ؟

معليش نكتبها

معالجة سجناء الحرب

باه نتفكرها بلي هدرو عليها

Rules for terminating war (jus post bellum, i.e., justice after war) regulate the ending of wars.

Rules for terminating war (jus post bellum, i.e., justice after war) regulate the ending of wars

لا لا نعاودها هذي باينة حاجة جديدة

Rules for terminating war (jus post bellum, i.e., justice after war) regulate the ending of wars

Rules for easing the transition from war to peace can help to ensure that the peace is fair,

Rules for easing the transition from war to peace can help to ensure that the peace is fair stable, and lasting.

نعاود

Rules for easing the transition from war to peace can help to ensure that the peace is fair stable, and lasting

الجملة تبانلي تهدر علة قواعد نهاية الحرب يعني قصدي راه يقول بلي

قواعد نهاية الحرب

régler

الحرب لتحقيق السلم

Bien

فهمت شويا

However, only little international law has been devised to address it.

However, only little international law has been devised to address it.

One proposed rule is that the peace settlement should be reasonable and publicly proclaimed.

لا لا نعاودها

One proposed rule is that the peace settlement should be reasonable and publicly proclaimed

السلم *Peace*

Proposing a rule.

Proposing

هذا اسم

Settlement.

Should be reasonable

كيما

En français

les reasons

Publicly proclaimed public.

Proclaimed

هدا

verb

العامة *Public*

بلاك يعني السلم لازم يكون

reasonable

كلمة

settlement proclaimed

نحيها هذي زوج كلمات

peace should be reasonable and public

يعني القاعدة هذي تقول بلي السلم لازم يكون

Reasonable

و لازم يكون

En public

خطراك كي يديرو اعلان السلم لازم يعلنوا على وقف إطلاق النار سما فيها إعلان

En public

The settlement should also secure the basic rights

The settlement should also secure the basic rights which had been violated and which had led to the justified war.

Therefore, securing such basic rights can evade any other probable war between the same states.

كلمة

settlement

معاودينها بزاف

باينة حاجة مهمة بصح واش هيا ؟

Which must protect humans rights

كلمة

The settlement

تبان كيما هيئة الأمم المتحدة

خطرا كراه يقو بلي هذي

Settlement

تحمي حقوق الانسان

Therefore, securing such basic rights can evade any other probable war between the same states.

Therefore, securing such basic rights can evade any other probable war between the same states.

War probable حرب محتملة

Therefore, securing such basic rights can evade any other probable war between the same states.

Protecting human's rights evade probable war

قصدو حماية حقوق الانسان تمد حرب محتملة؟

No no

مشكيتش

Protecting humans' rights rejecter probable war

Rejecter

هذي تبان

Reasonable

صح

نكتبها مالا واش نكتب نقول بلي

حماية حقوق الإنسان تمنع أي حرب أخرى

Okay

نكمل

Additionally, the victor needs to discriminate between leaders, soldiers, and civilians

The victor needs to discriminate between leaders, soldiers, and civilians

The victor needs to discriminate between leaders, soldiers, and civilians since he/she should avoid sweeping sanctions that punish civilians.

Furthermore, fair and public trials should be held for war crimes committed by leaders in particular, but also by soldiers.

The victor المنتصر

Soliders العسكريين

Civilians السكان

Public الشعب

War crimes

هذا مش فعل هش قتل الحروب يعني جرائم الحروب خطراك هنا راهو اسم في الجمع ب

« s » final

سما جرائم الحرب

دو كانا واش فهمت من هاذو الكلمات ان

الدولة المنتصرة عليها القيام بإحصاء لعدد الخسائر البشرية كالعسكريين و تحديد عدد الجرائم المرتكبة

مليح سما ربطت الكلمات جدبت الفكرة مليح

Besides, appropriate punishment should be delivered, and any financial restitution mandates must be proportional and discriminated.

هدي نعاودها

Appropriate punishment should be delivered, and any financial restitution mandates must be proportional and discriminated.

Above all, rehabilitation of aggressive states is permissible and may involve disarmament,

Rehabilitation of aggressive states is permissible and may involve disarmament, human rights education, police and judicial retraining, and structural transformations leading to a just society.

هذا واش نكره كي منفهمش كامل الكلمات

This may involve disarmament, human rights education, police and judicial retraining, and structural transformations leading to a just society

كيفاه دوك نربط هذو الكلمات؟

ندير كيما قبل

Finance المالية

Human rights education حقوق الانسان في التعلم

Police الشرطة

Judicial السلطة القضائية

بصح هذي السلطة القضائية واش علاقتها بالكلمات هدو ؟

تبان بلي ماهيش من

Champ lexical

البنية *Structure*
المجتمع *Society*
على حساب هذو الكلمات كامل تبانلي الجملة تقول بلي
الدولة بعد الحرب لازم عليها تمد حق التعلم للمواطنين/تسوية البنية المالية و القضائية كالشرطة
هذا كامل بعد الحرب
يعني كي تكمل الحرب

Therefore, many emerged rules (both pre and post rules of war) within the just war tradition have been codified
Many emerged rules within the just war tradition have been codified
Many emerged rules within the just war tradition have been codified into specific international agreements and laws, like The United Nations Charter and The Hague and Geneva Conventions.

هذو الاتفاقيات الدولية معروفين

I guess this sentence concerns the international conventions.
Rules of pre and post wars

اتفاقية جنيف *Geneva Conventions*
ميثاق الأمم المتحدة*United Nations Charter*
اه بلاك قصدوا هاذو الاتفاقيات الدولية هيا لي تحدد و تبين قواعد الحروب
نكتبها مالا
الاتفاقيات الدولية تحدد قواعد الحروب

Well after finishing my reading, I try to talk about my comprehension and strategies
For my comprehension, I think most of the ideas are clear a,d the strategies which I used helped me a lot to understand ideas. Examples of these strategies include guessing, repetition, checking my comprehension

Student D

أول شيء سأحاول فعله هوا قراءة النص و فهم أفكاره
أي فكرة نفهمها أكيد راح نحاول نكتبها كالعادة
بالنسبة للأفكار الغير مفهومة أيضا سوف اكتبها
يعني راح يكون عندي أفكار تكون مفهومة و منها التي لم افهما أيضا
بالنسبة للأفكار الغير مفهومة سوف اعمل على تفكيك الجملة كالعادة و ترجمة الكلمات ان وجد
إذن كيما راني نشوف النص في فقرتين
و كل فقرة كيما راني نشوف فيها كلمات مسطر عليها
يعني أكيد راح تكون هذي الكلمات للشرح أو لإيجاد مراجعها
أيضا توجد عبارات مكتوبة بين قوسين
ممكن تكون شرح أو إضافة أو مثال أيضا
بالنسبة للصور و المرجع و البيانات لا يوجد شيئ من هذا القبيل
اهه نسيت مكانش عنوان ايضا
يعني لازم نقرا باه ممكن نفهم العنوان
يعني مكانش أي تلميح او اشارة
لا علينا نبدا

The "Just war" theory included in the international law determines rules that must be adhered once the war has started, i.e., (jus in bello) justice in war.
The "Just war" theory included in the international law The "Just war" theory included in the international law determines rules that must be adhered once the war has started, i.e., (jus in bello) justice in war.

العبارة مكتوبة بين قوسين
هنا كل ما استوعبته هوا ان النص يتحدث على القانون الدولي و قواعد الحروب
لحد الان هذو كلمات مفتاحية تعاوني بزاف باه نفهم
يعني نكتب اول شيئ هوا انو النص عندو علاقة بالقانون الدولي و قواعد الحروب
نسطر عليها دوك

As well as, it differentiates between rules which must be followed once the war ends (jus post bellum).

كلمات مفتاحية صح

القواعد و نهاية الحروب

يعني هنا زيدت فهمت ان النص يتحدث عن قواعد الحرب في بصفة مرحلية

بصح مشفيتش بلي الجملة السابقة تحدثت على بداية الحرب

اذا كان النص بالفعل يتحدث عن مراحل الحرب و قواعدها؟

The "Just war" theory included in the international law The "Just war" theory included in the international law determines determiner rules that must be adhered once the war has started.

صح صح مكتوبة

once the war has started

اذن هنا القانون الدولي يتحدث على الحرب بصفة مرحلية مع قواعد كل مرحلة

بسما كلمات مفتاحية هيا القانون الدولي و الحرب و المراحل و القواعد

بداية الحرب *Once the war starts,*

A particular state must follow different rules.

فهمتها الجملة واضحة سما نكتبها

يعني

A دولة يجب أن تتبع قواعد مختلفة

هذا أكيد و أحيانا تخضع الدول المعارضة للقوانين الى عقوبات دولية

اذن هذا كله في بداية الحرب

The first rule for conducting war is to obey all international weapons prohibition laws.

The first rule for conducting war is to obey all international weapons prohibition laws

For instance, chemical and biological weapons are forbidden by many treaties, and states are thus expected to abide by these rules.

For instance, chemical and biological weapons are forbidden by many treaties, and states are thus expected to abide by these rules.

Secondly, soldiers are prohibited from using weapons against civilians.

soliders العسكريين

Are prohibited from

Using استعمال

كلمة

Weapons

متكررة مرتين في هذي الجمل

اكيد مهمة و عندها معنى كبير

Against civilians

معليش نسطر عليهم

That is why they are expected to discriminate between the civilian population and legitimate military targets,

That is why they are expected to discriminate between the civilian population and legitimate military targets,

Secondly, soldiers are prohibited from using weapons against civilians.

That is why they are expected to discriminate between the civilian population and legitimate military targets, with only minor collateral civilian casualties.

That is why they are they

Pronom " they"

علا واش يرجع؟

civilians ?

civilians, weapons, soldiers.

لا لا ميكونش يعني

"civilian"

خطراك هذي الكلمة جاية بعد

Pronom

تبانلي تعود على

"soldiers"

خطراك كلمة

Soliders

راهي هنا دور نتاعها

Subject

و الضمير هذا يعمل عمل

Subject

ايضا

That is why soldiers are expected to discriminate

Verb to discriminante

يعني

To differentiate

Donc

نحاول نبدل

Pronom

بالاسم

Soliders

That is why soldiers are expected to discriminate to differentiate between the civilian population and legitimate military targets, with only minor collateral civilian casualties.

That is why soldiers are expected to discriminate between the civilian population and legitimate military targets, with only minor collateral civilian casualties.

العسكريين يختلفون او يفرقون لا لا يفرقون بين المواطنين و العسكريين

التفرقة بين العسكريين و المواطنين

اهه ممكن قصدوا العزل بين المواطنين و العسكريين

هذي لازم نكتبها فهمتها شوية

التفرقة بين المواطنين و العسكريين أي العزل

صح لازم يكون كاين عزل في الحروب باه المدنين ميصراش معاهم ضرر اكيد

The third provision is one of proportionality.

It requires soldiers to use only as much force as they need to in order to achieve the desired end.

The third provision is one of proportionality. It requires soldiers to use only as much force as they need to in order to achieve the desired end.

هدي فكرة جديدة بلاك قاعدة جديدة نسطر عليها

يعني واش فهمت ان

العسكريين يجب ان يستعملوا القوة في الحرب

نكتبها القاعدة الثالثة استعمال القوة اثناء الحرب

To explain, weapons of mass destruction

mass destruction الدمار الشامل

اهه كلمة

Weapons

اسلحة الدمار الشامل

Mass destruction

هيا الدمار الشامل

كيفاه يعني

Weapons

تعني اسلحة؟

لا لا لازم نرجع للجملة اللي فاتت فيها هادي الكلمة

لا لا نسطر على هذي باه نرجعلها

Donc

The first rule for conducting war is to obey all international weapons prohibition laws.

اسلحة الدولية

For instance, chemical and biological weapons

الاسلحة البيولوجية و الكيميائية

Okay

هذا وين فهمت المعنى الحقيقي نتاع هذي الكلمة

نعاود نشوف الجملة

The first rule for conducting war is to obey all international weapons prohibition laws. For instance, chemical and biological weapons are forbidden by many treaties, and states are thus expected to abide by these rules.

Secondly, soldiers are prohibited from using weapons against civilians

اهه فهمت يعني الجنود ليس لهم الحق في استعمال الاسلحة ضد المدنيين

فهمتها مليح دوكا

اذن نكتب عدم استعمال الأسلحة ضد المواطنين

The third provision is one of proportionality. The third provision is one of proportionality.

واش معناتها

proportionality?

مفهمتش المعنى نتاعها

صعيبة هدي الكلمة اهه

Proportion

The third provision is one of proportionality. It requires soldiers to use only as much force as they need to in order to achieve the desired end.

هادي فهمتها قبل

يعني العسكريين يستعملون القوة حتى النهاية

To explain, weapons of mass destruction are considered out of proportion with legitimate military objectives.

To explain, weapons of mass destruction are considered out of proportion with legitimate military objectives.

أسلحة الدمار الشامل

Weapons of mass destruction are considered out of proportion with legitimate military objectives.

احسن شيئ اقوم بترجمة الكلمات لي نعرفهم

و منسطرش على الجمل لي مفهمتهمشش

لانو هكذا يتخلطوا الجمل

منفرقش بينهم

Weapons of mass destruction

Military

Militaire

Objectives اهداف

اسلحة الدمار الشامل و اهداف العسكريين

انا لي علابالي بيها ان

اسلحة الدمار الشامل تعتبر جزء من الاسلحة الكيميائية الممنوعة دوليا

سما لا تستعمل ايضا

The last principle demands benevolent treatment of war prisoners.

هذي وقيل فكرة جديدة معندهاش علاقة بالأسلحة

لان الجملة الحالية تخص الأسرى

يعني هنا تبدل الموضوع من استعمال الأسلحة الى الأسرى

و زيد مستعملين كلمة

The last

ممكن هذي اخر قاعدة

اصلا الفقرة الأولى راح تكمل

The latter should not be threatened with death, starvation, or torture.
Rather, they should be quarantined from the battle zone until the war ends, at which point they should be exchanged for one's own prisoners of war.
The last principle demands benevolent treatment of war prisoners.

Demands

Treatment traitement

War prisoners أسرى الحروب

يعني معالجة الطبية للأسرى

كيما فهمتها قبل يعني الفكرة جديدة و مش تخص الأسلحة

نكتبها هاذي

القاعدة الأخيرة تخص معالجة أسرى الحروب

The latter should not be threatened with death الموت, *starvation, or torture. Rather, they should be quarantined from the battle zone until the war ends, at which point they should be exchanged for one's own prisoners of war.*

من هذي الجملة فهمت كلمة الموت و كاينة معالجة الاسرى نفس الفكرة مازالت

يعني نكتب

معالجة أسرى الحروب حتى لا يموتون

Well, up till now I have understood a number of ideas. I mean I feel that I am satisfied. I was able to understand most of the sentence from the first paragraph.

Regarding the use of strategies, I have used strategies like stating my purpose of reading, planning for my reading. I have followed my plan of course. I translated words. I couldn't in fact ignore the strategy of translation. Therefore, I tried to translate words and then I re-read them according to their contexts.

لازم الان ندير حوصلة للافكار المفهومة في الفقرة الاولى

اذن على حسب مفهومي للنص

الافكار واضحة و مرتبة واحدة تلو الاخرة

تتحدث عن كيفية استعمال الاسلحة اثناء الحروب و المعاملة ايضا

و الاستراتجيات التي استعملتها مختلفة

ركزت على الترجمة كثيرا

قمت بعمل مخطط للقراءة و ايضا حاولت اني اعيد قراءة الجمل بعد ترجمت الكلمات

Rules for terminating war

قصدو نهاية الحرب؟

يعني هكذا راح يمد قواعد نهاية كيما الفقرة الاولى صح؟

Terminer la guerre

Rules for terminating war (jus post bellum, i.e., justice after war) regulate the ending of wars.

Rules for easing the transition from war to peace can help to ensure that the peace is fair, stable, and lasting.

Rules for easing the transition from war to peace can help to ensure that the peace is fair, stable, and lasting.

اذن هنا تبدا قواعد نهاية الحرب

نسطر عليها

يعني هذا موضوع الفقرة الثانية

يعني الفقرة الثانية على ما أظن راح تعطي أيضا قواعد مرتبة كالفقرة الأولى

Rules for terminating war (jus post bellum, i.e., justice after war) regulate the ending of wars

Regulate

قواعد نهاية الحرب تضبط الحروب

Rules for easing the transition from war to peace can help to ensure that the peace is fair, stable, and lasting.

قواعد *Rules*

التحول *Transition*

من الحرب إلى السلام*War to peace*

دائم *Stable*

اه خلاص خلاص فهمتها

قواعد نهاية الحرب تحقق السلام الدائم

نكتبها خير منسطرش عليها

However, only little international law has been devised to address it. One proposed rule is that the peace settlement should be reasonable and publicly proclaimed.

However, only little international law has been devised to address it. One proposed rule is that the peace settlement should be reasonable and publicly proclaimed.

على ما أظن هاذي أول قاعدة للفقرة الثانية

However, only little international law has been devised to address it.

However, only little international law has been devised to address it.

هذي نسطر عليها و نحاول نفهمها مليح

Only

القانون الدولي *International law*

Address l'address

لا لا واش علاقة

l'address

Addresser addresser

مفهمتهاش

One proposed rule is that the peace settlement should be reasonable and publicly proclaimed.

Publicly.

باينة قاعدة بصح على واش تهدر؟

One proposed rule is that the peace settlement should be reasonable and publicly proclaimed.

نسطر عليها هذي الجملة

The settlement should also secure the basic rights which had been violated and which had led to the justified war. Therefore, securing such basic rights can evade any other probable war between the same states.

كيفاه حقوق الانسان هيا موضوع الفكرة اذا كانت مكررة ؟

The settlement

the settlement should secure the basic rights

زعما تهدر على حقوق الانسان؟

Security secure basic rights

security

هاذي

Noun

حماية الحقوق

The settlement should also secure the basic rights which had been violated and which had led to the justified war

Therefore, securing such basic rights can evade any other probable war between the same states.

المهم الجملة تتحدث عن حماية الحقوق

نكتبها احسن

نكتب

ضرورة حماية الحقوق بعد الحرب

Additionally, the victor needs to discriminate between leaders, soldiers, and civilians since he/she should avoid sweeping sanctions that punish civilians. Furthermore, fair and public trials should be held for war crimes committed by leaders in particular, but also by soldiers.

لازم نعاود و نركز على الكلمات كامل

Additionally, the victor needs to discriminate between leaders,

The victor المنتصر

The victor needs to discriminate between soldiers, and civilians since he/she should avoid sweeping sanctions that punish civilians حماية المواطنيين

واش فهمت من الجملة ان المنتصر لازم يجند العسكريين لحماية المدنيين

و هذا يحدث غالبا بعد الحرب

نكتبها ايضا

واش نكتب ؟

امم نعم نقول

على المنتصر تأمين الجنود لحماية المدنيين

Furthermore, fair and public trials should be held for war crimes committed by leaders in particular, but also by soldiers.

الشعب أي المواطنين *Fair and public*

Crimes جرائم القتل

راني غير نترجم بلا منفهم الكلمة من الموقع نتاعها

الجملة اكيد عندها علاقة بالفكرة السابقة

يعني تامين العسكريين لحماية المواطنين من الجرائم الحرب

Besides, appropriate punishment should be delivered, and any financial restitution mandates must be proportional and discriminated.

Besides, appropriate punishment should be delivered, and any financial restitution mandates must be proportional and discriminated.

هذي الجملة نحددها و نشرحها بالعقل

Finance financial restitution مؤسسات مالية

يعني على الدولة المنتصرة بناء مؤسسات مادية بعد الحرب

ممكن يعني إعادة تهيئة الدولة

كالجزائر عند استقلالها أخذت مرحلة إعادة بناء الدولة و شمل ذلك إنشاء مؤسسات مالية و إعطاء حق التعليم و تأسيس قادة للدولة

مهمة هذي الفكرة نكتبها

بعد الحرب تقوم الدولة المنتصرة بناء مؤسسات مالية للتهيئة

مليح على الأقل فهمت الفكرة عموما لا لا راني لباس لحد الان مليح

Above all, rehabilitation of aggressive states is permissible and may involve disarmament, human rights education, police and judicial retraining, and structural transformations leading to a just society.

Rehabilitation of aggressive states is permissible and may involve disarmament, human rights education.

نعاودها مليح الجملة هاذي

Rehabilitation of aggressive states is permissible and may involve disarmament, human rights education.

الجملة تبان كيما لي قبلها

Human rights education, police and judicial retraining, and structural transformations leading to a just society.

يعني اعادة بناء مرافق الدولة مالتعليم و الشرطة

صح

Therefore, many emerged rules

many

مش

money

هذي شفيت عليها

(both pre and post rules of war) within the just war tradition have been codified into specific international agreements and laws, like The United Nations Charter and The Hague and Geneva Conventions.

Many emerged rules (both pre and post rules of war) within the just war tradition just war tradition have been codified codified have been codified into specific international agreements and laws,

L'agrément international

like The United Nations Charter and The Hague and Geneva Conventions.

اظن ان القانون الدولي مدولوا اتفاق دولي

يعني مصادق عليه عالميا

واش نكتب هنا

ممكن قانون الدولي لقواعد الحرب تم الاتفاق عليه عالميا من طرف الميثاق الدولي و جنيف

الفقرة الولى كانت اسهل على الثانية

في الفقرة الثانية مغدرتش نفهم الافكار بالتفصيا

فهمت غير الفكرة علاش تحكي عموما

و بخصوص الاستراتيجيات نتاع القراء لي ستعملتهم لقيت بلي استعملت الترجمة كثيرا

لازم الآن نحاول نلخص النص بعيدا عنه

النص لديه فقرتين الأولى تتكلم عن قواعد الحرب عند البداية

و امثلة عن هذه القواعد عدم استعمال الأسلحة الكيميائية و ألبيولوجية هذي لي شفيت عليها بزاف

وعلى العسكريين عدم استعمال الأسلحة ضد المدنيين

ايضا واش قريت في الفقرة الاولى واش قريت امم واش واش عدم استعمال الأسلحة زيد زيد إيه   معالجة السجناء هذي أيضا قريتها

هذي كل الافكار الاساسية للفقرة الاولى

اما الفقرى الثانية مفهمتش بزاف بصح عرف انها تحكي عن قواعد نهاية الحرب و ان الدولة تبني مرافقها بعد الحرب يعني تهيئة الدولة و ان القانون الدولي لديه مواقة دولية من طرف منضمات مختلفة

Student E

في هذا النص لي عطاتونلنا لازم نقرا فيه كل فقرة و كل جملة باه نفهم النص بصفة عامة و لازم تاني نبين واش راني فاهمة و واش مفهمتش تاني

في الحالة لي منفهمش كاش حاجة نحاول نشرحها كيما مالفين نستعملو تقنيات لي تساعدنس باه نفهم الجمل و الكلمات

كيما راني نشوف مكان لا تصاور و لا عنوان للنص

نبدا مالا

The "Just war" theory included in the international law determines rules that must be adhered once the war has started, i.e., (jus in bello) justice in war.

هنا الفعل راه حاطينو في

Past simple « ed »

The "Just war" theory included in the international law included in the international law.

سما كاينة نظرية متعلقة بالحرب و محطوطة في القانون الدولي

يعني حاطينها هذي النظرية في القانون الدولي من قبل عليها استعملوا الماضي

The "Just war" theory included in the international law determines rules that must be adhered once the war has started, i.e., (jus in bello) justice in war.

واش فهمت تاني بلي هذي النظرية على حسابها تمد قواعد

The "Just war" theory included in the international law determines

قواعد *rules*

that must be adhered once

the war has started بداية الحرب *i.e., (jus in bello) justice in war.*

That must be adhered once the war has started

هذي كلمة

adhered

جديدة عليا

بصح باينة فعل خطراك جاية بعد

auxiliary must

لازم نعاودها مباعد و نفهم واش معناها

As well as,

هنا هذي العبارة يستعملوها للإضافة

As well as, it differentiates between rules which must be followed once the war ends (jus post bellum).

اه هنا نظن بلي النص يهدر على قواعد لي لازم يستعملوها حتى في نهاية الحرب

بصح لازم نتأكد مليح باه منغلطش في المفهوم نتاع الافكار

بصح كاينة حاجة

هذا

pronoun "it"

لواش يرمز

just war theory?

The "Just war" theory included in the international law determines rules that must be adhered once the war has started, i.e., (jus in bello) justice in war.

ايه تبانلي المعنى الوحيد للهذا الضمير يعود ل

it just war theory

It differentiates between rules which must be followed once the war ends (jus post bellum).

Difference la difference

the war ends نهاية الحرب

سما هنا نفهم بلي عنوان النص راح يكون على قواعد نتاع نهاية و بداية الحرب في زوج

سما لازم عنوان يشمل هادو زوج عناصر

Once the war starts, a particular state must follow different rules.

Once the war starts, a particular state must follow different rules.

هذي واضحة

معناها هذو القواعد نتاع الحرب لازم يحترموهم و يطبقوهم

صح علاه غير قواعد بداية الحرب ليحترموهم

و قواعد نهاية الحرب مش هادر عليهم

معليش نكمل و نشوف

The first rule for conducting war is to obey all international weapons prohibition laws.

Conducting a war

معناها بدا الحرب

القاعدة الاولى لبدأ الحرب

is to obey all international weapons prohibition laws.

Weapons أسلحة

To obey

يقصد بيها استعمال وقيل ؟

القاعدة الأولى لبدأ الحرب هي باستعمال جميع الأسلحة الدولية

Prohibition laws.

Prohibition laws.

القاعدة الأولى لبدا الحرب هي استعمال الأسلحة الدولية وفق القانون

تبانلي مفهومة هذي الجملة

بصح لازم نسطر عليها خطراك هذي القاعدة الاولى

For instance, chemical and biological weapons are forbidden by many treaties, and states are thus expected to abide by these rules.

For instance, chemical and biological weapons are forbidden by many treaties, and states are thus expected to abide by these rules.

الاسلحة البيولوجية و الكيميائية

Chemical and biological weapons are forbidden by many treaties, and states are thus expected to abide by these rules. Forbidden

هنا يقصد بلي الاسلحة الكيميائية و البيولوجية يستعملوها الدول في الحروب

and states are thus expected to abide by these rules. States are thus expected to abide by these rules.

كيفاه الدول يسمحولهم يستعملو الاسلحة الكيميائية

بصح هذا الشئ مش مقبول و لا؟

ممكن تكون حالة خاصة

هذي لازم نسطر عليها و مباعد نشوف واش معناها

Secondly, soldiers are prohibited from using weapons against civilians.

العسكريين يستعملون الأسلحة ضد المواطنين

هذي تاني مش منطقية خلاص

نسطر عليها

Secondly, soldiers are prohibited from using weapons against civilians.

That is why they are expected to discriminate between the civilian population and legitimate military targets, with only minor collateral civilian casualties.

هنا لازم نفهم حاجة

الجملة الاولى تهدر على طريقة استعمال الاسلحة ضد المدنيين

That is why they are expected to discriminate between the civilian population and legitimate military targets, with only minor collateral civilian casualties.

They are expected "expected", expecter, expected

They are expected to discriminate discriminer

كيما بالفرونسي

discriminer

the civilian population and legitimate military targets militaire

هنا لازم نعرف نجبد مرجع نتاع

pronoun "they"

باه نفهم الجملة مليح

Secondly, soldiers are prohibited from using weapons against civilians. That is why they are expected …

That is why they are expected …

pronoun "they"

راه جمع معناها يرجع على

soldiers

و لا

civilians

خطراك هذو الاسماء في زوج في صيغة الجمع

نعاود دوك الجملة و نشوف

Soldiers are prohibited from using weapons against civilians. That is why they are expected to discriminate between the civilian population and legitimate military targets

C'est pour ça ils discriminent entre la population civile et militaire

Pas logique

قبيلة قريت بلي العسكريين يستعملوا الأسلحة ضد المدنيين علاه مالا يفرقوا مابين القاعدة العسكرية و المدنيين

زعما قصدوا العكس نتاع واش فهمت

وراهي الجملة نعاد نقراها

وين قريتها وين راني مسطرة عليها نظن

ايه هنا

Soldiers are prohibited from using weapons against civilians.

Soldiers are prohibited prohibit.

هذي الكلمة

مكانش في الفرونسي

Soldiers are prohibited from using weapons against civilians

Against

ضد

prohibited from using

prohibited.

« prohibited »

زعما واش تمعني

interdire ?

Soliders interdire to use weapons against civilians.

هنا الجملة تبان

Logique

تولي الجملة لي بعدها صح منطقية و مش متناقضة

مليح

بصح مزالت كاينة جملة وحدوخرا مش مقتنعة بيها

مباعد نرجعها

هذي الفكرة لازم نكتبها

The third provision is one of proportionality.

هذي نسطر عليها

It requires soldiers to use

العسكريين استعمال soldiers use

only as much force as they need

على العسكريين استعمال القوة

to in order to achieve the desired end.

للوصول الى النهاية

It requires soldiers to use soldiers use only as much force as they need to in order to achieve the desired end

على العسكريين استعمال القوة للوصول الى النهاية

To explain,

اسلحة دمار الشامل *Weapons of mass destruction,*

هذي نعرفها

Weapons of mass destruction are considered out of proportion with legitimate military objectives.

اسلحة الدمار الشامل خارج

« Out »

معناتها

خارج

The last principle demands benevolent treatment of war prisoners.

Est-ce que

هذي الجملة راهي تهدر على المسجونين نتاع الحروب؟

نعاود

The last principle demands benevolent treatment of war prisoners.

The last principle المبدأ الأخير

demands demender

benevolent treatment traitement

war prisoners.Prisonniers d la guerre

The last principle demands benevolent treatment of war prisoners.

العنصر الأخير يتطلب معاملة للسجناء الحرب

مممكن المعاملة الجيدة للسجناء

نكتبها هذي الفكرة عجبتني

The latter should not be threatened with death, starvation, or torture. Rather, they should be quarantined from the battle zone until the war ends, at which point they should be exchanged for one's own prisoners of war.

هنا فهمت حاجة وحدة و هيا انو السجناء ملازمش يقتلوهم

هنا كملت الفقرة الاولى

سما لازم نلخص واش فهمت و تاني الاستراتجيات لي استعملتهم

الفقرة الاولى واضحة و تهدر على قواعد بداية الحرب

مثلا عرفت بلي الدول لازم تحترم قواعد الحروب لي في القانون الدولي

و تاني فقمت بلي العسكريين ملازمش يستعملو الاسلحة ضد المدنيين

هذي الفكرة فهمتها بطريقة مش صحيحة المرة الاولى بصح مباعد فهمتها مليح

و عرفت تاني بلي العسكريين لازم يستعملو القوة باه يوصلو لنهاية الحرب

والمعاملة الجيدة للسجناء

و الاستراتجيات لي ستعملهم كي العادة الترجمة و ساعات نفهم بضع الكلمات من الموقع نتاعهم خطرك متكونش عندهم ترجمة

و ساعات كنت نعاود نقرا الكلمات و الافكار و

نبدا دوك الفقرة الثانية

Rules for terminating war (jus post bellum, i.e., justice after war) regulate the ending of wars.

قواعد نهاية الحرب *regler*

نهاية الحرب

Rules for easing the transition

Transition

هذي الكلمة نعرفها

كيما

en français transition

movement

ملازمش نقعد غير ندير

traduction

لازم ندير كيما في الفقرة االاولى نفهم الفكرة

En général

Rules for easing the transition from war to peace can help to ensure that the peace is fair, stable, and lasting.

Rules of transition

قواعد الحركة أو التحول من الحرب إلى السلام

اه كلمة التحول خير تليق هنا

نسطر عليها

can help to ensure that the peace is fair, stable, and lasting

لجعل السلام عادل و ثابت

Lasting

Lasting

جاية من كلمة

last نهائي

However, only little international law has been devised to address it.

هذي الجملة مفهمتهاش

addresser

devised deviser

no no

je pense pas

لازم نفهمها هذي الكلمة خطرك معندهاش ترجمة

واش معناها؟

However,

هنا الجملة راهي معاكسة للي قبلها

خطرك كلينة

However,

only little international law

القليل من القانون الدولي

Only little international law has been devised to address it.   "Devised",
زعما تمعني
القانون اخترع او يعمل به
لمعالجة الحرب؟

One proposed rule is that the peace settlement should be reasonable and publicly proclaimed.
The settlement should also secure the basic rights which had been violated and which had led to the justified war.
One proposed rule is that the peace settlement should be reasonable and publicly proclaimed.
هذي مفهمتهاش تاني نسطر عليها
The settlement should also secure the basic rights which had been violated and which had led to the justified war.
One proposed rule is that the peace settlement
كلمة
"settlement"
مكانش
En français
settlement
One proposed rule is that the peace settlement should be reasonable and publicly proclaimed.
الفكرة هنا تهدر على حاجة تخص السلم بعد الحرب
بلاك
معاهدة بعد الحرب
معاهدة للسلم
The settlement should also secure the basic rights which had been violated and which had led to the justified war
تحمي حقوق الإنسان *Secure security*
Which had been violated violence and which had led to the justified war led which had led to the justified war
قصدهم هنا حقوق الانسان لازم تكون محترمة
بعد مكانو ضلموها من قبل
نكتبها هادي
حقوق الانسان كانت مظلومة
Which had led to the justified war led
الحقوق التي كانت مظلومة هي سبب الحرب
"Justifier"
كيما
justified
سبب *Which had led*
نظن بلي الجملة هذي تمعني بلي الحقوق لي كانت محتكرة هيا لي كانت سبب في الحرب
يعني كي يبصرا ضلم في الحقوق تنتج الحروب
تبانلي راني صحيحة
مليح
ملا نكتبها
Therefore, securing such basic rights can evade any other probable war between the same states.
تبانلي هذي الجملة كيما لي قبلها
تشرح فيها برك
Therefore, securing such basic rights can evade any other probable war between the same states.
القانون الدولي لازم يحمي الحقوق لاه متصراش حرب اخرى
هذي مفهومة
نسطر عليها برك منكتبهاش
Additionally, the victor المنتصر
The victor needs to discriminate between leaders, soldiers, and civilians since he/she should avoid sweeping sanctions that punish civilians.
واش معناها هاذي؟
The victor needs to discriminate between leaders, soldiers, and civilians since he/she should avoid sweeping sanctions that punish civilians.

Discriminate Discriminer
Leaders soldiers and civilians since he/she should avoid sweeping sanctions that punish civilians
Punish punish
Punish
Push
*push?*معناها
واش فهمت من هذا
Partie
ان
المنتصر يجب أن يفرق بين القادة و عسكريين و المدنيين
نكتبها خطراك مذكورة في الفقرة الاولى و الثانية
بصح لازم نسطر عليها خطراك مفهمتهاش كامل
He/she should avoid sweeping sanctions that punish civilians.
Furthermore, fair and public trials should be held for war crimes committed by leaders in particular, but also by soldiers.
Crimes
سما هنا ولاو يهدرو على جرائم الحروب
الجرائم التي تمت من طرف القادة اثناء الحرب و كذا الجنود
ممكن يديرو في احصاء للجرائم نتيجة حرب معينة
نكتبها هذي الفكرة
Besides, appropriate punishment should be delivered, and any financial restitution mandates must be proportional and discriminated.
نسطر عليها باه نفهمها مليح
Appropriate punishment punish, "punish"
تبان فعل
و
"punishment"
يبان الاسم
Delivered delivered financial restitution mandates must be proportional and discriminated
هذو كلمات جدد بصح لازم نعرف علاش تهدر الفكرة
En général ?
Besides, appropriate punishment should be delivered, and any financial restitution mandates must be proportional and discriminated.
Above all, rehabilitation of aggressive states is permissible and may involve disarmament, human rights education, police and judicial retraining, and structural transformations leading to a just society.
From the word transformation just society.
نسطر عليها بلاك في الاسئلة نرجعلها
بصح باين على تصليح الدولة بعد الحرب
خطراك كاين عبارات كيما
human rights
education,
police and judicial retraining
يعني كيفاه يخلقوا السلم من جديد
Therefore, many emerged rules (both pre and post rules of war) within the just war tradition have been codified into specific international agreements and laws, like The United Nations Charter and The Hague and Geneva Conventions.
Therefore, many emerged rules (both pre and post rules of war) within the just war tradition have been codified into specific international agreements and laws, like The United Nations Charter and The Hague and Geneva Conventions.
هذو اتفاقيات لي تحمي القانون الدولي
نسطر عليها هذي فكرة مهمة
ممكن يكون عليها
question
هنا كملت الفقرة الثانية سما كملنا

Donc

الفقرة الثانية شوية كانت

Complex

الفقرة الاخيرة هدرت على قواعد بعد الحرب و مدت امثلة كحماية حقوق الانسان و تفادي الظلم

و بالنسبة للاستراتجيات استعملت نفسهم يعني الترجمة و اعادة القراءة و ساعات نكتب واش فهمت و نسطر

Student F

اسمي اميرة

سنة ثانية ماستر

ادرس علوم سياسية

سوف اعمل على قراءة هذا النص و استنباط اهم الافكار لكل فقرة و الفكرة العامة للنص ككل

اذن خطتي للعمل على قراءة هذا النص تقوم على قراءة كل فقرة في حدة و بعدها احدد الجمل الغير مفهومة و ذالك لشرحها

باستعمال استراتجياتي

كما يبدوا لنا ان النص يحتوي على فقرتين بدون عنوان

The "Just war" theory included in the international law determines rules that must be adhered
once the war has started

The "Just war" theory included in the international law determines rules that must be adhered
adhered once the war has started i.e., (jus in bello) justice in war.

اذن توجد نظرية تسمى بنظرية الحرب مقدمة في وثيقة القانون الدولي حيث أن هذه الوثيقة تحدد مجموعة من القوانين

هذي بداية جيدة على الأقل عرفت الفكرة العامة

نكتبها أحسن

نظرية الحرب تحدد مجموعة من القوانين

The "Just war" theory included in the international law determines rules that must be adhered
adehered once the war has started, that must be adhered once the war has started.

As well as, it differentiates between rules which must be followed once the war ends

اهه فهمت يعني مثلما يوجد قواعد لبداية الحرب

توجد ايضا قواعد متعلقة بنهاية الحروب

هذي نكتبها مهمة جدا

توجد قواعد تضبط بداية و نهاية الحروب متفق عليها دوليا

Once the war starts, a particular state must follow different rules.

Once the war starts a particular state must follow different rules.

كلمة الحرب واضحة

"Starts"

ثاني واضحة

must follow

a particular state must follow different rules

must follow

الفعل

"follow"

يعني اما يطبق او يتبع لانو على ما اظن الجمل تعني انه

في بداية الحرب على كل الدول العمل بقوانين مختلفة

هذي ثاني نتكتبها

على الدول العمل بالقوانين المنصوص بها

The first rule for conducting war is to obey all international weapons prohibition laws.

The first rule

القاعدة او النقطة الاولى

for conducting war to conduct war conduct is to obey all international weapons prohibition laws.

The first rule is to obey all international weapons prohibition laws.

to obey all international weapons prohibition laws

to obey international weapons أسلحة الدولية *prohibition laws*

to obey all international weapons prohibition laws

To obey all international weapons prohibition laws.

To obey to obey

تبانلي قصدوا ان الدول تحتاج الى استعمال الاسلحة

بصح هل هذه القاعدة تنتمي الى القانون الدولي؟

For instance, chemical and biological weapons are forbidden by many treaties

For instance, chemical and biological weapons are forbidden by many treaties

اهه هاذا وين فهمت

يعني ان الاسلحة الكيميائية و البيولوجية لا تستعمل .

هذي القاعدة صح لا تتعارض مع مبدا القانون الدولي

نكتبها هذي مليحة

يمنع استعمال الأسلحة الكيميائية و البيولوجية

يصح الجملة لي فاتت قال عكس هذا واش كان يقصد الكاتب ؟

To obey all international weapons prohibition laws

على حد علمي هذا غير منطقي

يعني القانون الدولي لا يعطي الصلاحية لاستعمال الاسلحة الدولية

ممكن قصدوا تجنب الاسلحة الدولية

نسطر عليها هذي الجملة بلاك نزيد نفهمها مباعد

The first rule is to obey all international weapons prohibition laws.

Chemical and biological weapons are forbidden by many treaties,

مليح لحد الآن كلش مفهوم بشكل سليم

and states are thus expected to abide by these rules.

States

يعني

countries

Rules

نعرفها

بصح الفكرة نتاع الجملة مفهمتهاش

Secondly, soldiers are prohibited from using weapons against civilians.

soldiers using

weapons against civilians

العسكريين يستعملون الأسلحة ضد المدنيين

هذي ثاني قاعدة من طرف القانون الدولي

بصح مش منطقي خلاص

هذا متعارض تماما مع واش انا قرييت من قبل

لازم نفهم كلمة

Prohibit

ملازمش ديما نترجم

حاسة كلمة

"prohibited"

عندها نفس المعنى مع كلمة

"obey'

المستعملة في الجملة لي فاتت

قصدي ممكن تمعني عدم استعمال كيما في الجملة السابقة

Soldiers are prohibited from using weapons against civilians

شفتي

كي نطبقها تطلع صح معلومة صحيحة و منطقية

لازم برك نحاول نستعمل معلوماتي الخاصة خطراك هيا لي تعاوني باه نفهم بعض الكلمات و الجملة لي تكون جديدة عليا

هذي نكتبها

بالإضافة إلى عدم استعمال الأسلحة البيولوجية و الكيميائية

على العسكريين عدم استعمال الأسلحة ضد المدنيين

That is why they are expected to discriminate between the civilian population and legitimate military targets.

نحتا اني نعاود هذي الجزء لقرايتو باه نترجم الكلمات لي نعرفهم

That is why they are expected to discriminate between the civilian population and legitimate military targets with only minor collateral civilian casualties.

That is why they are expected to discriminate between the civilian population and legitimate military targets with only minor collateral civilian casualties.

المواطنين و الوحدات العسكرية.

That is why,

هذي العبارة

" that is why"

راهي تأكد في علاقة سببية

يعني تبرر في الجملة لي فاتت

فهمت بلي الفكرة تدور حول المواطنين و العسكريين

بصح واش العلاقة مابين العناصر الاثنين: المواطنين و العسكريين؟

That is why they are expected to discriminate between the civilian population and legitimate military targets with only minor collateral civilian casualties.

الشئ الواضح في هذي الجملة هوا انه يجب على العسكريين تجنب المواطنين اثناء الهجوم

هذي الفكرة معقولة على حساب معلوماتي

مليح

بصح لازم نكتبها هذي الفكرة

على الوحدات العسكرية تجنب المدنيين أثناء الهجوم العسكري

و بالإضافة إلى ذالك

على العسكريين تجنب المعالم الدينية و الاجتماعية المتعلقة بالدولة كالمدارس و المساجد و المدارس القرآنية

The third provision is one of proportionality proportionality.

الثالث *Third*

Provision

واحد *One*

proportionality

It requires soldiers to use only as much force as they need to in order to achieve the desired end.

معناها العسكريين لا يستطيعون استعمال الاسلحة

To explain, weapons of mass destruction are considered out of proportion with legitimate military objectives.

To explain, weapons of mass destruction الدمار الشامل *are considered are considered considered consider considerer weapons of mass destruction are considered out of proportion with legitimate military objectives*

considered out of proportion with legitimate military objectives.

Weapons of mass destruction are considered out of proportion with legitimate military objectives

تشبه للجملة لي قبلها

The last principle demands benevolent treatment of war prisoners.

The latter should not be threatened with death الموت, *starvation, or torture* التعذيب.

The last principle is the last rule.

The latter should not be threatened with death, starvation, or torture.

So, the last principle demands benevolent treatment of war prisoners.

إيه فهمت يعني يجب معاملة السجناء بالتي هيا أحسن

خطراك

treatment

تعني المعاملة الحسنة

صح قريناها هذي ان أسرى الحروب لا يجب قتلهم

اصلا هذا الشئ مذكور حتى في ديننا قبل القوانين الدولية لي قريناها

Rather, they should be quarantined from the battle zone zone la zone until the war ends, نهاية

at which point they should be exchanged exchange تبادل *until the war ends for one's own prisoners*

of war سجناء

نهاية

هذي الجملة مفهمتهاش بصح نسطر عليها بلاك نرجعلها

المهم حاولت نفهم أهم الكلمات فيها

إذا هنا تحبس الفقرة الأولى

الأفكار كانت الحمد لله واضحة

أهم الأفكار فهمتهم و كتبت بعضهم

على الأقل فهمت الموضوع بصفة عامة علاش يتحدث و عرفت أهم الأفكار في هذي الفقرة

نروح للفقرة الثانية

Rules for terminating war (jus post bellum, i.e., justice after war) regulate the ending of wars.

Rules for terminating war regulate the ending of war.

اهه هنا النص و لا يتحدث على قواعد نهاية الحرب كيما في بداية النص هذا واش ذكرو

مليح على الاقل فقمت واش راح نقرا

سما نكتب بلي الجزء الثاني يحتوي على

قواعد متعلقة بنهاية الحرب

Rules for terminating war regulate the ending of war.

Rules for easing the transition from war to peace can help to ensure that the peace is fair, stable, and lasting. Rules for easing easing ease

Rules for easing the transition transition from war to peace can help to ensure that peace is fair, stable, and lasting.

كلمة

Transition

تبانلي معناها

"movement" (pronounced in French)

يعني

a movement from war to peace الحركة من الحرب للسلم

to insure insure that peace is fair, stable stable

بالفرنسية ثاني نقولو

stable

حركة السلام يجب ان تكون عادلة و ثابتة.

Rules for easing the transition from war to peace can help to ensure that the peace is fair, stable, and lasting

يعني قواعد نهاية الحرب تسهل التحول من الحرب الى السلم الدائم

هذي الفكرة نكتبها

However, only little international law has been devised to address it.

Only little international law has been devised to address it.

Has been devised devised device devised.

مفهمتش مفهمتش

لازم نعاود خير من نترجم

Only little international law القليل من القوانين الدولية

has been devised to address it.

المهم لي نعرفو بلي النص يتحدث عن القانون الدولي بخصوص نهاية الحروب

One proposed rule is that the peace settlement should be reasonable and publicly proclaimed.

proposer.

One proposed rule is that the peace settlement should be reasonable reasonable like in French too.

يعني لي فهمتوا بلي

السلم يجب ان يكون له أسباب وجيهة.

هذي نعرفها من قبل

لازم نكتبها باه نتفكر في الاخير

The settlement should also secure the basic rights which had been violated and which had led to the justified war.

"The settlement"

هذي الكلمة متعاودا من قبل

بصح مفهمتهاش

لازم نرجع للوراء باه نفهمها

One proposed rule is that the peace settlement should be reasonable and publicly proclaimed.

The peace settlement settlement settlement.

هذي الكلمة متعلقة بكلمة السلم لانو ديما تكون مكتوبة بجانبي كلمة السلم

I have to understand its meaning because I can't translate it لازم نفهم معناها خطراك الترجمة متصلحش معاها

كاينا حاجة متعلقة بالسلام و تكون عندها أسباب وجيهة

peace settlement اهداف السلم

بصح لو كان نطبق هذا المفهوم في الجملة

The settlement should also secure the basic rights

الاهداف يجب ان تحمي اهم الحقوق

اهداف السلام؟

بصح النص ميهدرش على هيئة الامم

بلاك راني غالطة

Peace settlement وثيقة السلم

وثيقة السلم تحتوي أسباب وجيهة

The settlement should also secure the basic rights

الوثيقة يجب ان تحمي أهم الحقوق

زعما صحيحة؟

تبانلي صحيحة

احسن من الاولى

المهم نكتب معنى الكلمة باه نتفرك بلي شرحتو بهذا المعنى

يعني وثيقة السلم تحمي الحقوق

Therefore, securing such basic rights can evade any other probable war between the same states.

هذي ساهلة و واضحة ايضا

معناها وثيقة السلم تحمي حقوق الانسان لتجنب الحروب

ايهه كلمة

Evade

تمعني يتجنب اوكي هذا وين فهمت

صح ساعات بلا منعرف الكلمة من قبل نفهمها خطراك الجمة تعاوني باه نفهم معنى الكلمة

Additionally, the victor needs to discriminate between leaders, soldiers, and civilians since he/she should avoid sweeping sanctions that punish civilians.

Furthermore, fair and public trials should be held for war crimes committed by leaders in particular, but also by soldiers.

Additionally, the victor needs to discriminate between leaders, soldiers, and civilians.

The victor المنتصر*needs to discriminate between leaders.*

The victor needs to discriminate between leaders القادة*, soldiers, and civilians.*

"Discriminate", "discriminate".

مفهمتش هذي الكلمة

The student is writing down the word « discriminate » when reading it.

الكلمات كامل مفهومين

غير كلمة

"to discriminate".

واش معناها؟

The victor needs to discriminate between leaders, soldiers, and civilians.

تبان كلمة مهمة . هيا لي تحددلي الفكرة نتاع الجملة

بصح فهمت بلي الكاتب راه يتحدث على الفائز في الحرب و القادة و العسكريين و المواطنين

المواطنين *He/she should avoid sweeping sanctions that punish civilians.*

تجنب *Avoid*

He/she should avoid sweeping sanctions that punish civilians civilians sweeping sanctions that punish civilians.

Besides, appropriate punishment should be delivered,

هنو زوج كلمات مش واضحين

بصح باينة هنا بلي الفقرة مزالت تهدر على قواعد نهاية الحرب

"Delivery",

هذي الكلمة مالفا نسمعها في الافلام كي يعودو يهرسو على الماكلة من برا يقول:

وصل

Delivery

و لا لا؟

كي شغل ارسال الاكل

مبعوث مرسل *Appropriate punishment should be delivered*

يعني

"appropriate punishment"

مبعوث

مزالت الجملة غير مفهومة لازم نفهم الجملة ككل مش كلمة بكلمة خطراك مفادتنيش هذي الطريقة

...and any financial المالية *restitution mandates must be proportional and discriminated.*

Appropriate punishment should be delivered and any financial restitution mandates must be proportional and discriminated

هنا تبانلي الجملة تهدر على الجانب الاقتصادي للدولة بعد فوزها في الحرب

بصح لا لا قادرة يا اما تهدر على الجانب المادي للدولة الفائزة و لا ممكن على التعويضات المالية الي الدولة لازم تمدها

هذو الزوج افكار نكتبهم و بعدها راني نشوف

اذن بناء و تحسين الوضع المالي أو القيام بالتعويضات المالية

Above all, rehabilitation rehabilitation of aggressive states is permissible permission permissible.

هنا الجملة تهدر على شيئ مسموح به

بصح صعيبة الجملة

اهم الكلمات تلقاهم ديما جدد و صعاب

لازم نعاود بلك نفهم

Rehabilitation of aggressive states is permissible and may involve disarmament, human rights education, police and judicial retraining.

It may involve disarmament, human rights education, police and judicial retraining.

It may involve disarmament, human rights education, police and judicial retraining.

Retraining, retrain, retraining comes from the verb train, to train again إعادة التأهيل

and structural البنية *transformations leading to a just society.*

واش فهمت بلي يهدرو على حماية الحقوق كيما التعلم و بناء مجتمع بعد الحرب

Therefore, many emerged rules (both pre and post rules of war) within the just war tradition have been codified into specific international agreements and laws, like The United Nations Charter and The Hague and Geneva Conventions.

الفكرة هنا بانتلي تهدر على اتفاقيات دولية

نكتبها خطراك صح عندها علاقة بالموضوع هذي الاتفاقيات

مختلف الاتفاقيات الدولية و القانون الدولي لقواعد الحروب

Many emerged rules (both pre and post rules of war) within the just war tradition have been codified codified

هذي كلمة جديدة

بصح اظن بلي الفكرة تعني أن القواعد محتواة في عدة اتفاقيات دولية

Many emerged rules have been codified into specific international agreements and laws.

preposition into

كلي تمعني في و لا يدخل في محتوى

يعني الفعل

codify

راه مصرف في

Present perfect

بيانلي يمعني

يأتي ضمن

خطراك الجملة هنا رجعت تهدر على قواعد بداية و نهاية الحرب

يعني الفقرة الأولى و الثانية معا

يعني هذه القواعد لبداية و نهاية الحرب تاتي ضمن اتفاقيات دولية

خطراك ديما الجملة الختامية تتحدث عن الفكرة العامة الأساسية بشكل جديد

دوك نحاول نلخص النص

الفقرة الثانية فيها بزاف افكار و مقدرتش مفهم كل جملة بصح اخذت الافكار المهمة

مثال فهمت بلي قواعد نهاية الحرب هيا التي تحرك الدولة من الحرب الى السلام

يعني هذه القواعد مهمة جدا

ايضا عرفت بلي أي دولة بعد الحروب يجب عليها اعادة بناء المجتمع من جديد

و ايضا عرفت كلمة جديدة و هيا

settlement

Te last idea which I have understood و اخر فكرة فهمتها كانت تقول انو قواعد الحروب تاتي ضمن الاتفاقيات الدولية

also is that

وضع هذه القواعد في اتفاقيات دولية تعطي طابع الاحترام و التقييد بالقواعد من طرف جميع الدول حول العالم

و الجانب الثاني هوا الاستراتيجيات

استعملت الترجمة اكيد و كاين كلمات لي مقدرتش نترجمهم بصح فهمتهم و حاولت نعاود الجمل و الكلمات اذا منفهمهش

Student G

النص عندوا فقترتين كما هوا واضح

اذن راح نقراهم باه نخرج الأفكار الأساسية نتاع كل فقرة

The "Just war" theory included in the international law determines rules that must be adhered once the war has started, i.e., (jus in bello) justice in war.

نظرية*Theory*

قانون الدولي *International law*

Determines

قواعد *Rules*

واش فهمت من الكلمات ان كل من القانون الدولي و نظرية الحرب يمدوا قواعد الحرب

يعني نقدر نكتب على هذي الجملة ان

نظرية الحرب و القانون الدولي يحددان قواعد بداية الحرب

اذن النص بصفة عامة يتحدث عن الحرب و القواعد

يعني تخص العلاقات الدولية

As well as, it differentiates between rules which must be followed once the war ends (jus post bellum).

الفرق بين القواعد في نهاية الحرب

هذا واش فهمت

يعني كاين فرق

يعني النص راح يفرق بين القواعد و زيد الجملة السابقة تحدثت هن بداية الحرب و هذي الجملة عن نهاية الحرب و كاين مقارنة بين القواعد

على ما اعتقد راني لباس فاهم

Once the war starts, a particular state must follow different rules.

بداية الحرب *War starts*

الدولة *State*

يعني الدولة هي التي تحدد قواعد بداية الحرب

بصح فعل يحدد مش مستعمل

determiner

مالا مش يمعني عن الدولة

هذي مش وظيفة الدولة

"Must follow",

واش معناها؟

Must

هذا فعل ماهوش

adverb

كيما

most

خطراك كاينة

"u"

Determine no

The first rule for conducting was is to obey all international weapons prohibition laws

اهه نكتبها هاذي

لازم أي فكرة نفهمها نكتبها باه نلخصهم في الخير

هذي الجملة تقصد ان القاعدة الاولى هي استعمال الاسلحة الدولية

و لا ممكن العكس

يعني ممكن القاعدة الأولى هي عدم استعمال الأسلحة الدولية

اذن نكتب

استعمال او عدم استعمال جميع الاسلحة الدولية

A particular state must follow different rules

Follow

مش معناها

determine

و قيل تعني

Respecter

على الدولة احترام مختلف القوانين

ممكن مش متأكد

انا على العموم فهمت ان الجملة تهدر على الاسلحة الدولية

بصح معلابالیش اذا هاذي الاسلحة تستعمل و لا لا تستعمل

For instance, chemical and biological weapons are forbidden by many treaties

are forbidden by many treaties are forbidden ,

and states are thus expected to abide by these rules.

ايه هانو الزوج جمل تابعين للجملية لي قبلهم لانهم كامل يتحدثوا عن الاسلحة

اذن نفس الموضوع

For instance, chemical and biological weapons are forbidden by many treaties, and states are thus
expected to abide by these rules.

هنا اظن ان الجملة تبين بلي الأسلحة الدولية الكيميائية و البيولوجية غير مستعملة

خطراك قريناها في مقاييس السياسية بلي هذا النوع من الأسلحة غير مستعمل

Secondly, soldiers are prohibited from using weapons against civilians. Against civilians.

العسكريين *Soliders*

يستعمل *Using*

That is why they are expected to discriminate between that is why they are expected to discriminate
between the civilian population and legitimate military targets.

تمركز السكان *the civilian population*

أهداف عسكرية*legitimate military targets*

الجملة معندها حتى معنى

The civilian population and military targets

زعما الفرق بين تمركز السكان و الأهداف العسكرية

لا أظن ذالك

المهم فهمت أن الجملة تتحدث عن الأهداف العسكرية و تمركز السكان

with only minor collateral civilian casualties.

The third provision is one of proportionality.

Proportionality

واش معناها كلمة

Proportionality?

باينة هي الكلمة الأساسية في الجملة هذي

كي منفهمهاش تروح الجملة

It requires soldiers to use only as much force as they need to in order to achieve the desired end.

العسكريين يستعملون القوة

زعما هذا كل ما في الجملة؟

تبان الفكرة متكررة

بلاك قصدوا العسكريين يستعملون القوة ماعدا الأسلحة الكيميائية و البيولوجية

To explain, weapons of mass destruction are considered out of proportion with legitimate military
objectives.

Weapons of mass destruction mass destruction

على حد علمي أن أسلحة الدمار الشامل لا يمكن استعمالها في الحروب

هذي متأكد منها

weapons of mass destruction

are considered out are considered out of proportion proportion with legitimate military objectives
military objectives

The last principle demands benevolent treatment of war prisoners.

The last principle

The last principle demands benevolent treatment of war prisoners treatment

Treatment

جاية من الفعل

Treat

معالجة أو متابعة

سجناء *War prisoners*

معالجة سجناء الحرب

متابعة سجناء الحرب

العبارة تختلف من معنى لاخر

إذا كانت معالجة أسرى الحروب تعني إطعامهم و حمايتهم

أما متابعة الأسرى تعني استجوابهم

The latter should not be threatened with death, starvation, or torture.

The latter

should not

Négatif

The latter should not be threatened with death, starvation, or torture.

هذوا الكلمات الاخيرة يبانولي امثلة

يعني عندهم نفس الدور

Death الموت

هذا يعني ان باقي الكلمتين هم مفردات أو من نفس المعاني لكلمة الموت

The latter هذا الأخير

نرجع نشوف الجملة لي قبلها

هاا يقصد

treatment of prisoners of wars

يعني سجناء الحرب إما متابعتهم أو معالجتهم هذه أخر نقطة قرأتها في الجملة السابقة

لا حساب مفهومي الجملة هذي راح تحدد لي إذا قصدوا معالجتهم و لا متابعتهم للسجناء

نركز برك مليح

Treatment معالجة أو متابعة

هيه

معالجة سجناء الحرب

متابعة سجناء الحرب

سما كلمة

"the latter"

تعود يا اما على

معالجة سجناء الحرب

أو متابعة سجناء الحرب

نقلك واش ندير

نعوض كلمة

"the latter"

بهذوا العبارات و نشوف

معالجة سجناء الحرب *should not be threatened with death , starvation, or torture.*

متابعة سجناء الحرب *should not be threatened with death, starvation, or torture.*

في زوج بيانو منطقيين

معالجة سجناء الحرب *should not be threatened with death, starvation, or torture.*

متابعة سجناء الحرب *should not be threatened with death, starvation, or torture.*

بصح كاينة

"should not"

نفي

سجناء الحرب الذين تتم معالجتهم لا يجب قتلهم

بصح منقدرش مقول

سجناء الحرب الذين تتم متابعتهم لا يجب قتلهم وذالك لكونهم أسرى بل يجب استجوابهم لا قتلهم

يعني هذا على العسكريين حجز الأسرى و استجوابهم بدون قتلهم أو إلحاق الأذى بهم

إذن الجملة السابقة أي القاعدة السابقة تحدثت عن معالجة الأسرى و الحفاظ عليهم

و الجملة الحالية تقدم مثال على ذالك يعدم قتل الأسرى

اذن هيا مجرد مثال

Rather, they should be

Rather

Quantified

كلمة جديدة

لا لا منحبسش نكمل و نشوف بعدها

Rather, they should be quarantined from the battle zone until the war ends, at which point they should be exchanged for one's own prisoners of war.

نفس الفكرة يعني تخص أسرى الحروب

They should be quarantined from the battle zone until the war ends,

اذن

pronoun "they"

يعود على

prisoners

جمع

at which point they

اهه

okay

"they"

هنا تمعني

prisoners

صح

The prisoners of war should be exchanged for one's own prisoners of war

كيفاه هذي؟

" prisoners of war"

مكررة مرتين

نعاود

The prisoners of war should be exchanged for one's own prisoners of war

Should be exchanged

اهه قصدو يتبادلوا اسرى الحروب لبعضهم البعض

ايه عليها

" Prisoners of war"

معاودينها مرتين

هذي فكرة جديدة نكتبها

الدولتين في الحرب يقومان بتبادل الأسرى

هكذا كملت الفقرة الأولى مليح

الفقرة تحدثت عن قواعد الحرب بالفعل و بعض القواعد لي فهمتهم كتبتهم

هذي بالنسبة للفهم نتاع النص

و بالنسبة للاستراتجيات لقيت روحي نستعمل في الترجمة و ربط الكلمات مع بعض باه نخرج الفكرة و نعاود نقرا الجملة في حالة
منفهمش مليح

Rules for terminating war (jus post bellum, i.e., justice after war) regulate the ending of wars.

Rules for terminating war

Justice after war

اهه هنا قواعد اللي راح تحبس الحرب و تحقق العدالة بعد الحرب

هاذي باينة الفكرة العامة نكتبها

إذن الفكرة تتمحور حول قواعد توقيف الحرب و تحقيق السلم

*Rules for easing the transition from war to peace can help to ensure that the peace is fair, stable,
and lasting.*

Rules for easing the transition from war to peace

Transition from war to peace

Transition from war to peace can help to ensure that the peace is fair, stable, and lasting.

هنا الفكرة تدور حول كيفية التحول من الحرب للسلم

يعني نكتب

التحرك من الحرب إلى السلم

يعني سلم ثابت و دائم

لحد الآن لم يتم بعد ذكر القواعد المتعلقة بتوقيف الحرب

However, only little international law has been devised to address it.

هنا النص رجع يحكي عن القانون الدولي

One proposed rule is that the peace settlement should be reasonable and publicly proclaimed.

هذي القاعدة الاولى في هذي الفقرة

خطرك كاينة عبارة

"one proposed rule"

The peace settlement should be reasonable and publicly proclaimed.

The peace settlement

peace settlement

Peace settlement

شئ مرتبط بالسلم

شئ مرتبط بالسلم

the peace settlement should be reasonable and publicly proclaimed

peace settlement شئ مرتبط بالسلم

نستعمل كلمة

peace

وحدها

peace settlement السلم

reasonable and publicly

raisonnable

كيما نقولوا

votre reponse est pas raisonnable

اجابتك غير مقنعة

Raisonnable

كيما

« *c'est pas logic* »

Reasonable مقنع

Publicly العامة او عموما

The peace settlement should be reasonable and publicly proclaimed

السلم يجب أن يكون له أسباب مقنعة و عامة

واضحة الفكرة نكتبها

على السلم ان يكون ذو أسباب مقنعة و عامة

The settlement should also secure the basic rights which had been violated and which had led to the justified war.

كلمة

settlement

عندها دخل كبير في الجمل

لازم نفهمها

The settlement should also

"Also"

يعني إضافة

لا لا نكمل الجملة كامل و بعدها نحلل

The settlement should also secure the basic rights which had been violated and which had led to the justified war

The settlement

Should also secure تحمي

The basic rights الحقوق

settlement كلمة

تحمي الحقوق

كلمة

settlement

تبان

synonym

نتاع كلمة

Peace

خطراك طبقتها قبل هذي الجملة و لقيت روحي صح

السلم يحمي الحقوق

كأنه نوع معين من السلم كالسلم العالمي

نكتبها و خلاص

السلم العالمي يحمي حقوق الإنسان

اصلا هذا واش قرينا في الصح

السلم العالمي يحمي حتى الأوضاع الأمنية في الدول

نفوت باه نكمل الفقرة

Therefore, securing such basic rights can evade any other probable war between the same states.

الجملة تخص حماية الحقوق الأولية

عبارة

"basic rights"

مكتوبة في الجملة السابقة

حماية *Securing*

الحقوق *Basic rights*

Evade

هذي منعرفهاش

حرب محتملة *Probable war*

Securing such basic rights can evade any other probable war

حماية الحقوق

حرب محتملة

واش العلاقة بين هاذوا الزوج عبارات؟

حماية الحقوق تؤدي الى حرب محتملة

حماية الحقوق لا تؤدي إلى حروب محتملة أخرى بين أي دولتين

الثانية هيا لي نكتبها أحسن

حماية الحقوق لا تولد حروب محتملة بين الدول

Securing such basic right scan evade any other probable war between the same states.

مزالوا يعاودو في نفس الفكرة

نفسها لي كتبتها هذا وين

Additionally, the victor needs to discriminate between leaders, soldiers, and civilians since he/she should avoid sweeping sanctions that punish civilians.

طويلة الجملة

نعاودها بالجزء

The victor needs to discriminate

القادة *leaders*

العسكريين *soldiers*

المدنيين *Civilians*

هذوا الكلمات عرفتهم

Since he/she should avoid sweeping sanctions that punish civilians

كلمات هانو منعرفهمش

جدد

The victor needs to discriminate

the victor

the victor needs to discriminate discriminate discriminate between leaders, soldiers, and civilians since he/she should avoid sweeping sanctions that punish civilians

بين القادة و العسكريين و المدنيين

هنا كاين شيء متعلق بالقادة و العسكريين و المدنيين

العلاقة بين القادة و العسكريين و المدنيين او الفرق بين القادة و العسكريين و المدنيين او الدرجات بين القادة و العسكريين و المدنيين

ممكن مش أكيد بصح عرفت الفكرة عموما

Furthermore, fair and public trials should be held for war crimes committed by leaders in particular, but also by soldiers.

War Crimes

كيما

جرائم *criminal*

Leaders

واضحة

Soldiers

ثاني واضحة

العدل *Fair*

عام عمومي *Public*

كلمة

« trials »

هيا لي جديدة

مفهمتهاش خلاص

fair and public trials should be held for war crimes committed by leaders in particular

« trials »

هذه الكلمة لازم تكون شيء عادل و عام لأجل جرائم الحرب

Committed by leaders in particular, but also by soldiers.

Committed by

By

Committed

نحاول

Replacer

كلمة

« trails »

بكلمة اخرى و نشوف

شئ يكون عادل و عام و موجه إلى القادة و العسكريين

لأجل جرائم الحرب

عادل و عام

و هذا الشئ يقدم بعد نهاية الحرب

تقول عليه لغز

زعمة تكون مكافئات

مكافئات عامة و عادلة

القصد هنا مكافئات متساوية و عامة

إذن مكافئات عامة و متساوية توجه للقادة و العسكريين لأجل جرائم

بصح كيفاه مكافئات عامة و متساوية توجه للقادة و العسكريين لأجل جرائم الحرب؟

مش صحيح بالنسبة لي

بلاك العكس

مش مكافئات بلاك عقوبات

عقوبات عامة يعني أمام الملء و عادلة أي تتبع العدالة

العقوبات توجه إلى العسكريين و القادة لأجل جرائم الحرب التي قاموا بها

هكذا تكون الفكرة منطقية على حد معلوماتي

Besides, appropriate punishment should be delivered, and any financial restitution mandates must be proportional and discriminated.

Finance المالية

هيا الكلمة الوحيدة لي فهمتها

appropriate punishment should be delivered, and any financial restitution mandates must be proportional and discriminated

mandates

financial restitution mandates

Above all, rehabilitation of aggressive states is permissible

aggressive states الدول العدوانية

rehabilaition of aggressive states is permissible

permissible

كاينة كلمة متعلقة بالدول العنيفة و مسموح بها

باينة حاجة

négatif

Rehabiliation of aggressive states is permissible

rehabilitation

العقاب للدول العدوانية مسموح به

لكن كلمة العقاب تعني

Trials

خطراك عرفت معناها من الجملة السابقة

لا لا زعما مش

Synonyme ?

Trials and rehabilitations are synonyms.

ممكن علاه لا لا

نكتبها هاذي الفكرة
العقاب للدول العدوانية مسموح به
هوا صح لازم يكون كاين عقاب للدول العدوانية
الدول العدوانية تخضع لعقوبات دولية كيما رانا نشوفو في الربيع العربي الرؤساء خضعوا لعقوبات
and may involve disarmament,
human rights education,
لا لا نعاود من بداية الجملة احسن

Above all, rehabilitation of aggressive states is permissible and may involve disarmament, human rights education, police and judicial retraining, and structural transformations leading to a just society.

حقوق التعلم *human rights education*
police
التدريب القضائي*judicial retraining*
كيما
Football training
يعني تدرب لكرة القدم مالف نسمعها في
TV
structural transformations
مجتمع عادل *Just society*
الفكرة بدأت بمعاقبة الدول العنيفة
زعما عندها علاقة ببناء الدولة ؟
حقوق الإنسان /الشرطة /التدريب القضائي/التحولات /للوصول إلى مجتمع عادل
هذه تبانلي المعايير التي تؤدي إلى بناء مجتمع عادل و غير عدواني
خطراك كاينة عبارة مجتمع عادل أي غير عدواني

Therefore, many emerged rules (both pre and post rules of war) within the just war tradition have been codified into specific international agreements and laws, like The United Nations Charter and The Hague and Geneva Conventions.

طويلة الجملة نقراها بالجزء احسن

Therefore, many emerged rules (both pre and post rules of war) within the just war tradition have been codified
into specific international agreements and laws, like The United Nations Charter and The Hague and Geneva Conventions.

منقدرش نجزئها

Therefore, many emerged rules (both pre and post rules of war) within the just war tradition have been codified into specific international agreements and laws, like The United Nations Charter and The Hague and Geneva Conventions.

مفهمتهاش هذي الجملة
هاذي كانت أخر جملة في الفقرة الثانية
الفقرة الثانية قدمت قواعد مختلفة مثل الفقرة الأولى بصح قواعد هذه الفقرة تتعلق بنهاية الحرب
يعني النص يتحدث بصفة عامة عن قواعد الحروب
و مدلنا امثلة عن القواعد في بداية الحرب في الفقرة الاولى و نهاية الحرب في الفقرة الثانية
كيما نلخص مفهومي للنص لازم استعمالي للاستراتجيات القراءة
إذن استعملت في الفقرة الثانية عدة استراتجيات لان الأفكار كانت صعبة نوعا ما
الاستراتجيات لي استعملتهم هم الترجمة و تدوين أفكاري و سطرت على الأفكار لي منفهمهمش و كنت أيضا نعاود نقرا بعض الجمل

Student H

في هذي المرة عندي نص بدون صور و لا يوجد عنوان أيضا
راح نقرا الجملة و كي موصل لاي نقطة نهاية نحبس و نحاول نفهمها
The "Just war" theory included in the international law
قانون الدولي
determines rules that must be adhered once the war has started, i.e., (jus in bello) justice in war.
نظرية الحرب و قانون الدولي

اذن النص يتحدث عن نظرية تخص الحروب و القوانين الدولية

نحاول نتأكد مليح كي نترجم احسن

*intrenational law*القانون الدولي

determines rules قواعد *that must be adhered once the war has started (jus in bello) justice in war*

عدالة الحروب

The "Just war" theory included in the international law determines rules that must be adhered once the war has started, i.e., (jus in bello) justice in war.

نظرية الحرب و القانون الدولي يحددان قواعد الحروب لتحقيق العدالة

من الممكن انها الفكرة العامة للنص احسن شئ اكتبها

نظرية الحرب تحدد قواعد الحروب لتحقيق العدالة

ممكن لانوا في الحقيقة نظرية الحروب هيا عبارة عن اتفاقيات تقوم بها الدول على النطاق العالمي

نكمل

As well as, it differentiates between rules which must be followed once the war ends (jus post

نظرية الحرب تحدد قواعد نهاية الحرب *.(bellum*

نفس الفكرة يعني النظرية تحدد قواعد الحرب مننساش كلمة نهاية الحرب بالتحديد

ممكن تكون كلمة مقتاحية

Once the war starts,

Once

هذي الكلمة اصلها

one.

يعني حرب واحدة في البداية

A particular state must follow different rules. The first rule for conducting war is to obey all international weapons prohibition laws.

The first rule for conducting war is to obey is to obey all international weapons prohibition laws.

International weapons أسلحة الدولية

هل قصدو الاسلحة الدولية؟

Obey all international weapons prohibition laws

Obey all international weapons prohibition laws

الاسلحة الدولية بعضها فقط تستعمل في الحروب هذا كل ما اعرفه

المهم عرفت ان الجملة تتحدث هن الاسلحة الدولية في الحروب

by محرمة *are forbidden* الأسلحة الكيميائية و البيولوجية   *For instance, chemical and biological weapons*

many treaties,

صح كيما توقعت يعني

الأسلحة الكيميائية و البيولوجية لا تستعمل

بصح اكيد توجد اسلحة تستعمل في الحروب

اصلا مكانش حرب بدون اسلحة

and states are thus expected to abide by these rules.

states are thus expected to abide by these rules.

states are thus expected to abide by these rules.

states are thus expected to abide by these rules.

Secondly,

Soliders are prohibited

يعني القاعدة الثانية

يعني الجملة السابقة هيا القاعدة الاولى

لي تهدر على الاسلحة المستعملة

و الثانية تهدر على العسكريين

سما الافكار مرتبة كيما مالفين نشوفوها من قبل يستعملوا عبارات كيما اولا و ثانيا و ثالثا

Okay

Secondly, soldiers are prohibited from using weapons against civilians. That is why they are expected to discriminate between the civilian population and legitimate military targets, with only minor collateral civilian casualties.

Secondly, soldiers are prohibited from using weapons against civilians.

That is why they are expected to discriminate between the civilian population and legitimate military targets, with only minor collateral civilian casualties.

كيفاش يعني العسكريين يستعملون الأسلحة ضد او مع المواطنين؟

Soldiers are prohibited from using weapons الاسلحة *against civilians* مع المواطنين.

That is why they are expected to discriminate between the civilian population and legitimate military targets, with only minor collateral civilian casualties.

ممكن صح خطراك نفس الشئ حدث معنا في الثورة الجزائرية

كان الشعب يساعد العسكريين و كانوا هم ايضاً يستعملون الاسلحة

The third provision,

اه القاعدة الثالثة

ممكن تكون هذي كلمة

"provision"

تمعني النقطة

يعني النقطة الثالثة

The third provision is one of proportionality proportionality.

واش معناها هذي الكلمة؟

The third point is one of proportionality.

The third point is one of proportionality.

ممكن تمعني قواعد

النقطة الثالثة هيا قاعدو من القواعد

نكمل نقرا احسن

The third point is one of proportionality proportionality proportionality.

The third point is one of proportionality

It requires soldiers to use only as much force as they need

soldiers use force as much as they need to in order to achieve the desired end.

العسكريين يستعملوا الاسلحة

هذي فهمتها مش شئ جديد اصلا

خطراك في ثورة نتاعنا

المواطنين و العسكريين تعاونوا و استعملوا جميع قوتهم للتغلب على المستعمر

سما نفس الفكرة

To explain, weapons of mass destruction are considered out of proportion with legitimate military objectives.

To explain, weapons of mass destruction are considered out of proportion with legitimate military objectives.

To explain, weapons of mass destruction are considered out of proportion with legitimate military objectives.

weapons of mass destruction أسلحة الدمار الشامل

To explain, weapons of mass destruction are considered out of proportion with legitimate military objectives.

هنا فهمت بلي الموضوع متعلق بأسلحة الدمار الشامل

و علبالنا كامل بلي أسلحة الدمار الشامل غير مستعملة

و زيد إذا تم استعمال هذه الأسلحة, تخضع الدول لعقوبات متفق عليها

علا حساب ظني هذي هيا الفكرة

زعما صح؟

نعاود خير و نشوف

It requires soldiers to use as much force as they need to in order to achieve the desired end.

فهمتها هاذي

يعني باه يحاربوا يحتاجو القوة معليش

لازم نفهم هذي لي مش متأكدة منها

To explain, weapons of mass destruction are considered out are considered out of proportion proportion with legitimate military objectives military objectives الأهداف العسكرية

weapons of mass destruction

Weapons of mass destruction are considered out of proportion with legitimate military objectives.

Weapons of mass destruction are considered out of proportion with legitimate military objectives.

الجملة لي فاتت فهمت بلي العسكريين يستعملوا القوة في الحرب و هذي تابنلي بلي تقول بلي اسلحة الدمار الشامل غير مستعملة

بيانولي

Logique

يعني الجملة هذي تخصص فقط نوعية القوة الغير مستعملة

يعني يستعملوا أي قوة او اسلحة ماعدا اسلحة الدمار الشامل

نسطر عليها بلاك نرجعلها

The last principle demands benevolent
Treatment

هذا باين

noun

معالجة

of war prisoners اسري.

The last principle demands benevolent treatment of war prisoners.

The last principle demands benevolent treatment of war prisoners.
The latter should not be threatened with death should not be threatened with death موت, *starvation,*
or torture.

لا لا نعاود بلا منحبس عند كل كلمة

The last principle demands benevolent treatment of war prisoners.
The latter should not be threatened with death should not be threatened with death, starvation, or
torture.

The last principle demands benevolent treatment of war prisoners. The latter should not be
threatened with death should not be threatened with death, starvation, or torture.

يعني أسرى الحروب لا يجب قتلهم

هيا صح معروفة هذي القاعدة عند هيئة الأمم المتحدة

و زيد احيانا لازم على العسكريين حماية الأسرى من كل مكروه

Rather, they should be quarantined from the battle zone until the war ends, at which point they
should be exchanged for one's own prisoners of war.

One's one's .

يعني واحد

انسان واحد

يعني سجين واحد

Rather, they should be quarantined from the battle zone until the war ends, at which point they
should be exchanged for one's own prisoners of war

سما الجملة تخص سجناء الحرب يعني نفسها

نبدأ الآن نلخص و نتذكر الأفكار لي قريتهم كامل في هذي الفقرة

أولا الموضوع عموما يتحدث على قواعد بدا الحرب

و فهمت قداه من قاعدة

و هذواا القواعد عندهم أمثلة أكيد بصح نحاول نذكر الأشياء الأساسية

المهم تكون عندي خلفية

اذن الفقرة الاولى حددت نوعية الاسلحة المستعملة و حددت ايضا واجبات العسكريين اتجاه المواطنين في الحروب

و عرفت بلي المدنيين و العسكريين لازن يتعاونوا باه يحقق التحرر لدولتهم

و اخر شئ هوا الاسرى يعني لازم يحافظوا عليهم

الافكر متسلسلة

يعني فكرة وحدة تخلبك تتفكري جميع الافكار

بعد هذا التذكير للافكار نروح للاستراتجيات لي ستعملتهم في القراءة نتاعي

اذن حاولت اني استعمل الترجمة

هذي مستحيل منستعملهاش

حاولت

Poser des qquestions

مرات كي منفهمش كاش جملة

ايه استعملت ثاني استراتجية الاستنباط يعني نفهم الكلمة بلا منترجمها

نروح للجزء الثاني و نقراه و نحاول نحدد الجملة و نفهمها مليح و نركز فيها

. I underline it

I underline it from therefore till conventions.

Rules for terminating war (jus post bellum, i.e., justice after war) regulate the ending of wars.
Rules for easing the transition from war to peace can help to ensure that the peace is fair, stable,
and lasting.

هذو زوج جمل نسطر عليهم و نفهمهم مع بعض

Regulate تضبط

Terminate war إنهاء الحرب

يهدروا على السلم و كيفاه الحرب تنتهي

سما نكتب أول شيء في هذي الفقرة انها تتحدث عن السلم بعد الحرب

However, only little international law has been devised to address it.

However.

Only little international law القليل من القانون الدولي

Only little international law has been devised to address it.

One proposed rule is that the peace settlement should be reasonable and publicly proclaimed.

هنا استعملوا القانون الدولي

سما دور القانون الدولي في تحقيق السلم بعد الحرب

نكتبها عجبتني

دور القانون الدولي في تحقيق السلم بعد الحرب

The settlement should also secure the basic rights

secure secure

« rights »

تبان كيما في عبارة

human rights.

خطراك شوفنا كيفاش هذي كلمة وحدة تكون عندها عدة معاني

هيا صح شوية صعيبة كي نلقا كلمات كيما هاذو بصح لازم نفهمهم مليح

The settlement should also secure the basic rights

Secure

Should secure

"secure"

هوا الفعل الاساسي

secure.

يعني

Protect

The settlement

يعني بعد الحرب لازم تكون كاينة حماية حقوق الانسان

مليح فهمتها

نكتبها خير

يتم تحقيق السلم و حماية حقوق الإنسان بعد الحرب

which had been violated and which had led to the justified war.

Therefore, securing

اهه

securing

معناتها

Protecting

نزيد غير

Ing

اسم مش فعل

نبدلها ونقراها خير

Protecting such basic rights can evade any other probable war between the same states.

نعاود نعاود

Protecting such basic humans' rights can evade any other probable war between the same states

يعني حماية حقةق الانسان شئ مهم

Okay

هذا الجزء فهمتوا

Can evade any other probable

probable probable

probablement

Other probable war

Can evade other probable war

Protecting such basic rights can evade can evade any other probable war between the same states

كيفاه حماية حقوق الانسان تؤدي الى حرب محتملة ؟

مستحيل

بالعكس القانون الدولي يحمي حقوق الانسان حتى في الحروب

مش منطقية هذي الجملة

protecting such basic rights can evade can evade any other probable war between the same states

اهه ممكن يقصد لا تؤدي إلى حروب محتملة

بحص مكانش

Not

و لا عبارة تبين

Negatif

معليش على الأقل تبان منطقية كي عكستها

مليح

كيما راني نترجم لازم نزيد نتاكد من معنى الجملى اذا كان منطقي و لا لا لا

Additionally, the victor victor

The victor needs to discriminate between leaders, soldiers, and civilians

منتصر *Victor*

يحتاج *Needs*

To discriminate

القادة *Leaders*

العسكريين *Soliders*

عقاب *Punish*

Since he/she should avoid sweeping sanctions that punish civilians

"Discriminate".

هذا باين فعل جاي بعد

To

بصح واش معناه؟

مفهمتوش

كون نفهم هذي الكلمة مقدر نعرف علاش تهدر الجملة عموما

To discriminatebetween

كاين فعل يحدث يجب بين قادة العسكريين و المواطنين

المنتصر يحتاج الفرق بين

لا لا لان الكلمة هيا فعل و ليست اسم

المنتصر يحتاج تحديد بين لا لا لا

المنتصر يحتاج أن يحدد او يفرق بين اهه

The victor needs to discriminate between leaders, soldiers, and civilians

المنتصر يحتاج أن يفرق بين القادة و العسكريين و المواطنين لكن لماذا هذه التفرقة؟

Since he/she should avoid sweeping sanctions that punish civilians.

نكتبها و خلاص

المنتصر يحتاج أن يفرق بين القادة و الجنود و المواطنين

Furthermore, fair and public trials should be held for war crimes committed by leaders in particular, but also by soldiers

نعاود مليح

Furthermore, fair and public trials should be held for war crimes committed by

"Committed by"

معناها

من طرف

جرائم الحرب من طرف القادة

اه بلاك احصاء لجرائم الحرب

بصح الدولة المنتصرة متحتاجش تحصي جرائم الحرب نتاع القادة نتاعها

على الدولة المنتصرة أن تحصي عدد الجرائم التي قام بها جنود و قادة المستعمر يعني الدولة الاخرى

مثلا المستعمر الفرنسي لحد الآن الجزائر مازلت تطالب بحق الاعتراف للجرائم التي قامت بها فرنسا

معليش نسطر عنها

اهه بصح لازم نكتبها كيما فهمتها

إحصاء جرائم قادة المنتصر

Okay.

Besides, appropriate punishment should be delivered, and any financial restitution mandates must be proportional and discriminated.

Discriminated الفرق

هذي الكلمة الوحيدة لي فهمتها هنا

خطراك عرفت معناها قبل

Besides, appropriate punishment should be delivered, appropriate punishment should be delivered and any financial restitution any financial restitution mandates must be proportional and discriminated.

تبان نفس الفكرة لي من قبل

على الجرائم و التفرقة

Above all, rehabilitation of aggressive states is permissible and may involve disarmament, السماح *Permission*

human rights education,

and judicial retraining, and structural transformations leading to a just society مجتمع

Rehabilitation of aggressive states is

مسموح *permissible*

واش لي مسموح؟

Rehabilitation of aggressive states, rehabilitation of aggressive states aggressive states aggressive عنفي

دول العنيفة

دول العنيفة مسموح لها؟

Rehabilitation

Rehabilitation of aggressive states is permissible

كلمة

Rehabilitation

شيئ يخص للدولة العنيفة مسموح به

تهديد الدول العنيفة

مش معقول

تهديد

لا لا

الدولة العنيفة

المهم نكتب ان في هذه الجملة يوجد شيئ يخص الدول العنيفة مسموح به

and may involve disarmament, human rights education, police and judicial retraining, and structural transformations leading to a just society.

هذي فهمتها يعني للإنسان الحق في التعلم و الأمن

نكتبها باه نتفكرها من بعد

بصح نكتبها كيما في الجملة

حماية حقوق الانسان و توفير الشرطة يعني الامن

Therefore, many emerged rules (both pre and post rules of war)

"Pre and post rules"

Therefore, many emerged rules (both pre and post rules of war within the just war tradition have been codified into specific international agreements and laws قوانين عالمية *like The United Nations Charter and The Hague and Geneva Conventions.*

هذي الجملة الأخيرة تبانلي تشمل كلشي

يعني تبان الجملة التي تلخص النص

خطراك مكتوبة

(both pre and post rules of war)

Pre

لقيتها مكتوبة في الفقرة الأولى

و

Post

في الفقرة الثانية

نسطر عليها بالأحمر باه نعرف بلي تشمل كلشي

هنا تحبس الفقرة

في هذي الفقرة هدرنا على قواعد تحقيق السلم

بصح كاين بعض الجملة فهمتهم بصح بانولي مش منطقيين خلاص

كيما الجملة نتاع الدولة المنتصرة تحصي عدد الجرائم نتاع القادة نتاعها

بالنسبة للاستراتيجيات

استعملت الترجمة بكثرة و التسطير فادني بزاف و كنت ثاني نقارن الأشياء لي نفهمها مع معارفي الخاصة

Student I

قبل القراءة نتاعي راح ندير ثلاث خطوات

اولا نحدد الهدف من القراءة للنص

كيما نعرف انا ليون لازم نقرا هذا النص باه نفهم اهم الافكار نتاعوا و نجاوب على الاسئلة الخاصة بهذا النص

الخطوة الثانية هيا اني لازم ندير مخطط للقراءة نتاعي

كيما مالفين نقراو المخطط لازم يتناسب مع الهدف نتاعي

بما ان هدفي هوا فهم اهم الافكار يعني راح نحاول نقرا كل جملة و نتوقف عندها باه نفهمها و اذا مفهمتش شيئ معين نحاول نشوف استراتيجيات مختلفة باه نفهم مليح

بالنسبة للخطوة الاخيرة راح نعمل نظرة خفيفة على النص

كيما راني نشوف النص فيه فقرتين

مكانش عنوان و لا مصدر للنص

لان المصدر احيانا يمدلك معلومات على محتوى النص

The "Just war" theory included in the international law determines rules that must be adhered once the war has started, i.e., (jus in bello) justice in war.

او لا شئي لازم نعرف الفعل الاساسي للجملة اين هوا؟

the just war theory included in the international law included

Determines

هزا الفعل

خطراك نعرف ان هذا فعل و اصلا راهو مصرف في

Present simple

The just war theory included in the international law determines rules that must be adhered once the war has started.

نظرية الحرب

القانون الدولي

قواعد بداية الحرب

هذو الكلمات الاساسية

عرفت الفعل و الكلمات الأساسية

مليح

واضحة الفكرة

As well as, it differentiates between rules which must be followed once the war ends (jus post bellum). Differentiates is the verb

As well as

It differentiates between rules which must be followed once the war ends jus post bellum

اهه هنا كي نقارن الافكار مع بعض نفهم بلي قواعد التي تخص بداية و نهاية الحرب

ماشي الحرب بصفة عامة

اذن على مراحل

Okay

عليها كاين زوج فقرات

راح تتقسم الافكار ممكن دوك نشوف

Once the war starts, a particular state must follow different rules.

Once the war starts, a particular state must follow different rules

Okay,

هنا الفقرة تخص بداية الحرب

كيما قلت من قبل صح كل فقرة تمد امثلة على فترة معينة

The first rule for conducting

القاعدة الاولى نتاع الفقرة هاذي

conduct

كيما فعل

Start

لا لا سامية نمشي و منحبسش عند كل حرف و لا كلمة

The first rule for conducting war is to obey all international weapons prohibition laws.

The first rule for conducting war is to obey all international weapons prohibition laws

الأسلحة الدولية

كلمات

"obey"   "prohibition"

منعرفتش واش معناهم

مفاتوش عليا من قبل

بصح فهمت بلي الجملة تتحدث عن قواعد بداية الحرب و الاسلحة الدولية

To obey prohibition

To obey

مش تمعني استعمال؟

The first rule for conducting war is to obey all international weapons prohibition laws

بصح كاينة كلمة

all!!

جميع الاسلحة الدولية

استعمال جميع الاسلحة الدولية

مش معقول

بلاك تمعني منع استعمال جميع الاسلحة الدولية

بصح كيفاش ميستعملوش جميع الاسحة الدولية

لازم تكون كاينة اسلحة للمقاومة و الدفاع

هنا لازم منتسرعش

المهم فهمت بلي الجملة تخص الاسلحة الدولية و قواعد الحرب

International weapons prohibition laws

وفق القوانين *Prohibition laws*

اهه زعما وفق القانون

يعني استعمال جميع الاسلحة الدولية وفق القانون

صح صح

For instance, chemical and biological weapons are forbidden by many treaties, and states are thus expected to abide by these rules.

Okay

هذي فهمتها

راني صحيحة خلاصة

هذا وين فهمت مليح

مادام الاسلحة الكيميائية و البولوجية غير مستعملة

راني فهمت الجملة السابقة صح

مالا نجملهم و نسجلهم

الأسلحة الكيميائية و البيولوجية محرمة و هذا وفق القانون الدولي

وقيل كلمة

prohibition

تعني التحريم؟

قوانين تحريم الاسلحة الدولية *International weapons prohibition laws*

منطقية

Secondly, soldiers are prohibited from using weapons against civilians.

Prohibited like prohibition

نطبقها و نتأكد

العسكريين محرمين من استعمال الأسلحة ضد المدنيين

اهه خلاص هنا نجزم بلي صحيحة الكلمة

راني صحيحة

نكتبها هذي ثاني

العسكريين محرمين من استعمال الأسلحة ضد المدنيين

هذوا زوج الأفكار منطقيين و مفهومين

That is why they are expected to discriminate between the civilian population and legitimate military targets, with only minor collateral civilian casualties.

That is why they are expected to discriminate between the civilian population and legitimate military targets, with only minor collateral civilian casualties.

That is why,

هنا على ما أظن الكاتب راه يبرر في شيء معين

نرجع نشوف قبل هاذي الجملة واش كان يحكي

Soldiers are prohibited from using weapons against civilians.

That is why.

صح

They are expected to discriminate between the civilian population and legitimate military targets

military targets

مش فعل خطراك الفعل لا ميجيش مع الأخير

معناها

Final « s »

نتاع الاسم مش فعل

يعني قصدوا

goal

الأهداف

الاهداف العسكرية

كثافة السكان *civilian population*

واش هيا العلاقة بين تحريم استعمال الأسلحة ضد المواطنين و الفكرة الحالية ؟

الوحدات العسكرية و كثافة السكان

واش هيا العلاقة؟

That is why, they are expected to discriminate between

that is why they are expected to discriminate between the civilian population and legitimate military targets

هل يقصد لذالك يجب الفصل بين تمركز السكان و الوحدات العسكرية؟

That is why they are expected to discriminate between the civilian population and legitimate military targets, with only minor collateral civilian casualties.

ممكن

لان الأفكار تبان مترابطة

The third provision is one of proportionality.

It requires soldiers to use only as muchforce

It requires soldiers to use only as much force

It requires soldiers to use only as muchforce

they need to in order to achieve the desired end.

They need to in order to achieve the desired end.

The third provision is one of proportionality

The third provision

على ما اظن هذي القاعدة الثالثة

القاعدة الثالثة تتطلب من العسكريين استعمال القوة و ذالك للوصول إلى النهاية

To explain, weapons of mass destruction are considered out of proportion with legitimate military objectives.

اسلحة دمار الشامل *Weapons of mass destruction*

To explain

Weapons of mass destruction are considered out out out of proportion

Weapons of mass destruction are considered out out out of proportion

على ما حساب ظني كلمة

proportion

تعني اتفاق

خارج الاتفاق

out

Weapons of mass destruction are considered out out out of proportion

Weapons of mass destruction are considered out out out of proportion

هل هذا يعني ان استعمال أسلحة الدمار الشامل غير مرغوب بها ؟

Considred out

تعني

تبقى خارج

ممكن صح

يعني اسلحة الدمار الشامل خارج النطاق او الاتفاق

هذا متفق عليه عالميا

يعني أسلحة الدمار الشامل لا يجوز استعمالها

انا المهم نكتب واش فهمت لانها تبانلي منطقية الفكرة

المهم متتعارضش مع معلوماتي

نكتب بلي

استعمال أسلحة الدمار الشامل غير مرغوب بها للوصول إلى نهاية الحرب

The last principle demands benevolent treatment of war prisoners.
The latter should not be threatened with death, starvation, or torture.
The last principle demands benevolent treatment of war prisoners.
The latter should not be threatened with death, starvation, or torture.
The last principle demands benevolent treatment of war prisoners.
The latter should not be threatened with death, starvation, or torture.

The last principle okay
Demands
benevolent
معالجة الحرب *Treatment of war*
Prisoners

The latter should not be threatened with death, starvation, or torture.
The latter should not be threatened with death , starvation, or torture.
The latter should not be threatened with death, starvation, or torture.

هنا تكي على معالجة الحرب و يتكلموا على الموت ايضا

Rather, they should be quarantined from the battle zone until the war ends, at which point they
should be exchanged for one's own prisoners of war.
Rather, they should be quarantined from the battle zone until the war ends, at which point they
should be exchanged for one's own prisoners of war.
At which point they should be exchanged for one's own prisoners of war.
Rather, they should be quarantined from the battle zone until the war ends, at which point they
should be exchanged for one's own prisoners of war.

هذي الجملة مفهمت منها و لا شيء

Rather, they should be quarantined from the battle zone until the war ends, at which point they
should be exchanged for one's own prisoners of war.
Rather, they should be quarantined from the battle zone until the war ends نهاية الحرب *at which*
point they should be exchanged for one's own prisoners of war

هنا تحبس الفقرة الأولى

هيا مش صعبة بزاف

مليح فهمت معظم الجمل

هذي الفقرة تحدثت عن قواعد بداية الحرب

القواعد مختلفة منها من تخص آلية استعمال الأسلحة و منها من تخص كيفية الخوض في حرب معينة

و بسب الفقرة الاولى فهمت ان الفقرة التالية راح تتحدث عن قواعد نهاية الحرب

مع اني مش متأكدة كليا

راح نشوف

Rules for terminating war (jus post bellum, i.e., justice after war) regulate the ending of wars.
This new paragraph concerns rules which end wars.

لازم عليا نعاود نذكر قواعد بداية الحرب احست باه نفهم العلاقة بين الفقرتين

الفقرة الاولى تحدثت عن

معالجة الحرب

عدم استعمال الأسلحة كلها

عدم استعمال أسلحة الدمار الشامل و الأسلحة الكيميائية و البيولوجية

استعمال القوة للوصول إلى النهاية

Rules for easing the transition from war to peace can help to ensure that the peace is fair, stable,
and lasting.

Transition

كيما بالفرنسية

changement

The transition from war to peace

The peace is fair, stable ثابت *and lasting*

Rules for easing the transition from war to peace can help to ensure that the peace is fair, stable, and lasting.

يعني يتحول الوض من وضع حربي الى وضع سلمي

هذي القاعدة الولى بما انها مكتوبة اولا

نسجلها كاول قاعدة

عند نهاية الحرب يحدث تحول من الحرب إلى السلم الثابت

راني حاسة الفقرة الثانية ساهلة أيضا لأني فهمت معظم الأفكار في الفقرة الأولى

However, only little international law has been devised to address it.

One proposed rule.

One proposed rule is that the peace settlement should be reasonable and publicly proclaimed.

Reasonable and publicly سبب وجيه و عام

The peace settlement should be reasonable and publicly

مفهمتش العلاقة ما بين هذوا لاكلمات كامل

Reasonable and publicly سبب وجيه و عام

The peace settlement should be reasonable and publicly

The peace settlement should be reasonable and publicly

The peace settlement should be reasonable and publicly

The settlement should also secure the basic rights which had been violated and which had led to the justified war.

The settlement should also secure secure secure the basic rights which had been violated and which had led to the justified war.

The settlement should also secure the basic rights which had been violated and which had led to the justified war.

على ما اظن كلمة

Secure

تعني

Protect

Sécurité

هيا نفسا بالفرنسية و تعني الحماية

The peace should also secure the basic rights which had been violated and which had led...

لا لا نحبس هنا

الجملة طويلة نفهم بالجزء باه نبقى شافية احسن

The peace should secure the basic rights which had been violated.

فهمتها يعني

السلم يجب أن يحمي أهم الحقوق

نكتبها قبل ما نفوت للجزء ثاني نتاع الجملة

السلم يجب أن يحمي أهم الحقوق

اصلا لازم يحموا الحقوق و ذالك لإعادة بناء دولة جديدة باحترام حقوق الإنسان

Violated

كيما

Violence

Which had led to the justified war

Justifier la guerre

الكلمت مفهومين بصح حتان قسمت الجملة

هكذا احسن

Therefore, securing such basic rights can evade any other probable war between the same states.

Additionally.

Additionally, the victor needs to discriminate between leaders, soldiers, and civilians since he/she should avoid sweeping sanctions that punish civilians.

الفائز في الحرب يعني المنتصر *The victor*

Needs to discriminate between leaders , soldiers العسكريين *and civilians* المواطنين

راني غير نترجم

تقول حصة ترجمة مش قراءة

The victor needs to discriminate between leaders, soldiers since she/he should avoid sweeping sanctions that punish civilians.

The victor needs to discriminate between leaders, soldiers since she/he should avoid sweeping sanctions that punish civilians.

واش هيا الفكرة التي ممكن ان تخص المنتصر و العسكريين و المدنيين؟

واش تكون زعماً؟

The victor needs to discriminate between leaders, soldiers, and civilians

Needs

Discriminate

Needs

على ما اظن هيا اسم

بصح كلمة

"discriminate"

فعل لانها سبقتها

"to"

معليش نكمل

Furthermore, fair and public trials should be held for war crimes جرائم الحرب *committed by leaders in particular, but also by soldiers* العسكريين.

Furthermore, fair and public trials should be held for war crimes committed by leaders in particular, but also by soldiers

Besides, appropriate punishment

Punishment عقاب

crimes and punishment الجريمة و العقاب

خطراك قريناها في النصوص

الجريمة و العقاب

Appropriate punishment should be delivered, and any financial restitution mandates must be proportional and discriminated.

Appropriate punishment should be delivered, and any financial restitution mandates must be proportional and discriminated.

المالية *Finance*

هنا بُيصد معاقبة أصحاب الجرائم

مش عارفة بالضبط الكلمات المستعملة في الجملة واش يقصدوا ؟

بصح على الاقل استنتجت فكرة معينة

Above all, rehabilitation

Rehabilitation.

واش معناها هذي؟

Rehabilitation of aggressive states is permissible and may involve disarmament, human rights education, police الشرطة *and judicial retraining, and structural transformations leading to a just society.*

Rehabilitation of aggressive states is permissible and may involve disarmament, human rights education, police and judicial retraining, and structural transformations leading to a just society.

حقوق الإنسان في التعلم *Human rights of education*

police

نكتبها هذي العبارة تبان مهمة

حقوق الانسان في التعلم

حق الحماية من طرف الشرطة

permissible

جاية من كلمت

permission

agreement

Therefore, many emerged rules (both pre and post rules of war) within the just war tradition

Many emerged rules (both pre and post rules of war) within the just war tradition have been codified into specific international agreements and laws, like The United Nations Charter and The Hague and Geneva Conventions جنيف

Geneva Conventions

Geneva

Geneva Conventions

على ما اظن تقصد اتفاقية جنيف كيما قلتها قبل

الفقرة الثانية فيها كلمات صعاب شوية

بصح فهمت شوية جمل

كتبتهم الافكار لي فهمتهم

مثلا عرفت بلي عند نهاية الحرب يحدث تحول من الحرب الى السلم الثابت

و السلم المتخذ يجب ان يحمي حقوق الإنسان

و معاقبة أصحاب الجرائم

و تحقيق الحقوق كالحق في التعلم و الأمن

للمواطنين حق التعلم و الحماية

بالنسبة للاستراتجيات لقيت روحي نترجم في الفقرة الثانية بزاف خطراك كي منفهمش الجملة نحاول نترجمها

و ايضا كاين كلمات مكنتش نعلافهم بصح عرفت معناهم على حساب الجملة

Student J

Read the text then answer the following questions.

هاذا يعني بلي راح نقرا النص باه نقدر نجاوب على الاسئلة نتاعو

Okay.

عطاتلنا نص فيه زوج فقرات

كاين كلمات مكتوبين بالخط العريض

مكانش مرجع

المهم نبدا

The "Just war" theory included in the international law determines rules that must be adhered once the war has started, i.e., (jus in bello) justice in war.

نحاول نعاود نقرا الجمل

ماشي نقرا مرة و نفوت

The "Just war" theory included the just war theory included in the international law determines rules that must be adhered determines rules that must be adhered

Determines determiner

The just war theory

نظرية الحرب *War theory*

صح كاينة نظرية تسمى بنظرية الحرب

يعني تعريف نظرية الحرب

بصح وراه التعريف ؟

ياخي قال

Determiner

Determines rules that must be adhered once the war has started once the war has started start

اه مش تعريف

قصدوا نظرية الحرب هيا التي تعرف قواعد بداية الحرب

اذن راح نفهم هنا بلي النص على نظرية الحرب و القواعد

نكتبها

الفكرة العامة هي عن نظرية الحرب و قواعد الحرب

i.e., (jus in bello) justice in war.

As well as, it differentiates between rules which must be followed once the war ends (jus post bellum).

As well as, it differentiates between rules which must be followed once the war ends (jus post bellum).

It differentiates between rules which must be followed once the war ends (jus post bellum).

It differentiates differentiates

وقيل هذي الكلمة تمعني

Difference

خطراك يشبهوا لبعضهم البعض

differentiates différence

It differentiates between rules which must be followed once the war ends

نهاية الحرب *war ends*

كيفاه الفرق بين نهايات الحرب؟

الفرق

و لا قصدوا الاختلاف

Différence

Once the war starts, a particular state must follow different rules.

Once the war starts

بدايات الحرب

القاعدة الأولى *The first rule*

قواعد *Rules*

for conducting war is to obey all international weapons prohibition laws.

الأسلحة الدولية *International Weapons*

Once the war starts, a particular rule must follow different rules. The first rule for conducting war is to obey all international weapons.

واش فهمت هنا بلي راهم يهدروا على الأسلحة الدولية

For instance, chemical and biology ohh biological biological weapons are forbidden by many treaties by many treaties,

chemical and biology biological weapons are forbidden by many treaties,

الأسلحة الكيميائية و البيولوجية

تبان كيما الجملة لي قبلها

نفسها

تهدر على الاسلحة الدولية

هنا دار التخصيص برك

يعني خصص واش من اسبحة دولية

صح و لا لا لا؟

Normalement

راني صح

خطراك هنا مكتوبة الأسلحة الدولية كيما المثال نتاع الأسلحة الكيميائية و البيولوجية

and states are thus expected to abide by these rules.

العسكريين *Secondly, soldiers soldiers*

Soldiers are prohibited from using weapons against civilians.

ضد المواطنين

Soldiers are prohibited from using weapons against civilians.

على حساب مفهمت هنا أظن بلي يقصد أن العسكريين يستعملوا الأسلحة ضد المدنيين

لكن هذا مش منطقي خلاص

هيئة الأمم توصي بعكس هذا

ممكن العكس

يعني ممكن أنا لي فهمت العكس

بلاك يقصد العسكريين لا يستعملون الأسلحة ضد المندبين

ماشي كي لقيت

Against

خلاص

أصلا كاين تناقض

الجملة لي قبل تقول بلي الأسلحة الكيميائية و البيولوجية غير مستعملة

و هنا نلقى بلي الأسلحة تستعمل ضد المدنيين

هاذي نسطر عليها خطراك مش متأكد

For instance, chemical and biological weapons are forbidden by many treaties by many treaties,

مليح هكذا فهمت النص شوية بالتفصيل

That is why they are expected to discriminate between the civilian population and legitimate military targets,

That is why that is why they are expected to discriminate between the civilian population and legitimate military targets,
with only minor collateral civilian casualties.

نعاود

That is why they are expected to discriminate between the civilian population and legitimate military targets, with only minor collateral civilian casualties.
The third provision is one of proportionality.
The third provision is one of proportionality.

و قيلا هاذي القاعدة الثالثة

خطراك كاتب

Third

سما قاعدة جديدة

It requires soldiers to use only as much force as they need to in order to achieve the desired end.
It requires soldiers to use only as much force as they need to in order to achieve the desired end.

هاذي نكتبها فهمتها

يعني العسكريين يحتاجون إلى الكثير من القوة حتى النهاية

هذا شيىى بديهي لانوا القوات العسكرية يجب أن تزود بدبابات و الكثير من الأسلحة

To explain, weapons of mass destruction are considered out of proportion with legitimate military objectives.
To explain, weapons of mass destruction are considered out of proportion with legitimate military objectives.
Military

و قيل ثاني تمعني

العسكريين

Military objectives

الأهداف العسكرية

أسلحة الدمار الشامل

لا لا لازم نفهم الفكرة كاملة مش كل كلمة

كيما منت ندير قبيلة خير نقرا و نشرح واش فهمت احسن

واش فهمت من هذي الجملة؟

فهمت ان الموضوع على اسلحة الدمار الشامل

سما نكتب واش فهمت و نسطر عليها و خلاص

يعني نكتب اسلحة الدمار الشامل و الاهداف العسكرية

و نفوت خلاص

The last principle demands benevolent treatment of war prisoners.
The last principle demands benevolent treatment of war prisoners.
les prisonniers

سجناء

The last principle demands benevolent treatment of war prisoners.
The last principle demands benevolent treatment of war prisoners.
The latter should not be threatened with death, death death
The latter should not be threatened with death, death death
Death

هوا الموت

starvation, or torture.

هاذوا الكلمات منعرفهمش

The latter should not be threatened with death, starvation, or torture.

اهه خلاص بلا منفهم كل كلمات عرفت الفكرة

قصدوا السجناء ملازمش يموتوا

Rather, they should be quarantined from the battle zone

وقيلا كلمة

Zone

كيما

En français
La zone

الساحة

until the war ends, at which point they should be exchanged for one's own prisoners of war.

until the war ends, at which point they should be exchanged for one's own prisoners of war.

نفس الشئ

اظن بلي مزال يحكي على وضعية السجناء بعد الحرب

يعني نفس الفكرة نتاع لي قبلها

نسطر عليهم في زوج باه نعرف بلي يهدروا على نفس الفكرة

بصح لازم نتأكد احسن

The latter should not be threatened with death, starvation, or torture.

Rather, they should be quarantined from the battle zone until the war ends, at which point they should be exchanged for one's own prisoners of war.

Until the war ends, at which point they should be exchanged for one's own prisoners of war.

Until the war ends, at which point they should be exchanged for one's own prisoners of war.

Until war ends

Prisoners

وضعية السجناء عند نهاية الحرب

هاني متأكد منها

أصلا السجناء يحدد مصيرهم عند نهاية الحرب اما يعاقبوهم و لا يطلقوا سراحهم

نكتبها و خلاص

Normalement

راني صحيحة

نكتب وضعية السجناء عند نهاية الحرب

هنا نحبس

على حساب مفهومي للفقرة الأولى الأفكار كانت بعضها مفهومة

فهمت تقريبا خمس جمل بصح باقي الجمل فهمتي غير علاش يهدروا مش بالتفصيل

في هذي الفقرة استعملت استراتجيات كيما الترجمة و قاني كتبن المعلومات لي فهمتهم خطراك نحتاجهم مباعد كي نعود نجاوب في الاسئلة

نروح دوك للفقرة الثانية نقراها

Rules for terminating war (jus post bellum, i.e., justice after war) regulate the ending of wars.

Rules for easing the transition from war to peace can help to ensure that the peace is fair, stable, and lasting.

Rules for terminating war

Rules for terminating war (jus post bellum)

عدالة *Justice*

لا لا منديرش كيما في الفقرة الاولى

كلمة بكلمة

نقرا كلشي احسن

Rules for terminating war (jus post bellum, i.e., justice after war) regulate the ending of wars.

يعني قواعد نهاية الحرب

(justice after war)

سما واش مكتوب بين قوسين هوا شرح برك

بصح نسطر عليه حتى و يكون شرح

Rules for easing the transition from war to peace can help to ensure that the peace is fair, stable, and lasting.

Rules for easing the transition from war to peace

من الحرب إلى السلم

من الحرب إلى السلم

ممكن يقصد التحول و لا التحرك من الحرب إلى السلم

خطراك قال من الحرب إلى السلم

Rules for easing the transition from war to peace

Rules for easing the transition from war to peace can help to ensure that the peace is fair, stable, and lasting.

Rules for easing the transition from war to peace

معليش نكتبها

قواعد التحول من الحرب إلى السلم

أي بمعنى كيف تساعد هذه القواعد على التحول من الحرب إلى السلم

هذا واش نحتاج نفهم كلمات برك مش شرط نفهم كلشي

However, only little international law has been devised to address it.

However, only little international law has been devised to address it.

Adresser Adresser

هاني جبدت كلمة

بشوية نعرف الفكرة

However, only little international law has been devised to address it.

القانون الدولي

One proposed rule is that the peace settlement should be reasonable and publicly proclaimed

One proposed rule is that the peace settlement should be reasonable and publicly proclaimed.

Rule

Peace settlement

Peace settlement

Peace settlement

Settlement

نسطر على هذي الكلمة

زعما قاعدة لحماية السلم

اظن ان كلمة

settlement

تعني حماية

One proposed rule is that the peace settlement should be reasonable and publicly proclaimed.

فهمتها ان هذه الجملة تقول اقتراح

Proposer

اقتراح قاعدة لحماية السلم

هكذا بانتلي

نكتبها خير مننساها

اقتراح قاعدة لحماية السلم العام

بصح تبانلي الفقرة الثانية لا تذكر أمثلة عن القواعد كيما الفقرة الاولى

The settlement should also secure the basic rights which had been violated and which had led to the justified war.

حماية السلم *Settlement*

Secure

الامن *Security security*

تبانلي كلمة

« secure »

راهي فعل خطراك جاية من الاسم

« security »

كي نحي

Ty

تولي فعل

Secure

زادلها غير

« E » finale

The settlement should also secure the basic rights which had been violated and which had led to the justified war.

The settlement should also secure the basic rights which had been violated and which had led to the justified war.

هنا هذا صح بيان مثال عن قواعد التحرك من الحرب إلى السلم

En fin

هاذا وين فهمت

مليح

الفقرة بدات تسهال

Before, securing such basic rights can evade any other probable war between the same states.

Before, securing such basic rights can evade any other probable war between the same states.

Securing
محتمل *Probable*
حرب محتملة
تأمين و لا حماية حقوق الإنسان
حرب محتملة بين دولتين
اواه لا لا لا مش صح
حماية حقوق الانسان
حرب محتملة بين دولتين
الفكرة بين حماية الحقوق و حرب محتملة مش باينة مليح
حماية حقوق الانسان
كيفاه حرب محتملة ؟

Before, securing such basic rights securing such basic right scan evade any other probable war between the same states

مفهمتش واش يقصد
نسطر عليها و خلاص

Additionally, the victor needs to discriminate between leaders, soldiers, and civilians since he/she should avoid sweeping sanctions that punish civilians.

Additionally, the victor needs to discriminate between leaders

Leaders, soldiers, and civilians

Leaders, soldiers, and civilians

The victor needs to discriminate between leaders, soldiers, and civilians since he/she should avoid sweeping sanctions that punish civilians

since he/she should avoid sweeping sanctions that punish civilians

احدد الكلمات الي فهمتهم
العسكريين*Soldiers*
القادة*Leaders*
المواطنين*Civilians*
المنتصر*Victor*

Furthermore, fair and public trials should be held for war crimes committed by leaders in particular, but also by soldiers.

Soldiers and leaders

جرائم الجنود و القادة
هاذا مفهمت

Furthermore, fair and public trials should be held for war crimes committed by leaders in particular, but also by soldiers.

واش قصدوا بالضبط عن جرائم القادة و العسكريين؟
زعما يقصد اعدام القادة و العسكريين لي داروا الجرائم؟

Furthermore, fair and public trials should be held for war crimes committed by leaders in particular, but also by soldiers.

Besides, appropriate punishment should be delivered, and any financial restitution mandates must be proportional and discriminated.

هاذي الكلمة نعرفها
Financial
مالي او تجاري
هنا راهي
Adjectif
بصح مفهمتش الجملة كامل

Besides, appropriate punishment should be delivered, and any financial restitution mandates must be must be must proportional and discriminated.

كاين واجب خطراك كلمة

« Must »
مستعملينها

Above all, rehabilitation of aggressive states is permissible

Police

Human rights education

Judicial

هاذوا الكلمات فهمتهم

نشوف الكلمات الي بقاولي مفهمتهمش

rehabilitation of aggressive states is permissible

الدول العنيفة

هذي صح نعرفها

Rehabilitation

نسطر على هذي الكلمة

Rehabilitation

و الدول العنيفة

كاين حاجة بين هاذوا الزوج كلمات

المهم يهدر على الدول العنيفة هنا

مليح هكذا نعرف كل جملة علاش تحكي

may involve disarmament, human rights education, police and judicial retraining, and structural transformations leading to a just society.

Police

هنا رجعنا لحقوق الإنسان

المهم الفكرة العامة خير من والو

Therefore, many emerged rules (both pre and post rules of war) within the just war traditiontradition

نسطر على كلمة

tradition

Therefore, many emerged rules (both pre and post rules of war) within the just war tradition have been codified into specific international agreements and laws,
like The United Nations Charter and The Hague and Geneva Conventions.

الاتفاقيات *Conventions*

هاذي اخر جملة

الفقرة هاذي فهمتها كيما الاولى

الان لازم عليا نلخص الافكار لي فهمتهم

على الاقل اهم الافكار باه كي ندخل للاسئلة يكون عندي

Bagage

Donc

واش فهمت انا

عرف بلي نهاية الحروب عندها ثاني قواعد كيما بداية الحروب

و القواعد هذي كاين منها بزاف

القواعد لي ذكروها هنا هي

التحرك من الحرب إلى السلم للحفاظ على امن الدولة

و كاين قواعد تخص الدول العنيفة

و اخر قاعدة هي الحفاظ على حقوق الإنسان

و حكى ثاني على الاتفاقيات مع الأخير

في الفقرة الثانية ديما لازم نترجم الكلمات و حاولت نفهم العلاقة بين الكلمات لي نترجمهم باه نخرج الفكرة

Appendix H:
ANALYSIS OF STUDENTS' ANSWERS

Student A

Question	Answer	Analysis
1- What is the topic of this passage? **a.** The constitution of the United States. **b.** The constitution of Great Britain **c.** Constitutions in general **d.** both (a) and (b) **e.** Constitutions and governments	(e) R.A:(c)	Student A could not understand the question at the beginning. When he read the options, student A recognized automatically that the aim of the question was to find the appropriate title of the text. This student did not some cognitive strategies (e.g., formulating a hypothesis) to find solutions for problems which he faced. Concerning the answer student A provided, it seemed that he did not try to make a link between the title and the content of the text. He chose the last option simply because both words *governments* and *constitution* were repeated several times in the text. He viewed that the focus was on both *constitution* and *governments*.
2- **What is the topic sentence of this passage?** **a.** The U.S has a written constitution **b.** The constitution must have citizens' support **c.** A constitution is considered as the vital and absolute law of a particular society. **d.** The constitution of the U.S is the oldest in the world. **e.** All are correct.	(e) R.A (c)	Student A was not able to understand what is meant by *the topic sentence*. This meant that he did not know the different parts of a particular text. In addition, he could not differentiate between *a main topic* (a word or phrase) and *a topic sentence* (sentence). He was unable to distinguish between the structures of a sentence and phrase.
3- **What is the main purpose of a constitution?** **a.** To declare freedom of humans **b.** To determine the powers of the government. **c.** To give equal voting rights. **d.** To define people's relationship. **e.** Both (b) and (d)	(f) R.A (e)	Student A intended to look for the meaning of each word rather than having the general idea of a particular sentence .Therefore, he kept translating the sentence word by word. That is to say, he was looking at the sentence as some isolated words and rather than a group of words linked together to provide one main idea. Student A was not able to avoid unknown words which he faced when reading the options in the text. This might indicate his low level in vocabulary. Concerning the answer he provided, student A confirmed that most of the options were stated in the text. Therefore, he chose the last option *(all are correct)*.Student A faced a problem in understanding the word *purpose*. Consequently, he could not understand the aim of the question. This indicated student's low level in vocabulary. He tried to see if the

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f. All are correct.		word *purpose* existed in French (*translation*). Due to his failure to understand the word *purpose*, he went directly to the options. He used the strategy of locating information in the text. As a result, he chose the last option as a solution to include all answers.
4. How can a constitution be effective in a particular society? a. it must be partly written and partly unwritten b. it must be wholly written c. it must be supported by all citizens d. it must be supported by the governments	(c) R.A (c)	Student A was not able to understand the question at first. As result, he repeated the question and translated the key words (from English into French). He realized then the aim of the question. Student A went directly to the text. He started looking for the options in the text. He neglected both first options. According to his prior knowledge as well as to what he found in the text, student A chose answer (c).
5. What is the concluding sentence of this passage? **a.** The U.S has a written constitution **b.** The constitution of the U.S differs from the constitution of G.B **c.** The constitution must gain all the citizens' support in order to be effective **d.** Each country must have a constitution since it draws the basic rules and guidelines	(d) R.A (d)	Student A was able to understand the aim of the question. He was also aware that the concluding sentence usually comes at the end of the text. The only problem he faced was to understand the options. Thus, student A read all options several time but did not try to read what was written at the end of the text in order to find the right answer (despite that he knew where usually the concluding sentence takes place). The answer he chose was based on no reason.
6. It is the oldest living written constitution in the world. It refers to: **a.** The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France **d.** The constitution of Thailand	(a) R.A (b)	According to the answer he chose, it seemed that this student was unable to determine the anaphoric and cataphoric references found in a particular English text. Therefore, the level of text comprehension was not reached and the answer that was provided was not correct. That is to say, students might have some difficulties in identifying the references of different pronouns found in a particular text (backward or forward). This problem might affect students' understanding of the text.

	b	
7. "**This whole printed constitution** determines the rules of governments" the phrase " this whole printed constitution" refers to **a.** The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France **d.** The constitution of Thailand	R . A (b)	Student A was able to recognize the right reference of the phrase provided. His answer was based on the fact that the text talked about *the constitution of the U.S.* In other words, he did not try to move backward in order to realize logically the reference of the phrase "*This whole printed constitution*".
8. **Give an expression from the text that refers to:** - Example for example - Cause because - Result ……………….. - Addition ……………….. - Explanation ………………..	2 correct answers	According to the answers provided, student A seemed to be aware of some expressions used to express examples and reasons. He did not know which expressions could be used to provide results, additions, and explanations.

9. *The U.S has a written constitution (unlike the constitution of Great Britain). The underlined phrase is marker of :*
    a. Definition
    b. Example
    c. Similar meaning
    d. Contrast
	(a)
	
	R.A (d)
		Two main problems were noticed when trying to answer this question. First, it seemed that student A did not know the different cohesive devices used to link between ideas and make a text cohesive. Second, the wrong answer he provided was due to the use of L1 knolwdge. In other words, he viewed that expressions provided between brackest susually define particular concepts in the text.

10. *The current text is:*
    a. Argumentative
    b. Descriptive
    c. Informative
    d. Comparative
    e. Narrative
    f. Expository
    g. Prescriptive
	(b)
	
	R.A (c)
		Student A did not know the different genres ofound in English texts and what features characterize them (i.e., lack of knowledge in discourse competence). The answer he provided indicated that he was not able to differentiate between *descriptive* and *informative* texts.

11. A constitution is: **a.** The fundamental law **b.** The unnecessary law **c.** Needless rules **d.** All are correct	(b) R.A (a)	The answer of student A in this question indicated that he could not determine the synonyms and antonyms of certain words. He might have low level in vocabulary. As well as, in an attempt to find the correct answer, student A was comparing the adjectives (*fundamental, unnecessary, and needless* with *essential* and *supreme* in the text). He did not try to guess the meaning of the adjective in the sentence.

12. What each person is <u>permitted</u> to expect from the others: the underlined word means:
    a. Restricted
    b. Allowed
    c. Limited
    d. Controlled
	(c)
	
	R.A (b)
		Again, student A intended to look at the word *permitted* in isolation; he did not try to guess the meaning of this word from its location in the sentence. He tried to make a hypothesis (*comparing between the forms of words*) without using his linguistic knowledge. This might be attributed to his low level in semantics.

13. "Constitution", the prefix 'Con' means
    a. Before
    b. Together
    c. Against
    d. Again
	(a)
	
	R.A (b)
		Student A did not know what the word *prefix* means (i.e., a problem in morphology). Hence, He repeated the word *prefix* several times to understand it. At final, he decided to choose the option which he knew without using any strategy like understanding the question from the options provided.

14. Precedents: the prefix 'pre' means …….and the root 'cede' means…….
    a. After, move
    b. Between, yield
    c. Before, go
    d. Back, carry
    e. All are correct
	No answer	No answer was provided. This indicated that student A did not know how to divide a particular word into *prefix, suffix, and root* (i.e., a morphological problem).

15. These rules matter: the word "matter" in this sentence functions as:
    a- Noun
    b- Adjective
    c- Verb
    d- Adverb
    e- preposition
	(b)
	
	R.A (c)
		Student A kept using his L1 grammatical knowledge when dealing with the forign language. That is to say, he viewed that both Arabic and English sentences share the same grammatical structures (S.V.O / V.S.O). As well as, he did not know what both *preposition* and *adverb* mean (i.e.,lack of syntactic knowledge).

Student B

Question	Answer	Analysis
1- *What is the topic of this passage?* **a.** The constitution of the U.S **b.** The constitution of G.B **c.** Constitution in general **d.** Both (a) and (b) **e.** Constitutions and governments	(d) R.A (c)	Student B chose an incorrect answer (d) because he relied on strategies like locating information in the text without using his vocabulary. He thought that the text was talking about *constitution of both U.S and G.B* simply because both two countries were mentioned in the text.
2- *What is the topic sentence of this passage?* **a.** The U.S has a written constitution **b.** The constitution must have citizens' support **c.** A constitution is considered as the vital and absolute law of a particular society. **d.** The constitution of the U.S is the oldest in the world. **e.** All are correct.	(a) R.A (c)	Student B did not know what is meant by *the topic sentence* (i.e., lack of knowledge in discourse competence). Therefore, he did not read the choices. He directly read the question and chose the first option (a) that was provided.
3- *What is the main purpose of a constitution?* a. To declare freedom of humans b. To determine the powers of the government c. To give equal voting rights d. To define people's relationship e. Both (b) and (d) f. All are correct.	(d) R.A (e)	This student went directly to the use of his strategies without trying to use his vocabulary to understand the question of the options. He intended to read the choices without completing the whole sentence (only the first sentences). He looked for the words in the text. He chose option (d) because all option's words were stated in the text
4- How can a constitution be effective in a particular society? a. it must be partly written and partly unwritten b. it must be wholly written c. it must be supported by all citizens d. it must be supported by the	(a) R.A (c)	Student B was able to understand the question. He read all options provided. He could not understand them. Thus, he relied on the text, i.e., he intended to locate the choices in the text. Once he found the first option in the text, he chose it.

governments		
5. What is the concluding sentence of this passage? **a.** The U.S has a written constitution **b.** The constitution of the U.S differs from the constitution of G.B **c.** The constitution must gain all the citizens' support in order to be effective **d.** Each country must have a constitution since it draws the basic rules and guidelines	b R.A (d)	Student B thought that *the concluding sentence* referred to *the summarizing idea* of the text. Thus, he chose answer (b). He viewed that the global idea focused on the differences between the *constitutions of the U.S and G.B*
6. It is the oldest living written constitution in the world. It refers to: **a.** The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France **d.** The constitution of Thailand	(b) R.A (b)	Student B could not understand the question at first. He realized then that the focus of this question was on the pronoun *"it"*. He chose the *constitution of the U.S* simply because it was mentioned in the text. He intended to move back in order to discover what the pronoun *"it"* referred to. He was confused between options (a) and (b). Student B used his prior knowledge to confirm his answer (*Constitution of U.S*)He viewed that what was stated between brackets was not necessary. Thus, the pronoun *"it"* referred to what was stated out of the brackets (*constitution of U.S*).
7. "**This whole printed constitution** determines the rules of governments" the phrase " this whole printed constitution" refers to **a.** The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France **d.** The constitution of Thailand	G.B R.A (U.S)	As a result of the efforts made when answering the previous question, student B emphasized in the current question that the phrase provided referred to *the constitution of the U.S*. The answer he chose was confirmed by using his prior knowledge in the previous question.

8. Give an expression from the text that refers to: - Example for example - Cause because - Result thus - Addition ………………….. - Explanation ………………….	03 correct answers	Student B provided three expressions which can be used to express *examples, reasons, and results*. The only problem he faced was his inability to give expressions used to add information and explain ideas.

9. *The U.S has a written constitution (unlike the constitution of Great Britain). The underlined phrase is marker of :*
  a. Definition
  b. Example
  c. Similar meaning
  d. Contrast
	(b)
	
	R.A (d)
		Student B read the question twice simply because he tried to understand its main objective. He found difficulty at first in understanding what is meant by the word *marker*. He realized from the choices provided the objective of the question (i.e., guessing). He understood the aim but he chose directly the answer without any explanation. This might be attributed to his insufficient knowledge of cohesive ties and vocabulary.

10. *The current text is:*
  a. Argumentative
  b. Descriptive
  c. Informative
  d. Comparative
  e. Narrative
  f. Expository
  g. Prescriptive
	C
	
	R.A(c)
		Student B analyzed the choices first. He used translation some words from English into French in order to understand some of the choices, but he did not state the features of each genre. His chosen answer was based on no reason. Student B did not know also what the other genres refer to such as *expository* and *prescriptive*.

11. A constitution is:
  a. The fundamental law
  b. The unnecessary law
  c. Needless rules
  d. All are correct
	(a)
	
	R.A (a)
		In an attempt to answer this current question, this student used the text directly in order to look for the answer. He viewed that the answer had to contain the word *law* simply because it was stated in the text (i.e., formulating hypothesis). He chose the first option (a) based on a linguistic justification (both words *fundamental* and *essential* share the same ending). This might be attributed to both his insufficient knowledge in morphology and the inappropriate use of his strategic competence.

12. What each person is **permitted** to expect from the others: the underlined word means:
    a. Restricted
    b. Allowed
    c. Limited
    d. Controlled
	(a)
	
	R.A (b)
		Student B used *translation* in order to understand what was meant by the verb *permit*. He compared the word *permitted* with the other options to see whether they look similar in their pronunciation. He eliminated the word *controlled* based on the use of translation. He ignored also the verb *limit*. Two options were left. Student B chose the first option without any justification. He succeeded in explaining the verb permit. The problem was in finding its synonym. The student's incorrect answer was attributed to his low level in semantics (synonyms and antonyms).

13. "Constitution", the prefix 'Con' means
    a. Before
    b. Together
    c. Against
    d. Again
	(a)
	
	R.A (b)
		In an attempt to answer this question, student B faced difficulty in understanding the word *prefix*. What was interesting is that the student used a particular word found in French which contains the same first part of the word *prefix* (*pre* : a French word: *pre-soutenance*). Thus, he concluded that the prefix ***pre*** means the first part of the word. Consequently, he kept pronouncing the prefix *Con* with each choice. Student B was trying to compare the prefix *con* with the options provided. He chose the wrong answer because he does not know what the prefix *Con* refers to.

14. Precedents: the prefix **'pre'** means …….and the root **'cede'** means…….
    a. After, move
    b. Between, yield
    c. Before, go
    d. Back, carry
    e. All are correct
	(c)
	
	R.A (c)
		Student B read the question then he started eliminating the wrong answers (like all are correct) because he was well convinced that all options provided were not similar. Then, he confirmed that the prefix **pre** does not mean after (this hypothesis was proven through the use of translation: the word pre= pre-soutenance). Three choices were left (b ,c and d). He viewed that the prefix **pre** means either before or back. His final answer (c) was provided without any justification.

15. These rules matter: the word "matter" in this sentence functions as:
    a. Noun
    b. Adjective
    c. Verb
    d. Adverb
    e. preposition
	(a)
	
	R.A (c)
		The student chose the first option based on no idea. This was definitely attributed to the inadequate use of his linguistic knowledge (structural level).

Student C

Questions	Answer	Analysis
1- What is the topic of this passage? **a.** The constitution of the U.S **b.** The constitution of G.B **c.** Constitution in general **d.** Both (a) and (b) **e.** Constitutions and governments	(c) R.A(c)	Student C was able to understand the main topic of the text. He viewed that the text did not talk about the *constitution of U.S and G.B* but rather about the *constitution in general*. The student's ability to determine the main topic might be attributed to his reading and reflection on the title before and during the reading process. Above all, he knew what is meant by the word topic.
2- What is the topic sentence of this passage? **a.** The U.S has a written constitution **b.** The constitution must have citizens' support **c.** A constitution is considered as the vital and absolute law of a particular society. **d.** The constitution of the U.S is the oldest in the world. **e.** All are correct.	(e) R.A (c)	Student C chose the last option *(all are correct)* simply because he could not understand both the question and the choices provided. Although he knew what is meant by the word *topic*, student C could not conclude what is meant by *the topic sentence*. He did not know the different parts of a written discourse and their location. He was also unable to comprehend the options because of his low level in vocabulary and his inadequate strategies which were used during the reading process. According to the verbal protocol, student C did not use any strategy to understand the choices. His incorrect answer (e) might affirm that the student did not summarize the text after his reading (insufficient strategies).
3- What is the main purpose of a constitution? **a.** To declare freedom of humans **b.** To determine the powers of the government **c.** To give equal voting rights **d.** To define people's relationship **e.** Both (b) and (d) **f.** All are correct.	(f) R.A (e)	The student chose the last option simply because he did not understand the choices provided. The answer that was provided indicated that student C could not comprehend the text (particularly the main functions of a constitution-the core of the text-). This incorrect answer might be attributed to the inadequate use of strategies used before, while, and after the reading process (e.g. reading the text only one time, summarizing each passage) and low level in vocabulary.

4- **How can a constitution be effective in a particular society?** a. it must be partly written and partly unwritten b. it must be wholly written c. it must be supported by all citizens d. it must be supported by the governments	(a) R.A (c)	Student C read the question with the options, then he indicated his failure to understand the options. He directly used the text. The answer he chose was stated in the text. Once student C found the first option in the text, he directly chose it.
5- **What is the concluding sentence of this passage?** a. The U.S has a written constitution b. The constitution of the U.S differs from the constitution of G.B c. The constitution must gain all the citizens' support in order to be effective d. Each country must have a constitution since it draws the basic rules and guidelines	(d) R.A (d)	Student C was able to understand the question. He was aware also that the concluding sentence comes usually at the end of the text. He found that all options (a, b, and c) were clearly stated in the text. Student C assumed that the last option (d) looked somehow like the last sentence from the text. Thus, he chose it.
6- ***It* is the oldest living written constitution in the world. It refers to:** a. The constitution of G.B b. The constitution of the U.S c. The constitution of France d. The constitution of Thailand	(a) R.A (b)	Student C was confused between both answers *(a)* and *(b)*. He was sure that both options *(c and d)* were not correct simply because words like *France* and *Thailand* were not mentioned in the text. The problem he faced was in choosing (a) or (b). Student C chose (a) without any prior analysis. This might indicate that most of the students did not know the cataphoric and anaphoric relations in a particular English text.
7- "**This whole printed constitution** determines the rules of governments" the phrase " this whole printed constitution" refers to a. The constitution of G.B b. The constitution of the U.S c. The constitution of France d. The constitution of Thailand	(b) R.A (b)	Again, student C chose answer (b) without any prior justification. He thought that the pronoun *"it"* referred to *the constitution of G.B* and the phrase provided in this question had to refer to the *constitution of the U.S*, i.e.e, he thought that the two questions did not have to provide the same answer.

8- Give an expression from the text that refers to: - Example for example - Cause because - Result ………… - Addition ………… - Explanation …………	02 correct answers	Like student A, this one was not aware of the different expressions used to give *results, additions, and explanations.* Student C was able to provide expressions which can be used to state only *examples* and *reasons.*
9- The U.S has a written constitution (<u>unlike the constitution of Great Britain</u>). The underlined phrase is marker of : **a.** Definition **b.** Example **c.** Similar meaning **d.** Contrast	(a) R.A (d)	Student C did not know what was meant by the word *contrast*. His incorrect answer was attributed to the use of his L1. He thought that what is usually provided between brackets is a definition of a particular word. Therefore, he chose the first answer. It seemed also that this student was not aware of the different cohesive devices used in a particular discourse.
10- The current text is: **a.** Argumentative **b.** Descriptive **c.** Informative **d.** Comparative **e.** Narrative **f.** Expository **g.** Prescriptive	(c) R.A (c)	The student chose answer(c) because he knew only three genres of texts (*descriptive, informative, and comparative*). He did not exploit the text to see what features confirm his choice. Above all, this student did not know the other different genres of English texts and what features characterize them.
11- A constitution is: **a.** The fundamental law **b.** The unnecessary law **c.** The needles rules **d.** All are correct	(a) R.A (a)	In an attempt to answer this question, this student faced difficulty in understanding the words *essential* and *supreme* (in the text). Like student B, this one chose answer (a) based on a linguistic justification (both words fundamental and essential have the same ending). This justification reflected student's lack of knowledge in both semantics and morphology.
12- What each person is <u>permitted</u> to expect from the others: the underlined word means: **a.** Restricted **b.** Allowed **c.** Limited **d.** Controlled	(c) R.A (b)	According to the student's verbal protocol, he could not determine the synonym of the word *permitted* due to his low level in semantics. What was noticed also is that this student tried to compare the word *permitted* with the options provided. This meant that he was looking at the word *permitted* in isolation. He did not try to read the whole sentence in order to guess what the word *permitted* meant in that context.

13. **"Constitution", the prefix 'Con' means** **a.** Before **b.** Together **c.** Against **d.** Again	(b) R.A (b)	Student C faced a problem in understanding the word *prefix* (lack of knowledge in morphology). Therefore, he repeated the question several times. As a result, student C recognized that the word *prefix* referred to the first part which was written between brackets and in bold. All options provided were clear for him. His final answer (b) was based on his prior knowledge (in political sciences) because they have already defined the term *constitution*. They have studied that a constitution must be built and accepted by the whole country (i.e., *together*).
14. **Precedents: the prefix 'pre' means …….and the root 'cede' means…….** a. After, move b. Between, yield c. Before, go d. Back, carry e. All are correct	(a) R.A (c)	In this question, student C did not find any problem with the word *prefix* because he discovered its meaning in the previous question. The only problem was understading the word *root*. It seemed that most of the students did not know how words can be divided into affixes and root. Therefore, they did not use this information to decode words components during the reading process (i.e., Lack of knowledge in morphology). He chose the first answer (a) based on no reason. That is to say, student C was unable to understand what was meant by the word *precedent*. Also, he did not try to guess its meaning from its context.
15. **These rules matter: the word "matter" in this sentence functions as:** **a.** Noun **b.** Adjective **c.** Verb **d.** Adverb **e.** preposition	(b) R.A (c)	According to the answer student C provided, he also thought that both Arabic and English sentences share the same grammatical structures. Therefore, he chose answer (*b*, i.e., *adjective)*. Most of the students were unaware of the different English parts of speech in and how they differ from the first language.

Student D

Questions	Answer	Analysis
1- What is the topic of this passage? **a.** The constitution of the U.S **b.** The constitution of G.B **c.** Constitution in general **d.** Both (a) and (b) **e.** Constitutions and governments	(d) R.A (c)	The answer student D provided in the first question was wrong. He viewed that the text was talking about the constitution of both U.S and G.B. He chose a wrong answer simply because he did not read the title. If he read the title before the text, he would discover that the main topic is constitution in general.
2- What is the topic sentence of this passage? **a.** The U.S has a written constitution **b.** The constitution must have citizens' support **c.** A constitution is considered as the vital and absolute law of a particular society. **d.** The constitution of the U.S is the oldest in the world. **e.** All are correct.	(a) R.A (c)	The student does not know what is meant by the topic sentence. This means that he is not aware of the different components of a particular paragraph or a written discourse. To overcome such occurred problem, student D intended to look for the options in the text. Therefore, he chose the first option he found in the text without thinking about the other options. His ignorance to the other choices indicates that he was not able to analyze and compare between the options provided.
3- What is the main purpose of a constitution? **a.** To declare freedom of humans **b.** To determine the powers of the government **c.** To give equal voting rights **d.** To define people's relationship **e.** Both (b) and (d) **f.** All are correct.	(f) R.A (e)	Student D used translation (from English into French) in order to understand the choices. Only the first two choices were understood. What was noticed in the protocol is that the student answered this current question without confirming his choice in the text. Once the student translated and understood both first choices, he viewed that these options are logically correct (a + b). The problem is that student D answered the question depending on his knowledge with the ignorance of what was and was not particularly mentioned in the text. Since student D did not take the text into account when answering this question, it means that he could not comprehend what was exactly stated in the text.

4- **How can a constitution be effective in a particular society?** **a.** it must be partly written and partly unwritten **b.** it must be wholly written **c.** it must be supported by all citizens **d.** it must be supported by the governments	(c) R.A (c)	Student D intended to look for the words provided in the choices in the text without trying to understand the question and its options. This indicates either student's low level in English or his over reliance on the text (over use of strategies). Student D ignored the first two choices despite they are stated in the text. This ignorance is based on the assumption that both first options are not stated near to the words found in the question (words like effective, constitution, and society). Thus, he was well convinced that the right answer is option (c) since it is stated closely to the words effective and constitution.
5- **What is the concluding sentence of this passage?** **a.** The U.S has a written constitution **b.** The constitution of the U.S differs from the constitution of G.B **c.** The constitution must gain all the citizens' support in order to be effective **d.** Each country must have a constitution since it draws the basic rules and guidelines	(d) R.A (d)	Student D again relied on locating information in the text without making efforts to understand the options. He was able to understand the question. He is aware of the fact that any concluding sentence is usually stated at the end of the text. His provided answer was based on no reason.
6- ***It* is the oldest living written constitution in the world. It refers to:** **a.** The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France **d.** The constitution of Thailand	(a) R.A (b)	According to the answer student D provided in this question, it seems that he is not able to determine the different anaphoric and cataphoric references.
7- "**This whole printed constitution** determines the rules of governments" the phrase " this whole printed constitution" refers to **a.** The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France **d.** The constitution of Thailand	(b) R.A (b)	Student D thought that the answer of this question must be different from the answer of the previous question. He viewed that the text talks about both the constitutions of U.S and G.B. Thus, he chose the second answer without looking to the reference in the text.

8- Give an expression from the text that refers to: - Example for example - Cause because - Result ……………….. - Addition ……………….. - Explanation ………………	02 correct answers	According to the answers provided, student C seems to have a difficulty also in recognizing expressions which provide results, additions, and explanations.
9- **The U.S has a written constitution (<u>unlike the constitution of Great Britain</u>). The underlined phrase is marker of :** **a.** Definition **b.** Example **c.** Similar meaning **d.** Contrast	(b) R.A (d)	Like the other students, student D was trying to generalize what he has studied in his first language. Most of the students are not aware of the cohesive devices used to express examples, results, definitions, and contrasts in a particular discourse.
10- The current text is: **a.** Argumentative **b.** Descriptive **c.** Informative **d.** Comparative **e.** Narrative **f.** Expository **g.** Prescriptive	(b) R.A (c)	Like the other students, this one does not know also the different genres of texts and what features characterize them (lack of knowledge in discourse).
11- **A constitution is:** **a.** The fundamental law **b.** The unnecessary law **c.** The needless rules **d.** All are correct	(d) R.A (a)	The option student D chose in this question indicates that he lacks knowledge in both morphology (affixes and root) and semantics (synonyms and antonyms). He faced a difficulty in understanding words like essential supreme, fundamental and unnecessary. Student D chose (d/ all are correct) despite that the word essential (necessary) which is the antonym of the word unnecessary was stated in the first line in the text. This means that the student could not decode the components of the word unnecessary in order to discover its meaning

12- What each person is <u>permitted</u> to expect from the others: the underlined word means: **a.** Restricted **b.** Allowed **c.** Limited **d.** Controlled	(b) R.A (b)	Student D used a very interesting strategy to answer this current question. He tried to replace the word permitted by one of the options and read the whole sentence to see whether it looks correct or not. He intended to make a hypothesis each time and based on the phonological and semantic levels, he decided whether the choice used is correct.
13- "Constitution", the prefix 'Con' means **a.** Before **b.** Together **c.** Against **d.** Again	No answer R.A (b)	No answer was provided simply because the student does not know what is meant by the word prefix. He does not know the affixes and root.
14- Precedents: the prefix 'pre' means …….and the root 'cede' means……. **a.** After, move **b.** Between, yield **c.** Before, go **d.** Back, carry **e.** All are correct	No answer R.A (c)	Student D repeated the word prefix twice because he could not understand it. The same problem occurred; he could not understand what is meant by the word prefix and even root. He did not try at least to understand their functions from the example provided (Pre and Cede). No answer was provided.
15- These rules matter: the word "matter" in this sentence functions as: **a.** Noun **b.** Adjective **c.** Verb **d.** Adverb **e.** Preposition	(b) R.A (c)	The student intended to apply things found in his first language in English too. He viewed that the Arabic structure of particular sentence looks the same as the one in English (V.S.O Vs S.V.O). Therefore, his answer was wrong. It seems also that this current student is unaware of the different parts of speech like preposition.

Student E

Questions	Answer	Analysis
1- What is the topic of this passage? **a.** The constitution of the U.S **b.** The constitution of G.B **c.** Constitution in general **d.** Both (a) and (b) **e.** Constitutions and governments	(d) R.A (c)	This current student does not know also what is meant by the word topic. Students are not aware of the different parts of a particular paragraph. The answer he proposed was based on the idea that both constitutions of G.B and U.S are mentioned in the text provided. He chose the wrong answer because he did not try to link between the title and the text he read.
2- What is the topic sentence of this passage? **a.** The U.S has a written constitution **b.** The constitution must have citizens' support **c.** A constitution is considered as the vital and absolute law of a particular society. **d.** The constitution of the U.S is the oldest in the world. **e.** All are correct.	(a) R.A (c)	Again, student E faced the word topic. He kept asking questions to understand things which were not clear. Finally, he concluded that the aim of the question was to find a general idea to the text provided. That conclusion was based on the observation he made (all the choices were provided in form of sentences). He chose the answer that was mentioned in the text. He relied on locating information in the text rather than trying to explain and summarize the text. If the student was aware of the different parts of a text and their location (topic sentence), he would determine the right answer.
3- What is the main purpose of a constitution? **a.** To declare freedom of humans **b.** To determine the powers of the government **c.** To give equal voting rights **d.** To define people's relationship **e.** Both (b) and (d) **f.** All are correct.	(a) R.A (e)	No analytical effort was made to answer the current question. Student E read the question with the choices then he directly chose one of the optionswithout exploiting the text or comparing the choices.

4- How can a constitution be effective in a particular society? **a.** it must be partly written and partly unwritten **b.** it must be wholly written **c.** it must be supported by all citizens **d.** it must be supported by the governments	(c) R.A (c)	Student E was able to understand the question because of the main words effective, constitution, and society. The answer he provided was based on both what is stated in the text in addition to his prior knowledge. Student E relied on looking for information in the text where he found both words effective and citizens. He hypothesized that answer (c) must be the right answer. His hypothesis was confirmed through the use of his prior knowledge.
5- What is the concluding sentence of this passage? **a.** The U.S has a written constitution **b.** The constitution of the U.S differs from the constitution of G.B **c.** The constitution must gain all the citizens' support in order to be effective **d.** Each country must have a constitution since it draws the basic rules and guidelines	(a) R.A (d)	Student E was able to understand the question. He thought that the concluding sentence must address the constitution of the U.S since the last was repeated many times in the text.
6- *It* is the oldest living written constitution in the world. It refers to: **a.** The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France **d.** The constitution of Thailand	(a) R.A (b)	Student E repeated the question several times as an attempt to understand it. As a result of asking questions, the student realized the aim of the question. With the use of the text, student E chose answer (a). He thought that the pronoun it refers to Great Britain.
7- "This whole printed constitution determines the rules of governments" the phrase " this whole printed constitution" refers to **a.** The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France **d.** The constitution of Thailand	(a) R.A (b)	Student A found a difficulty at the begging when answering this question. Then, he realized that this question carries the same objective of the previous one. The only difference is the phrase provided instead of a pronoun. Concerning the answer he chose, student E insisted that the phrase provided refers also to the constitution of G.B.

8- **Give an expression from the text that refers to:** - Example for example - Cause because - Result …………… - Addition …………… - Explanation …………… 	02 correct answers	Like the other students, this one is able to give only expressions which can be used to provide examples and reasons.
9- The U.S has a written constitution (<u>unlike the constitution of Great Britain</u>). The underlined phrase is marker of : **a.** Definition **b.** Example **c.** Similar meaning **d.** Contrast	(b) R.A (d)	From the answer student E chose, it seems that he does not know the cohesive devices which are used to express example, definition, contrast, reason, results…etc.
10- The current text is: **a.** Argumentative **b.** Descriptive **c.** Informative **d.** Comparative **e.** Narrative **f.** Expository **g.** Prescriptive	(c) R.A (c)	Most of the students do not know the different genres of a text. Only three genres are known by this student (argumentative, descriptive, and informative). To answer the question, the student stated the features of each genre first (no argument…). He repeated the word comparative several times to remember its meaning. Student E viewed that the text is informative simply because it gives information about the constitution.
11- A constitution is: **a.** The fundamental law **b.** The unnecessary law **c.** The needless rules **d.** All are correct	(a) R.A (a)	The student relied on the text when answering this question. He translated both words fundamental and essential (from English into French) He tried to compare between words found in the options and others found in the text. Therefore, he chose the right answer.
12- What each person is **permitted** to expect from the others: the underlined word means: **a.** Restricted **b.** Allowed **c.** Limited **d.** Controlled	(a) R.A (b)	While trying to answer this question, the student used the same strategy student C exploited. He was comparing the word permitted with the ones provided in the choices to see which one looks the same as the word permitted. This used strategy indicates that the student looks at the sentence as some isolated words rather than as a group of words

		linked together to carry a meaning.

13- "Constitution", the prefix 'Con' means
  a. Before
  b. Together
  c. Against
  d. Again
	No answer
	
	R.A (b)
		The student does not know what is meant by prefix. He asked questions as an attempt to understand the term prefix. Then, he realized that the aim of the question is to find the meaning of the first part from the word constitution. He ignored answering the question simply because he does not know what is meant by the prefix Con.

14- Precedents: the prefix 'pre' means …….and the root 'cede' means…….
  a. After, move
  b. Between, yield
  c. Before, go
  d. Back, carry
  e. All are correct
	No answer
	
	R.A (c)
		Student E ignored the question because he could not understand what is meant by Pre and Cede (prefix and root).

15- These rules matter: the word "matter" in this sentence functions as:
  a. Noun
  b. Adjective
  c. Verb
  d. Adverb
  e. Preposition
	(b)
	
	R.A (c)
		In an attempt to answer this question, student E was trying to form the past simple and gerund of the word matter to see if it is a verb. He viewed that the word rules is a verb because it contains the final "s" which indicates the tense of the present simple. He does not know what is meant by preposition.He concluded that the word matter functions as an adjective.

Student F

Question	Answer	Analysis
1- What is the topic of this passage? **a.** The constitution of the U.S **b.** The constitution of G.B **c.** Constitution in general **d.** Both (a) and (b) **e.** Constitutions and governments	(c) R.A (c)	When trying to answer the first question, student F used some strategies.He faced a difficulty in understanding what is meant by the word topic. Later, after the analysis of the options, he realized the aim of the question (title). This student was confused between the two choices (c and e). Student F viewed that the last choice was stated many times in the text. Thus, he chose (e). His wrong answer can be attributed to his ignorance of the title.

		Student F made a very interesting analysis between the choices in order to discover the main idea. Like in the previous question, he faced a problem when trying to understand the expression topic sentence. Student F succeeded in choosing the right answer. He viewed that the main idea must talk about the constitution and governments. After reading the choices, he viewed that only option (c) which talks about the constitution in general since the title confirms that. Therefore, he eliminated all choices a, b, and e. He tried to understand the difference between both choices b and c . After, he realized depending on the text that option c looks like the first sentence that was stated in the text. In other word, he formulated and confirmed a hypothesis (the main idea is usually presented at the beginning or the end).
2- What is the topic sentence of this passage? **a.** The U.S has a written constitution **b.** The constitution must have citizens' support **c.** A constitution is considered as the vital and absolute law of a particular society. **d.** The constitution of the U.S is the oldest in the world. **e.** All are correct.	(c) R.A (c)	
3- What is the main purpose of a constitution? **a.** To declare freedom of humans **b.** To determine the powers of the government **c.** To give equal voting rights **d.** To define people's relationship **e.** Both (b) and (d) **f.** All are correct.	(f) R.A (e)	Student F translated some words to understand the choices. He faced a difficulty in determining the difference between the words define and refine. He chose the final answer (all are correct) simply because he insured that all options (b), (d), and (e) are correct and stated in the text.
4- How can a constitution be effective in a particular society? **a.** it must be partly written and partly unwritten **b.** it must be wholly written **c.** it must be supported by all citizens **d.** it must be supported by the governments	(c) R.A (c)	Student F faced a difficulty in understanding the choices at first. Thus, he relied on locating information in the text. When using the text, student F started translating and explaining each word found in the choices. He viewed that both choices (a) and (b) do not suit his prior knowledge. He was well convinced that any country can have a constitution which has not been written yet. Once he arrived at the third option (c) and confirmed that it suits his knowledge, he chose it.

5- **What is the concluding sentence of this passage?** **a.** The U.S has a written constitution **b.** The constitution of the U.S differs from the constitution of G.B **c.** The constitution must gain all the citizens' support in order to be effective **d.** Each country must have a constitution since it draws the basic rules and guidelines	(c) R. a (d)	As a result of the previous question, student F and without exploiting the text viewed that the concluding idea of the whole text must address the point that talks about the way a constitution can be effective.
6- *It* is the oldest living written constitution in the world. **It** refers to: **a.** The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France **d.** The constitution of Thailand	(a) R.A (b)	In an attempt to answer this question, student F realized that the focus is on the pronoun it. He concluded then that he was asked to find the reference of the pronoun It. He viewed that he needed to move back in order to discover the reference. He was confused between both choices (a) and (b). Unfortunately, he chose the first answer because it was the first reference he found when he moved back.
7- "**This whole printed constitution** determines the rules of governments" the phrase " this whole printed constitution" refers to **a.** The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France **d.** The constitution of Thailand	(a) R.A (b)	Student F insisted on the first option in this question. He viewed that the right answer seems to be the same answer of the previous question. What was noticed is that student F did not try to make the same strategy in order to recognize the right answer since he confirmed his previous answer.
8- **Give an expression from the text that refers to:** - Example for example - Cause because - Result ……………… - Addition ………………	02 correct answers	This student is able to provide only expressions which can be used to give examples and reasons. Expressions used to give additions, results, and explanations seem to be unknown by most of the students.

- Explanation ………………		
9- The U.S has a written constitution (<u>unlike the constitution of Great Britain</u>). The underlined phrase is marker of : **a.** Definition **b.** Example **c.** Similar meaning **d.** Contrast	(b) R. A (d)	Student F could not understand what similar meaning and contrast refer to. He could understand what both definition and example refer to through the use of translation. He tried to link what was written between brackets to the preceding sentence in order to discover the function of the phrase written between brackets. He viewed that the phrase is an example.
10- The current text is: **a.** Argumentative **b.** Descriptive **c.** Informative **d.** Comparative **e.** Narrative **f.** Expository **g.** Prescriptive	(b) R. A (c)	Student F faced a difficulty in understanding the different genres of texts like narrative, expository, and persuasive. He is unaware of these particular genres. He viewed that the text must be descriptive or informative simply because it talks about constitution in general. He eliminated the option comparative because he viewed that the text was not comparing between U.S and G.B. this student experienced a problem when choosing between informative and descriptive. He could not determine the features which confirm that the text is descriptive or informative. His final answer was based on no justification.
11- A constitution is: **a.** The fundamental law **b.** The unnecessary law **c.** Needless rules **d.** All are correct	(a) R. A (a)	This student chose the right answer. Through the use of translation, student F realized that both words essential and fundamental are synonyms. Thus, he chose the right answer.
12- What each person is **<u>permitted</u>** to expect from the others: the underlined word means: **a.** Restricted **b.** Allowed **c.** Limited **d.** Controlled	No answer R.A (b)	No answer was provided to this question. Student F could not determine the synonym of the verb permitted. Thus, he stated his inability to identify its synonyms. He did not try to guess the meaning of the verb from its context.

13- **"Constitution", the prefix 'Con' means** a. Before b. Together c. Against d. Again	(c) R.A (b)	Student F read the question. He stressed the prefix "Con" when reading it. He then explained the choices using translation. He chose the wrong answer (against) simply because when he translated the word against into French, he viewed that both con and *contraire* have the same prefix. Student F thought that both Con and contraire share the same morphological features. As a result, they have to carry the same meaning too.
14- Precedents: the prefix **'pre'** means …….and the root **'cede'** means……. a. After, move b. Between, yield c. Before, go d. Back, carry e. All are correct	(c) R.A (c)	When trying to answer this current question, student F used translation (prefix means premiere- first part from the word-). He viewed then that the prefix pre means before. Therefore, he chose the third option. Concerning the root Cede, student F faced a difficulty in explaining the term root. Depending on the example (root : cede), he understood its meaning. He did not try to explain what Cede means.
15- **These rules matter: the word "matter" in this sentence functions as:** a. Noun b. Adjective c. Verb d. Adverb e. Preposition	(a) R.A (c)	Like the other students, this one does not know what is meant by preposition. When trying to answer this question, he formulated a sentence using his first language. He translated the sentence into English. Then, he tried to compare the different parts of speech found in both Arabic and English (drunk Omar milk/ with these rules matter). Student F concluded that the word matter has the same function the word milk possesses in the example he provided. For that reason, he chose the wrong answer.

Student G

Question	Answer	Analysis
1- What is the topic of this passage? a. The constitution of the United States. b. The constitution of Great Britain c. Constitutions in general d. both (a) and (b) e. Constitutions and governments	(a) R.A (c)	Although student G read the title, he viewed that the main topic of the text is the constitution of the U.S. Like the other students, this one faced difficulty in understanding the term topic. Depending on the choices (phrases provided), he concluded that the question was looking for the title. The answer student G chose is attributed to some different reasons. During his first reading, he read the title twice but he did not try to link the title to the ideas that were stated in the text. Before the reading process and when reading the title for the first time, this student did not guess what the text would discuss. Also, after his second reading, student G did not try to reach the relevance that is found between the title and the main ideas. In addition, he chose the constitution of the U.S simply because he understood what was written about the U.S in the text.
2- What is the topic sentence of this passage? **a.** The U.S has a written constitution **b.** The constitution must have citizens' support **c.** A constitution is considered as the vital and absolute law of a particular society. **d.** The constitution of the U.S is the oldest in the world. **e.** All are correct.	(a) R.A (c)	Since student G viewed that the main topic is the U.S, he insisted again that the topic sentence must talk about the constitution of the U.S. Hence, he chose the first option. The only problem this student faced was the understanding of what is meant by topic sentence.
3- What is the main purpose of a constitution? a. To declare freedom of humans b. To determine the powers of the government. c. To give equal voting rights. d. To define people's relationship. e. Both (b) and (d)	(d) R.A (e)	When answering this question, he could not understand the word purpose. Thus, student G relied on the strategy of locating information in the text. He didn't try to explain vocabulary found in the options. He chose answer (d) because it was directly stated in the text. This student did not take into account answer (b) simply because it was differently mentioned. The answer this student chose reflects his low level in vocabulary and other aspects related to linguistics.

f. all are correct.		
4- **How can a constitution be effective in a particular society?** **a.** it must be partly written and partly unwritten **b.** it must be wholly written **c.** it must be supported by all citizens **d.** it must be supported by the governments	(c) R. A (c)	Student G relied entirely on locating information in the text. Without using strategies like translating and re-reading the options, student G went directly to the text and looked for the adjective effective. Then, he started comparing what is stated in the text with the options provided. Thus, he chose option (c).
5- **What is the concluding sentence of this passage?** **a.** The U.S has a written constitution **b.** The constitution of the U.S differs from the constitution of G.B **c.** The constitution must gain all the citizens' support in order to be effective **d.** Each country must have a constitution since it draws the basic rules and guidelines	(b) R.A (d)	Like the answers provided in both question one and two, student G insisted again that the concluding sentence must refer to the constitution of the U.S. the only problem he faced was the difference between option (a) and (b). Student G was confused between them. His final answer (b) was based on the fact that the text was at the end trying to compare between the constitutions of the U.S and G.B.
6- *It* is the oldest living written constitution in the world. **It** refers to: **a.** The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France **d.** The constitution of Thailand	(b) R.A (b)	Student G viewed that the pronoun it refers to the constitution of U.S. This answer is based on one only main reason. He assumed that 'it' must refer to the constitution of U.S since the main topic of the text is about the U.S. he did not exploit the text.
7- "**This whole printed constitution** determines the rules of governments" the phrase " this whole printed constitution" refers to **a.** The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France	(b) R. A (b)	Again, student G insisted on choosing the second answer simply because he was convinced that the main topic is the constitution of the U.S. He did not try to find the reference based on the text and the sentence where the expression is stated.

d. The constitution of Thailand		
8- Give an expression from the text that refers to: - Example for example - Cause because - Result ………… - Addition in addition - Explanation …………	03 correct answers	Student was able to provide expressions used to give examples, causes, and additions. When he was looking for these expressions, student G hypothesized that the expression 'In addition' must refer to addition since the expression 'For example' is used to provide examples.
9- The U.S has a written constitution (<u>unlike the constitution of Great Britain</u>). The underlined phrase is marker of : **a.** Definition **b.** Example **c.** Similar meaning **d.** Contrast	(c) R.A (d)	Student G decoded the cohesive device *unlike*. He realized that this linking word is the opposite of like (similar). The only problem he faced was the understanding of the choices; he could not understand what both similar meaning and contrast refer to. Thus, he chose the wrong answer.
10- The current text is: **a.** Argumentative **b.** Descriptive **c.** Informative **d.** Comparative **e.** Narrative **f.** Expository **g.** Prescriptive	(b) R.A (c)	Student G thought that text is describing the constitution of the U.S. The answer he provided was attributed to his misunderstanding of the main topic. He viewed that the text was talking about The constitution of U.S and not the constitution in general.
11- A constitution is: **a.** The fundamental law **b.** The unnecessary law **c.** Needless rules **d.** All are correct	(a) R.A (a)	When answering this question, student G did not find any problem. He translated from English into French to determine the synonym of the word essential and supreme in the text. Hence, he realized that both adjectives essential and fundamental are synonyms.

12- What each person is <u>permitted</u> to expect from the others: the underlined word means:
  a. Restricted
  b. Allowed
  c. Limited
  d. Controlled
	No answer
	
	(b)
		This student like student C was focusing on the verb permitted without trying to guess its meaning from the context. That is, he was looking at the sentence as some isolated words. Hence, no answer was provided.

13- "Constitution", the prefix 'Con' means
  a. Before
  b. Together
  c. Against
  d. Again
	(a)
	
	R.A (b)
		Student G was able to understand what is meant by prefix. The only problem he faced was the determination of the prefix Con. He was unable to understand what the prefix *Con* refers to. He viewed that *Con* means before. He chose before because it was the only option he understood.

14- Precedents: the prefix 'pre' means …….and the root 'cede' means…….
  a. After, move
  b. Between, yield
  c. Before, go
  d. Back, carry
  e. All are correct
	No answer
	
	R.A (c)
		Student G could not answer this question simply because he faced a problem in understanding the term root. As well as, he could not understand what each option means.

15- These rules matter: the word "matter" in this sentence functions as:
  a- Noun
  b- Adjective
  c- Verb
  d- Adverb
  e- preposition
	(a)
	R.A (c)
		Student G was not able to determine the function of the word matter. He viewed that the word matter functions as a noun simply because the sentence structure starts with subject verb than a noun.

Student H

Question	Answer	Analysis
1- What is the topic of this passage? a. The constitution of the United States. b. The constitution of Great Britain c. Constitutions in general d. both (a) and (b) e. Constitutions and governments	(e) R.A (c)	Before his reading process, student H reflected on both the title (before the reading process) and the first sentence (during the reading process) that was put at first. This reflection was not enough in order to recognize the main topic of the text. That is, this student didn't try to make an association between the ideas of the text and its title after the reading process.
2- What is the topic sentence of this passage? **a.** The U.S has a written constitution **b.** The constitution must have citizens' support **c.** A constitution is considered as the vital and absolute law of a particular society. **d.** The constitution of the U.S is the oldest in the world. **e.** All are correct.	No answer R.A(c)	According to the student's protocol, it seems that student H couldn't understand the aim of the question. He thought that he was asked to indicate whether the statements provided were true or false. This means that he does not know what is meant by the topic sentence. Therefore, no relevant answer was provided.
3- What is the main purpose of a constitution? a. To declare freedom of humans b. To determine the powers of the government. c. To give equal voting rights. d. To define people's relationship. e. Both (b) and (d) f. All are correct.	(e) R.A (e)	Student H succeeded in understanding the noun purpose. He translated words from English into Arabic to better understand the options with the question. He intended to translate the general idea into Arabic rather than translating each word individually. Student H was aware that all options provided are correct but he had to choose only what was stated in the text. Thus, he realized that both options (b) and (d) were stated in the text.

4- **How can a constitution be effective in a particular society?** **a.** it must be partly written and partly unwritten **b.** it must be wholly written **c.** it must be supported by all citizens **d.** it must be supported by the governments	(c) R.A (c)	When answering this current question, student H translated each idea using his first language then he relied on the text when looking for the right answer. He was totally convinced that both options (a) and (b) are not necessary in order to make a constitution effective. According to his prior knowledge, student H ignored the last option. As a result, he chose option (c) which is relevant to what he has studied.
5- **What is the concluding sentence of this passage?** **a.** The U.S has a written constitution **b.** The constitution of the U.S differs from the constitution of G.B **c.** The constitution must gain all the citizens' support in order to be effective **d.** Each country must have a constitution since it draws the basic rules and guidelines	(d) R.A (d)	Student H was aware that the concluding sentence occurs at the end of the text. As well as, he stated that it must give a general and summarized idea for the whole text. Thus, student H succeeded in recognizing the right answer.
6- *It* **is the oldest living written constitution in the world.** *It* **refers to:** **a.** The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France **d.** The constitution of Thailand	(Algeria) R.A (U.S)	A very interesting problem was experienced by student H when trying to answer this question. He thought that the pronoun it refers to the Algerian constitution. In other word, when the student was moving backward (in the text) in order to determine the reference of the pronoun it, he read the expression 'our does' which was located directly before the pronoun it. Thus, this student viewed that the possessive pronoun 'our' refers to the Algerian constitution. Therefore, he provided an answer which was not stated in the options at all.
7- "**This whole printed constitution** determines the rules of governments" the phrase " this whole printed constitution" refers to	Algeria R.A (U.S)	The same previous problem was observed when trying to answer question seven. Student H insisted also that the phrase provided in this question must refer to the constitution of Algeria. This answer was based on the interpretation that the expression "our does" refers to our Algerian constitution.

a. The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France **d.** The constitution of Thailand		
8- Give an expression from the text that refers to: - Example for example - Cause because - Result ……………… - Addition in addition - Explanation in other word	04 correct answers	Unlike the other students, student H was able to determine expressions which can be used to provide examples, reasons, additions, and explanations. It seems that the only problem he faced was his inability to find expressions which can be used to provide results.
9- The U.S has a written constitution (<u>unlike the constitution of Great Britain</u>). The underlined phrase is marker of : **a.** Definition **b.** Example **c.** Similar meaning **d.** Contrast	(d) R.A (d)	Student H succeeded in understanding the aim of the question. He was able to determine the meaning of the key word Unlike by using its opposite (like). As a result, he recognized that the cohesive tie Unlike was used to provide a dissimilar idea to the preceding one.
10- The current text is: **a.** Argumentative **b.** Descriptive **c.** Informative **d.** Comparative **e.** Narrative **f.** Expository **g.** Prescriptive	(c) R.A (c)	Student H stated the features of each genre when trying to answer this question. It seems that he is aware of all different genres of English texts. He thought that the text is informative simply because it states information about constitution and governments. As a result, he chose the right answer.
11- A constitution is: **a.** The fundamental law **b.** The unnecessary law **c.** Needless rules **d.** All are correct	(a) R.A (a)	Student H succeeded in understanding the adjectives fundamental, unnecessary, needless. He viewed that the adjective unnecessary is the opposite of necessary. His right answer was based on the fact that both adjectives fundamental and essential are synonyms.

12- *"Constitution", the prefix 'Con' means* **a.** Before **b.** Together **c.** Against **d.** Again	No answer R.A (b)	Student H did not face a difficulty in understanding the term prefix. The only problem he experienced was the understanding of the prefix Con. This student could not determine what the prefix Con refers to. Thus, no answer was provided by the student.
13- *What each person is <u>permitted</u> to expect from the others: the underlined word means:* **a.** Restricted **b.** Allowed **c.** Limited **d.** Controlled	(b) R.A (b)	Again, student H was able to determine the synonym of the verb permitted. He faced a difficulty at the beginning in understanding the meaning of this verb. He used the strategy of contextual guessing in order to determine the meaning of the verb permit. Hence, he chose the right answer.
14- *Precedents: the prefix 'pre' means …….and the root 'cede' means…….* **a.** After, move **b.** Between, yield **c.** Before, go **d.** Back, carry **e.** All are correct	No answer R.A (c)	The same problem student H experienced when he was trying to answer this question. He was able to understand what is meant by both prefix and root. The only problem he faced was the understanding of the parts Pre and Cede. Student H did not try to find this word in the text to better understand it. His ignorance to the question reflects his low level in morphology.
15- *These rules matter: the word "matter" in this sentence functions as:* **a-** Noun **b-** Adjective **c-** Verb **d-** Adverb **e-** Preposition	(b) R.A (c)	Student H could not determine the exact function of the word matter. He viewed that this word functions as an adjective. He is aware of all parts of speech. Thus, he used the strategy of decoding sentences into its constituent parts during the reading process. Despite his knowledge in syntax, student H chose the wrong answer.

Student I

Questions	Answer	Analysis
1- **What is the topic of this passage?** **a.** The constitution of the United States. **b.** The constitution of Great Britain **c.** Constitutions in general **d.** both (a) and (b) **e.** Constitutions and governments	(e) R.A (c)	Student I failed in identifying the main topic of the text. This current student thought that the text was talking about both constitutions and governments. Like the other students, this one did not reflect on the title when reading it. He did not try to predict what the content of the text would be. Above all, after his reading process, student I did not attempt to confirm the coherence that is found between the title and its text.
2- **What is the topic sentence of this passage?** **a.** The U.S has a written constitution **b.** The constitution must have citizens' support **c.** A constitution is considered as the vital and absolute law of a particular society. **d.** The constitution of the U.S is the oldest in the world. **e.** All are correct.	(a) (b) R.A (c)	According to the student's protocol, it seems that he was unable to understand what is meant by the topic sentence. He did not try to explain and compare between the choices provided in this question. Thus, student I relied entirely on choosing the options which were clearly stated in the text. This indicates student's unawareness of the different parts of a particular text.
3- **What is the main purpose of a constitution?** **a.** To declare freedom of humans **b.** To determine the powers of the government. **c.** To give equal voting rights. **d.** To define people's relationship. **e.** Both (b) and (d) **f.** All are correct.	(f) R.A (e)	Student I faced a difficulty in understanding the word purpose at the beginning. As a result of his analysis to the options, he realized that the question is looking for the main job of the constitution in general. The answer this student provided was based on his prior knowledge. He viewed that all these mentioned choices must be included by any nation's constitution. His answer indicates student's inability to determine what is and is not mentioned in the text.

4- How can a constitution be effective in a particular society? **a.** it must be partly written and partly unwritten **b.** it must be wholly written **c.** it must be supported by all citizens **d.** it must be supported by the governments	(d) R.A (c)	Student I thought that a constitution can be effective if it is supported by the governments. This answer was chosen based on no justification. What was remarked is that student I did not exploit the text in order to find the answer or confirm his choice.
5- What is the concluding sentence of this passage? **a.** The U.S has a written constitution **b.** The constitution of the U.S differs from the constitution of G.B **c.** The constitution must gain all the citizens' support in order to be effective **d.** Each country must have a constitution since it draws the basic rules and guidelines	(d) R.A (d)	Once student I read and understood the text, he went directly to the end of the text. Like the previous student, this one thinks also that any concluding sentence occurs at the end of the text. He underlined the last sentence from the text then he started comparing it with the options provided. His last answer (d) was the only option which looks like the last sentence found in the text.
6- *It* is the oldest living written constitution in the world. **It** refers to: **a.** The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France **d.** The constitution of Thailand	(b) R.A (b)	Student I did understand the purpose of this question. He realized that the determination of the reference It needs the use of the text. As a result of exploiting the text, student I was confused between the constitutions of G.B and U.S. he was well convinced that both answers (c and d) were not correct simply because they are not mentioned in the text. The final answer (b) was provided without any justification.
7- "**This whole printed constitution** determines the rules of governments" the phrase " this whole printed constitution" refers to **a.** The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France	(b) R.A (b)	The same process was made to find the reference of the phrase provided. What is new is that student I was well convinced that the phrase "this whole printed constitution" must refer to the constitution of the U.S. He was sure because of the word printed. In other word, student I stated that the U.S has a written which means a printed constitution.

d. The constitution of Thailand		
8- **Give an expression from the text that refers to:** - Example for example - Cause because - Result ……………… - Addition also - Explanation ……………….	03 correct answers	Student I was able to give expressions which can be used to provide examples, reasons, and additions. Like some students, this one seems to be unaware of the different conjunctions used to express results and explanations.
9- The U.S has a written constitution (<u>unlike the constitution of Great Britain</u>). The underlined phrase is marker of : **a.** Definition **b.** Example **c.** Similar meaning **d.** Contrast	(b) R.A (d)	Like the other student, this one thought that the phrase that was put between brackets is an example. His answer was based on the fact that most of the sentences written between brackets are either examples or explanation. Hence, he chose answer (b). Above all, it seems that student I is not aware of the different cohesive ties because he didn't focus on the preposition unlike when reading the phrase.
10- The current text is: **a.** Argumentative **b.** Descriptive **c.** Informative **d.** Comparative **e.** Narrative **f.** Expository **g.** Prescriptive	(c) R.A (c)	Before answering this question, student I mentioned first the features that the text contains. He said that the text had provided information about constitutions and governments. Hence, he viewed that the text is informative.
11- A constitution is: **a.** The fundamental law **b.** The unnecessary law **c.** Needless rules **d.** All are correct	(a) R.A (a)	Once student I read the question, he remembered that the first sentence from the text contains the term law. Thus, he exploited directly the text. This student chose the first answer simply because both two adjectives fundamental and essential are synonyms. Student I was pronouncing the two previous adjectives in a French way.

12- ***What each person is*** <u>***permitted***</u> ***to expect from the others: the underlined word means:***
   a. Restricted
   b. Allowed
   c. Limited
   d. Controlled
	(b)
	
	 R.A (b)
		Student I was able to identify the synonym of the verb permitted. When trying to answer this question, he relied on guessing the meaning of the verb permitted from its context. After that, student I explained each verb provided in the options. His final answer was (b); he was well convinced that the verb allowed is synonym to permitted.

13- ***"Constitution", the prefix 'Con' means*** **a.** Before **b.** Together **c.** Against **d.** Again	(a) R.A (b)	This student was able to understand the aim of the question. He knows what is meant by the term prefix. When trying to answer the question, student I thought that the first part *Con* means before since it comes at the beginning of the noun constitution. Thus, he chose the first answer.
14- ***Precedents: the prefix 'pre' means ....and the root 'cede' means.......*** **a.** After, move **b.** Between, yield **c.** Before, go **d.** Back, carry **e.** All are correct	No answer R.A (c)	Student I faced a difficulty in understanding both the term root and the options provided. Thus, he could not answer the question. The difficulty he faced reflects his low level in morphology.
15- ***These rules matter: the word "matter" in this sentence functions as:*** **a.** Noun **b.** Adjective **c.** Verb **d.** Adverb **e.** preposition	(a) R.A (c)	Student I thought that the word matter functions as a noun. When he was reading the sentence, he assumed that the pronoun these is the subject, rules is the verb, while matter is a noun. The answer that student I provided insures his inability to determine the different parts of speech in a particular sentence.

Student J

Questions	Answer	Analysis
1- What is the topic of this passage? a. The constitution of the United States. b. The constitution of Great Britain c. Constitutions in general d. both (a) and (b) e. Constitutions and governments	(a) R.A (c)	For student J, it seems that he knows what the word topic means. His provided wrong answer was due to the ignorance of the title. He really read the title but he did not try to reflect on it before and after the reading process. Thus, student J thought that the main topic that was under discussion was the constitution of U.S.
2- What is the topic sentence of this passage? a. The U.S has a written constitution b. The constitution must have citizens' support c. A constitution is considered as the vital and absolute law of a particular society. d. The constitution of the U.S is the oldest in the world. e. All are correct.	(a) R.A (c)	Student J faced a difficulty also in understanding the phrase topic sentence. Once he read the choices, he understood that the aim of the question is to determine the main idea of the text. Again, student J thought that the main idea must also address the constitution of the U.S. Therefore, he chose the first choice. This indicates that student J does not know what is meant by the topic sentence and where it occurs.
3- What is the main purpose of a constitution? a. To declare freedom of humans b. To determine the powers of the government. c. To give equal voting rights. d. To define people's relationship. e. Both (b) and (d) f. All are correct.	(b) R.A (e)	Student J did not face problem in understanding the question. He tried to translate some words. The problem that was caused by this translation was changing the meaning. When translating the fourth choice (d), student J thought that the sentence means defining humans relationship -العلاقات الانسانية . In other word, by the Arabic phrase, student J meant the humanitarian principals (e.g., honesty) and not the relationship among people. Thus, he neglected this choice directly. This indicates also that student J is not using his prior knowledge to confirm his guess. Above all, he was translating the sentence word by word.

4- How can a constitution be effective in a particular society? **a.** it must be partly written and partly unwritten **b.** it must be wholly written **c.** it must be supported by all citizens **d.** it must be supported by the governments	(a) R.A (a)	Student J was able to understand the question. He emphasized on reading and pronouncing the key words effective and constitution in French and several times. Then, student J tried to understand and translate the options provided. Only the last two choices were clear for him. He was confused between choosing answer (c) or (d). The final answer he gave was based on the fact that any constitution must be accepted by the citizens first.
5- What is the concluding sentence of this passage? **a.** The U.S has a written constitution **b.** The constitution of the U.S differs from the constitution of G.B **c.** The constitution must gain all the citizens' support in order to be effective **d.** Each country must have a constitution since it draws the basic rules and guidelines	(d) R.A (d)	When answering this current answer, student J made a very interesting strategy. He was well convinced that the concluding sentence occurs at the end of the text. He could not understand the choices given in the question. Thus, he started locating the options in the text. He viewed that the first two options are stated in the first part from the text. While, the third choice is mentioned before the last two lines from the text. As a result, student J assumed that option (d) must be the concluding sentence.
6- *It* is the oldest living written constitution in the world. It refers to: **a.** The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France **d.** The constitution of Thailand	(a) R.A (b)	Like the other students, this one seems to be unable to identify the different cataphoric and anaphoric references. When trying to find the reference of the pronoun " it ", student J exploited the text. Once he found the sentence in the text, he started moving backward in order to find the reference. The first option he found was Great Britain. Thus, he directly thought that it was the reference of the pronoun it. Unlike student B, this one didn't use his prior knowledge in order to confirm his answer. Above all, he didn't try to reread the sentence by replacing it by the constitution of G.B to see whether the answer is relevant to the ideas which precede and follow it.

7- "**This whole printed constitution** determines the rules of governments" the phrase " this whole printed constitution" refers to **a.** The constitution of G.B **b.** The constitution of the U.S **c.** The constitution of France **d.** The constitution of Thailand	(b) R.A(b)	Due to the answer of the previous question, student J viewed that the answer of this current question must be different from the previous one. Thus and without any prior analysis, student J chose the second answer (b). He viewed that the phrase provided must refer to the constitution of the U.S. Providing such answer proves that most of the students are unable to determine the right references of either pronouns or phrases.
8- Give an expression from the text that refers to: - Example for example - Cause because - Result ………… - Addition Also - Explanation in other word	04 correct answers	Concerning question eight, student J was able to give expressions which can be used to provide examples, reasons, additions, and explanations. The only problem he faced was his inability to provide expressions which carry results.
9- The U.S has a written constitution (<u>unlike the constitution of Great Britain</u>). The underlined phrase is marker of : **a.** Definition **b.** Example **c.** Similar meaning **d.** Contrast	(b) R.A (d)	Student J when trying to answer this question thought the underlined phrase is an example. He didn't stress the cohesive tie 'Unlike'. This means that this student does not know the different cohesive ties used to make a text coherent.
10- The current text is: **a.** Argumentative **b.** Descriptive **c.** Informative **d.** Comparative **e.** Narrative **f.** Expository **g.** Prescriptive	(e) R.A(c)	Student J thought that the text is narrative. His wrong was based on the reason that the text is narrating how the constitution of U.S was developed. This justification indicates that student J does not know the features which characterize each genre. Also, it seems that he didn't understand exactly what the text was discussing.

11- A constitution is: **a.** The fundamental law **b.** The unnecessary law **c.** Needless rules **d.** All are correct	(d) R.A(a)	Student J couldn't determine the synonym of the adjective essential in the text. The answer he provided (all are correct) indicates that he couldn't determine that all these adjectives are dissimilar too. His answer reflects his level in semantics.
12- What each person is _permitted_ to expect from the others: the underlined word means: **a.** Restricted **b.** Allowed **c.** Limited **d.** Controlled	(b) R.A (b)	When trying to answer this question, student J was able to explain the verbs allowed, limited, and controlled. Through the use of translation and contextual guessing, he succeeded in understanding the options. This student tried to understand the verb permitted from its context in the sentence. Thus, his answer was based on the fact that both verbs controlled and limited can't perform the same function the verb permitted does. He was well convinced that allowed is the only verb which can replace the verb permitted in the sentence without any shift in meaning.

13- "Constitution", the prefix 'Con' means
    a. Before
    b. Together
    c. Against
    d. Again
	(b)
	
	R.A (b)
		When trying to answer this question, this student used his prior knowledge. He stated that they have defied the term constitution before. Hence, he chose the right answer 'together' with reading the last options.

14- Precedents: the prefix 'pre' means …….and the root 'cede' means…….
    a. After, move
    b. Between, yield
    c. Before, go
    d. Back, carry
    e. All are correct
	No answer
	
	R.A (c)
		This student admitted that both the prefix Pre and the root Cede are not understood. Thus, he could not answer the question. The problem was not with the word root itself. This means that he knows what both prefix and root mean. The only problem he faced was the determination of the prefix Pre and root Cede.

15- These rules matter: the word "matter" in this sentence functions as:
    a- Noun
    b- Adjective
    c- Verb
    d- Adverb
    e- Preposition
	(b)
	
	R.A (c)
		Student J thought that the word matter is an adjective. His answer was based on the reason that the word rules seems to be the verb. He couldn't understand what is meant by preposition.

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ملخص :

لقد احتلت اللغة الانجليزية في الوقت الحاضر مكانة عالمية حيث أصبح جميع الطلاب يميلون إلى تعلمها لأغراض أكاديمية و أخرى خاصة إذن أن الطلبة الذين يدرسون اللغة الانجليزية لإغراض خاصة يعملون على تطوير مهاراتهم اللغوية من أجل اكتساب المهارة المتعلقة بمجال التخصص نفسه مثل السياسة و الطب و الفيزياء و مثال هذه المهارات اللغوية القراءة. لذالك فإن هذا البحث يهدف إلى تصميم منهاج خاص يتعلق بتدريس اللغة الإنجليزية في مجال العلوم السياسية و ذالك استنادا إلى النتائج الكمية و النوعية المستمدة من تحليل احتياجات طلبة قسم العلوم السياسية بجامعة المسيلة –الجزائر- إن النتائج المتحصل عليها ساعدت على وضع معايير التدريس المتعلقة بالمنهج المستعمل و محتوى المنهاج إذ بينت هذه النتائج هدف البرنامج و الذي يعمل على تدريس الكفاءات اللغوية و الإستراتجية و الخطابية التي قد تزود الطلبة بالمعرفة و المهارات المتعلقة بالخصائص اللغوية مثل علم الأصوات وعلم المورفولوجيا و علم الدلالة و النحو و الخصائص الإستراتيجية كالاستراتيجيات ما وراء المعرفية و الإدراكية و الوجدانية و الخصائص الخطابية و التي تشمل بنية النص و أدوات الربط و نوع النص. إن النتائج المتحصل عليها بعد تحليل احتياجات الطلبة حبذت أيضا ضرورة استعمال منهج التدريس بالكفاءات كنموذج تعليمي مناسب يستخدم لتدريس محتوى منهاج البحث الحالي و لمعرفة مدى أثره على كفاءات الطلبة . و لقد بينت النتائج في الأخير تقدم ايجابي في الكفاءات التواصلية للطلبة العلوم السياسية مما أدى إلى تطوير مهارة القراءة.

الكلمات المفتاحية: الانجليزية لأغراض خاصة، الكفاءة التواصلية، الكفاءة اللغوية، الكفاءة الإستراتيجية، الكفاءة الخطابية، منهج التدريس بالكفاءات.

Résumé:

L'anglais est considéré de nos jours comme une langue internationale que tous les étudiants tendent à apprendre pour des buts académiques et spécifiques. Les étudiants qui étudient l'anglais pour des buts spécifiques se concentrent sur développer leurs compétences de la langue afin d'acquérir des connaissances liées à des domaines de la spécialisation telle que la politique, des médecines, et la physique. Un exemple de ces compétences de la langue est la lecture. Dans cette optique, la recherche présente vise à concevoir un cours d'anglais qui adresserait le même de cet objectif dans le domaine des sciences politiques. Basé sur l'analyse de besoins des données tant qualitatives et quantitatives d'étudiants du département de sciences politiques; l'Université de M'sila (l'Algérie), les différents critères d'enseignement liés à la conception de cours et l'approche d'enseignement sont dessinés. En d'autres termes, le cours se concentre sur enseigner les trois compétences principales à savoir; linguistiques, stratégique, et les compétences de discours, c'est-à-dire, l'objectif principal de cette recherche est de fournir à des étudiants la connaissance et des qualifications liées aux caractéristiques linguistiques principales telles que la phonologie, la morphologie, la sémantique, et la syntaxe, compétence stratégique comme organisation de texte, dispositifs cohésifs et genre de texte. Les résultats de la phase d'analyse des besoins suggèrent que l'approche fondée sur les compétences est un modèle pédagogique approprié utilisé pour mettre en œuvre le contenu du cours. Le cours est mis en application et évalué pour voir ses effets sur les compétences professionnelles des étudiants. Les résultats montrent le progrès positif sur les compétences communicatives des étudiants ce qui mène au développement de la compétence de compréhension de lecture.

Mots clés: Anglais à but spécifique, la compétence communicative, la compétence linguistique, la compétence stratégique, la compétence de discours, l'approche par compétences.

Abstract:

English is considered nowadays as an international language which all students tend to learn for both academic and specific purposes. Students who study English for specific purposes (ESP) focus on developing their language skills in order to gain the competence which is related to their field of specialization such as politics, medicines, and physics. An example of these language skills is reading. Along this line of thought, the present investigation aims at designing an English course which would address the same of this objective in the field of Political Sciences. Based on the needs analysis of both qualitative and quantitative data of students from the department of political sciences; University of M'sila (Algeria), different teaching criteria related to the course design and teaching approach are drawn. That is to say, the course focuses on teaching the three major competences namely linguistic, strategic, and discourse competences, i.e., the main objective of this research is to provide students with knowledge and skills related to the major linguistic features such as phonology, morphology, semantics, and syntax; strategic competence including meta-cognitive, cognitive, and affective strategies; and discourse competence like text organization, cohesive devices, and text genre. The findings of the needs analysis phase suggest the Competency-based approach (CBA) as an appropriate instructional model used to implement the course content. The course is implemented and evaluated to see its effect on students' professional competencies. The results show positive progress on students' communicative competences which leads to the development of the reading comprehension proficiency.

Keywords: English for Specific Purposes, Communicative Competence, linguistic competence, strategic competence, discourse competence, Competency-Based Approach.

SUMMARY

Since English is considered nowadays as an international language used all around the world, people from different places and with different nationalities become very interested to learn this particular language. Their interests are not in fact restricted to learning the general rules and vocabulary related to the English language, but learning also the specific English used in different real-life contexts and fields of studies. Hence, researches in the field of ESP have great contributions in the context of applied linguistics and Teaching English as a second or a foreign language.

During the 1st half of the 20th Century, many researchers worked on the way a particular language was taught for general purposes. Their objective was to discover the general components of a particular language and how these components could be taught for students whose aim was not specifically determined- using the appropriate approaches, methods, and techniques in a specific educational context. However, after the Second World War, there was an expansion in scientific, technological, and economic activities on an international scale. This expansion brought a unified world dominated by two major forces: technology and commerce, and imposed English as an international language. Consequently, a new type of language learner emerged, a learner who needed the language for specific purposes. This development required researchers to switch from teaching English for general proposes to teaching English for specific purposes (ESP). Thus, most researchers were required to make investigations concerning the needs of the new mass of people who wanted to learn ESP, among these people students whose sources and references included books and journals available only in English (Hutchinson and Waters 1987, 6).

Different researches are undertaken nowadays in each ESP context for the sake of identifying the specific needs which ESP students should acquire in order to perform well in their professional settings. Hence, both researchers and teachers tend to undertake a needs analysis process which helps them collect data about the target population. The analysis of the data collected assist teachers/ researchers to draw the language skills required in students' professional settings. Among these language skills is reading. The latter like any other language skills gains a great attention from both students and teachers in the context of ESP. That is to say, this receptive skill allows students to gain enough knowledge about the language forms and professional settings of a particular ESP context. Above all, reading becomes one of the most important requirements students need to develop especially at the university level. Through reading several books and articles written in English and devoted to a particular ESP context, students are able to explore two types of knowledge which will be transformed in order to accomplish certain academic achievements. These types of knowledge include both general and specific English. However, different raising problems encountered by students nowadays impede the progress of this language skill especially in the context of ESP. In other words, students usually face problems in understanding English texts in any field of ESP. These problems might be related to the general and/or specific English language used in such technical texts. Therefore, the current research has a particular importance. First, it helps ESP teachers to understand the different reasons behind students' low reading proficiency. It provides also ESP teachers with examples about the different problems which ESP students encounter during their reading comprehension process. In addition, it aims at introducing an instructional framework which helps both teachers and students to address the different problems and develop the reading skill.

The current research tends to explore the various reading problems namely in the ESP context of political sciences. A case in point, Algerian political sciences students who need to read and comprehend books and articles written in English so important for their studies and academic achievement and who do not possess the necessary competence to do so. Therefore, the present research aims, first, to identify the source/s of reading difficulties of Algerian Master's students at the department of political sciences when dealing with English political texts; and second, to propose a course which addresses the English language needs of these students focusing on the development of the reading skill; and third, to illustrate the effect of the course design on students' reading proficiency. Consequently, the following research questions are put forward:

1) Is students' low proficiency in reading English political texts related to their linguistic, discourse and /or strategic competence?

2) What type of course and instructional model would be appropriate to develop political sciences students' reading proficiency in English?

3) How would this course and instructional model help in developing political sciences students' reading proficiency in English?

Based on literature review, the researcher puts forward the following hypotheses of the previous research questions:

1) Students' low reading proficiency in English may result from the inadequate use of the linguistic, strategic, and discourse competences.

2) A Competency -Based instruction will be the appropriate model used to develop the reading proficiency of political sciences Master's students.

3) The Competency-Based instructional model will help Master's students to develop their linguistic, strategic, and discourse competences which in turn will help to develop their reading proficiency.

In order to address the previous research questions, the current investigation which incorporates a case study of fifty ESP university students uses three main research instruments including the think-aloud procedure, tests, and questionnaires. Each research instrument has its own aim in this investigation. For example, the aim behind using the think-aloud procedure   is to identify the different problems encountered by students when reading a text and to determine the type and frequency of strategies used during their reading process. The test is purposely undertaken in order to obtain numerical data that help to interpret and explore the different problems which prevent students from comprehending the different English political texts. Finally, the questionnaire is formulated in order to cross-check the data gathered from the test and the think-aloud procedure. It aims   at identifying different problems faced by students to comprehend a particular English text related to their field of specialization.

This work is divided into six main chapters. The first chapter aims at presenting the theoretical dimensions of the main variables and concepts undertaken in this study. That is to say, this chapter does not give only a set of theoretical knowledge of each variable in this research, but it tends also to show the relationship between these variables from a theoretical perspective. Hence, it tackles the three main variables including reading comprehension in ESP context, communicative competence, and the competency-based approach (CBA). Different concepts related to each of these variables are also defined. The aim of chapter one is to illustrate the effect of knowledge related to communicative competence on students' reading comprehension. It explains also the reason behind

choosing the language teaching approach of the CBA to develop students' reading comprehension.

After providing the necessary theoretical framework related to the main variables of this research, the researcher explains the way this investigation is carried out. Hence, chapter two presents the type of this research and the different research tools used in order to collect data. It explains how the research design and instruments are chosen based on the way both research questions and hypotheses are stated. This chapter begins with the definition of the research used in this investigation (i.e., action research). It also presents the three main phases namely pre-intervention, intervention, and post-intervention in any action research. Second, chapter two explains the different instruments used in each phase in order to collect data. In addition, it presents the description and different objectives of each research instrument. Third, it introduces the procedures the researcher goes through when using the different research instruments. The last section of this chapter provides the different types of data analysis the researcher uses in this investigation (i.e., quantitative and qualitative analysis).

Chapter three presents the data collected through two main research instruments including the pre-test and the think-aloud procedure. Since these two research instruments provide the researcher with two main types of data: quantitative and qualitative results, the third chapter is devoted to the quantitative and qualitative analyses (description and interpretation) of these different results. It begins first with the description of the pre-test and its major objectives. Then, it shows the different percentages gathered from students' performance when answering questions related to both linguistic and discourse competences. The researcher analyzes also the different quantitative results collected from the think-aloud procedure. Hence, this section in chapter three presents the data collected in a form of numerical figures. The latter is analyzed in order to show the nature and

frequency of the strategies used. Another section in this chapter concerns mainly the qualitative analysis of the results gathered from the think-aloud procedure. Hence, this section tends to analyze the results collected from each student's verbal protocol. This analysis concerns purposely the identification of problems each student experienced during their reading comprehension process. Regarding the way each student used to address the problem, the answer each student provided for each question, and the reasons behind each answer, all these details are presented in tables and put in appendix H.

In addition to the research instruments like test and think-aloud procedure, the current research used also questionnaire as a tool to collect data. Two questionnaires were submitted to both teachers and students from the same department. Hence, chapter four is devoted to the quantitative analysis of the results gathered from these questionnaires. It consists of two main sections: teachers' and students' questionnaires. The first section in this chapter concerns the results collected from students' questionnaires. Hence, it begins with the description and main objectives of the questionnaire items. Then, it presents the different percentages of students' answers regarding their use and problems related to linguistic, strategic, and discourse competences. The second section presents the data gathered from teachers' questionnaire. Like the first section, the second one tends to describe and explain the main objectives of the teachers' questionnaire. It presents also the different responses teachers provided when answering questions related to students' use and problems of linguistic, strategic, and discourse competences.

Chapter five concerns the instructional framework used during the treatment phase. In other words, the researcher in this investigation suggests the competency based teaching approach as an instructional model to be used when teaching the course which was designed. The suggestion of this approach was based on the different interpretations and analyses of the results collected from the research instruments used during the pre-

intervention phase. Hence, this chapter tends to address three main criteria. First, it explains how the competency-based approach helps students to develop the major competences –linguistic, strategic, and discourse competences- which in turn assist them to improve their reading proficiency. Second, it highlights the main issues undertaken when designing a competency-based teaching course such as course objectives, reading materials, reading activities, teacher's and students' roles, and time spent for each activity. The third point in this chapter incorporates a sample of course experimentation where the researcher describes, explains and exhibits one of the courses designed and implemented during the intervention phase.

Like chapter three, chapter six concerns mainly the quantitative and qualitative analysis of the data gathered from both test and think-aloud procedure. That is to say, this study tests students before and after the intervention phase. Hence, after the implementation of the course, students were asked to undertake a post-test and use the think-aloud procedure for the second time in order to explore whether or not any progress has been occurred through the comparative analysis of the results which were collected before and after the intervention phase. Hence, this chapter has two main sections. The first section includes the quantitative analysis of the data gathered from the post-test. Hence, it begins first by a description and main objective of this post-test. By the end of this section, the researcher tends to present a comparative analysis of the results gathered from both pre- and post-tests. In addition, chapter five incorporates the qualitative analysis of the data gathered from the think-aloud protocols of the post-test. It contains as well as a comparative analysis of the results obtained from both think-aloud protocols of the pre- and post-tests.

The results gathered in this research concluded interesting findings in relation to the hypotheses which were put forward. Regarding the first hypothesis which stipulates that

the reasons behind students' reading comprehension problems are due to their lack of linguistic, strategic, and discourse competences, the results gathered from both students' and teachers' questionnaires emphasized on two main findings. First, the results confirmed that most students in an ESP context suffer at the university level when dealing with the English language simply because of the curricula which focus on the content area of their specialization. That is to say, students were used at high school to deal with English curricula which stress the use of general and simple English words and structures. However, once students become specialized in a particular field of study at the university level, the English curricula automatically switch to teaching and using complex and specific English structures and jargons which students were not exposed to at high school. Second, both teachers' and students' answers in questionnaires emphasized that the different problems encountered when dealing with reading comprehension tasks were due to lack of knowledge and skills in linguistic, strategic, and discourse competences. This finding was confirmed by the results obtained in the pre-test. It was noticed that on the linguistic level, students lack knowledge related to phonological, morphological, semantic, and syntactic levels. Regarding strategic competence, it was noticed that students either rely more on very limited strategies (i.e., lack of strategy awareness) or misuse some strategies during their reading comprehension process. Concerning discourse competence, students are not aware of the different cohesive devices, text structures, and genres found in English in general and in political texts in particular. Other reasons behind students' low level of reading proficiency include lack of practice and motivation. All these results confirm the first hypothesis.

The second hypothesis in this research claims that the Competency -Based instruction is an appropriate teaching model to develop the reading proficiency of Master's students. This hypothesis was confirmed by the results gathered from both the teachers'

questionnaire and the pre-test. The results obtained from the teachers' questionnaire revealed that some students have the necessary knowledge to read English political texts, but do not know how to use this sort of knowledge when it comes to practice (i.e., lack of skill). Teachers' answers illustrated also another type of students who have neither the knowledge necessary to reading nor the skill to use this sort of knowledge in practice (i.e., lack of knowledge and skill). The verbal protocols of students which were obtained from the think-aloud procedure provided also different examples which illustrate two types of students: Type one which has the knowledge but lacks the skill and type two which lacks both knowledge and skill. Another finding revealed that teaching English in an ESP context requires a learner needs analysis in order to reach specifically the detailed description of general and specific language skills, functions, and forms students should possess. Depending on all these three major findings, the researcher proposed the CBA to be used when addressing students' needs and lacks. That is to say, the researcher explained that the competency-based approach unlike other language teaching approaches does not focus only on what knowledge students are supposed to learn but also on how students should use this type of knowledge in a particular situation. This means that the CBA seeks to identify a set of competencies which students need to possess in their real-life situations.

The third hypothesis puts forward that the Competency-Based instructional model might help Master's students to develop their linguistic, strategic, and discourse competences which in turn help in developing reading proficiency. Accordingly, two main results collected from the post-test confirm the hypothesis above. First, the data gathered from the post-test showed that majority of the students' scores (60%) revealed to linguistic and discourse competences were above the average. Second, the results revealed that most of the participants' scores (62%) were above the average in the reading comprehension

post-test. When comparing these results to the ones collected in the pre-test, the researcher found that only the majority of students' scores (56%) revealed to linguistic and discourse competences were below the average. Correspondingly, the results revealed that most of the participants' scores (60%) were below the average in the reading comprehension pre-test. According to these two comparative results, one can conclude that any progress in students' linguistic and discourse competences leads to the development of their reading proficiency. Consequently, this finding explains how the CBA affects students' reading comprehension. In other words, the CBA develops students' linguistic and discourse competences. These two developed competences help students to develop their reading comprehension proficiency.   Concerning the strategic competence, two main results collected from the tests and think-aloud protocols confirm the same hypothesis. First, the results of the think-aloud procedure show that the frequencies of strategies students used in the pre-test increased in the post-test (i.e., after the teaching program). In addition, the qualitative analysis of the think-aloud protocols in the post-test indicate that some students used strategies which they did not use in the pre-test. In relation to the students' reading progress, the data obtained from the post-test revealed that most of the participants' scores (62%) are above the average. When comparing these results to the ones collected in the pre-test, majority of the students' scores (60%) were below the average of the reading pre-test.   That is to say, students' reading proficiency has been increased in the post-test regarding the data collected in the pre-test. These two main results emphasize that an increase in the use of strategic competence develops students' reading proficiency. This main finding confirms the third hypothesis which speculates that the use of CBA helps students develop the strategic competence which in turns assists them to improve their reading proficiency.

To sum up, the results collected from this research suggest the CBA as an appropriate instructional model used to address ESP students' problems and lacks which impede the reading comprehension process. Docking (1994, qtd in Richards and Rodgers, 2001: 144) states that "CBT by comparison is designed not around the subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting". Unlike other language teaching approaches, the CBA focuses on teaching ESP students the appropriate knowledge, skill, and attitude which they need in particular context and the appropriate use of this type of knowledge in real-life tasks. In other words, since the results gathered from this research prove that reading comprehension is affected by linguistic, strategic, and discourse competences, it is recommended that using the CBA helps teachers to teach students knowledge related to these three main competences and the skill to use this type of knowledge during their reading process. In other words, it is recommended that teachers should teach students both knowledge and skill related to the linguistic, strategic, and discourse competences using the CBA. Generally speaking, students in an ESP context should not be taught by any English course or approach provided anywhere; each ESP context requires language designers and teachers to determine the necessary type of knowledge and outcomes which students are required to possess in this particular context.

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FOREWORD

Our journal continues to attract attention as an exchange point of research and practical insights into English for Specific and Academic Purposes, and its many convergent and divergent areas. This is witnessed by the number, quality, research and regional diversity of papers published, but also of the readership and their reactions.

Another piece of evidence testifying to this is the fact that although our set number of issues per year is three, we announce only one call for papers per year, yet receive and have positive reviews of enough papers to publish four issues.

It is our hope and dedication to continue inspiring such interest and enthusiasm among our contributors.

Nadežda Stojković
Editor-in-Chief

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IMPROVING POLITICAL SCIENCES STUDENTS' READING COMPREHENSION OF ENGLISH TEXTS

Karima Ladjel[1], Hafida Hamzaoui-Elachachi[2]

[1]Department of English, Abou Bekr Belkaid University of Tlemcen, Algeria
Phone: +213795994521 , E-Mail: karimalaadjel@yahoo.com
[2]Department of English, Abou Bekr Belkaid University of Tlemcen, Algeria
E-Mail: hamzaouihafida@yahoo.fr

Abstract. *Teaching English for specific purposes involves teachers to find appropriate approaches, methods, and techniques to be used to address their students' needs and problems. Along this line of thought, the present investigation aims at exploring the problems encountered by Algerian political sciences students when reading English texts in their field of study. For this purpose, a case study including 50 master's students from the department of political sciences; University of M'sila (Algeria) was undertaken. Various research instruments were used to cross-check gathered data (two questionnaires, the think-aloud procedure, and a reading comprehension text). Qualitative and quantitative analyses of data revealed a low reading comprehension proficiency attributed to lack of linguistic, strategic, and discourse competences. Accordingly, the broad lines of an English course that would suit the needs of political sciences students were drawn. This course would focus on developing students' linguistic, strategic, and discourse competences to be used not only in reading different English political texts, but also in the other skills. The C.B.A was proposed as an appropriate instructional model used to develop the different skills and competences. Summing up, the learner's needs analysis reached a detailed description of language skills, functions, forms, and teaching materials which in turn led to a course design. The tailor made course exposes students to different authentic English political texts and activities which in turn help students to develop general and specific language skills, functions, forms, and strategies required in their specific educational purposes.*

Key words: *Reading comprehension, English for Specific Purposes, Linguistic competence, strategic competence, discourse competence, Competency-based approach.*

1. INTRODUCTION

In the past decades, many researchers worked on the way a particular language was taught for general purposes. Their objective was to discover the general components of a particular language and how these components could be taught for students whose aim was not specifically determined- using the appropriate approaches, methods, and techniques in an educational context. However, after the Second World War, there was an expansion in scientific, technological, and economic activities on an international scale. This expansion brought a unified world dominated by two major forces: technology and commerce, and imposed English as an international language. Consequently, a new type

With regard to the linguistic competence, previous research has revealed different reading problems at the phonological, morphological, semantic, and syntactic levels. At the phonological level, readers who have difficulties in presenting sounds of written letters suffer when processing information found in a particular text. Also, other forms of dyslexia and reading problems are the result of the difficulties in the phonological aspects of decoding. In other words, readers have difficulty in some aspects of phonemic awareness such as the ability to identify sounds and understand the alphabetic principle which holds that the letters in words are systematically represented by sounds (Westwood 2004, 95). At the morphological level, Wiig and Semel (1984, qtd in Boyle and Scanlon 2010, 124) come to the conclusion that problems in reading are also caused by some morphological problems which often occur with more complex or higher-level morphological components such as irregular word endings, noun derivatives, and understanding of prefixes. Concerning semantics, Kamil and Hiebert (2005, 98) emphasize the fact that most students' problems in reading comprehension are due to their small range of vocabulary resulting from lack of exposure to words. Both technical and non-technical vocabulary knowledge seems in fact to be the key to successful reading comprehension (Azarnoosh et al. 2016, 123). At the syntactic level, Nation and Snowling (2000 qtd. in Weiss 2010, 115) state that readers with impaired syntactic awareness seem to experience more information processing difficulties; Therefore, "it is clear that inadequate syntactic skills would place constraints on the ability to process phrases and sentences in running text" (Brainerd and Pressley 1982, 76).

With respect to strategic competence, research has also attributed students' reading comprehension difficulties to the use of poor reading comprehension strategies (Boyle and Scanlon 2010, 195). Concerning the meta-cognitive strategies, Meltzer et al. (1989 qtd in French et al. 1995, 46) view that students with learning disabilities do lack strategies related to reading comprehension and other study skills. Examples of these strategies would include general disorganization, lack of monitoring strategy use, and an inability to switch strategies when and if necessary. In this respect, HØien and Lundberg (2000, 107) explain that most poor readers do not typically use their meta-cognitive strategies when reading. In other word, they intend to read passively without self-regulating control of their own understanding. They cannot realize and correct their faulty comprehension. Thus, research focusing on the comparison between poor and good readers has identified a variety of metacognitive strategies that enhance reading comprehension (Hartman and Glasgow 2002, 90). For the cognitive strategies, HØien and Lundberg (2000, 109-110) state that "it is typical of many poor readers and dyslexics that they are passive. Somewhat exaggeratedly, we can say of poor readers: they cannot read clearly, they rarely re-read, they do not plan, do not take notes, and do not underline; nor do they attempt to express the content of the text in their own words, do not sum up, cannot distinguish between important and not important, and do not draw any conscious conclusions; they do not deliberately vary their reading speed, and do not realize that they do not understand." In other word, poor readers lack some cognitive strategies which can be used during their reading process. Concerning problems related to socio-affective strategies, Pearson et al. (1984, 609) demonstrate that "Poor readers may have motivational handicaps such as low expectation for success, anxiety about their reading, and unwillingness preserve in the face of difficulty". Usually students with poor reading ability possess an initial negative attitude towards their success. Thus, their negative expectation is usually followed by discouragement, low self-confidence, and failure (Pumfrey and Reason 1991, 68). Good readers intend to make an internal dialogue (self-talk) to guide themselves and address problems they face during

reading. However, poor readers have difficulty to do so (Israel et al. 2005, 195). Above all, they do not ask for help when they face reading comprehension problems. They intend to limit their interaction with the text because they consider themselves as poor comprehenders (Hall et al. 2011, 40-41).

Other researchers have also attributed students' reading comprehension problems to lack of knowledge related to discourse competence particularly knowledge which includes text organization, text genre, and cohesive devices used when constructing a text. In this respect, McKenna et al. (2003, 19) state that "an inability to recognize the organizational structure of the text could reflect a lack of understanding concerning how the ideas fit together conceptually and difficulty remembering the ideas". They also reveal that most readers face difficulties in recognizing text structures simply because they do not understand how to recognize the different parts of the overall structure in a particular text. In other words, students may have difficulty in recognizing the main ideas and supporting details, and may not be aware of the fact that one main idea can be supported by subordinate ideas and examples (Seidenberg 1991, 4). Thus, according to Englert & Thomas (1987 qtd in Simmons and Kameenui 1998, 258), these comprehension difficulties are attributed to students' deficits in text structure awareness. Concerning problems attributed to text genre, Woolley (2014, 132) explains that "each genre has specialised features that need to become familiar and to be navigated regularly. For example, the vocabulary in exposition texts is usually subject-or domain-specific and often unfamiliar to young learners. Consequently, unskilled and novice readers will have more difficulty in using the context to construct the meaning of new words". Text genre causes also some comprehension problems particularly when students are less exposed to different English political texts with different genres. Thus, Gajria et al. (2007 qtd in Woolley 2011, 115) illustrate that unskilled readers seem more comfortable when dealing with narrative texts simply because this particular genre describes events through time using very simple language and structure; while, expository texts intend to discuss more advanced concepts using complex language and structure. Therefore, Dreher and Grey (2009 qtd d in Woolley 2011, 115) stress the idea that different genres used in texts can be really challenging for readers especially if they do not receive instruction in how to exploit the features of each genre in order to gain knowledge about the text being read. On the other hand, misunderstanding of cohesive devices used in a particular text can also prevent students from comprehending its ideas. For example, Pollatsek and Treiman (2015, 351) reveal that poor readers face difficulties in deducing and understanding different anaphors used to link sentences and clauses. Likewise, Chen et al. (2016, 177) conclude that misunderstanding of the function and the precise meaning expressed by connectives may be a reason behind students' reading comprehension difficulties. Pronominal references seem also to cause problems to students during reading particularly when the pronoun and its referent are not adjacent (Butler and Silliman 2002, 93). Thus, students with lack of knowledge concerning different cohesive devices are more exposed to reading comprehension problems.

3. METHOD

In this section the participants, instruments, and data collection procedures used are presented and described. In addition, the result obtained from the analysis of the data gathered is reported.

3.1. Participants

The participants in this study fall into two groups: students and teachers in the Department of Political Sciences, Faculty of Law and Politics, University of M'sila (Algeria). This Department includes 105 Master's students among whom 50 students (i.e. 47.61%) are randomly selected to participate in this study. The sample population consists of 23 male and 27 female students belonging to the age group between 24 and 28 years old. The reason behind choosing this particular population is based on the fact that Master's students at the Department of Political Sciences are required to read continuously books and articles related to their field of study many of which are written in English. They are also required, at the end of their studies, to write a dissertation in which they use many English sources.

On the other hand, all 6 teachers who teach English at the Department of Political Sciences participate in the present study. Three teachers are subject specialists and the other three are English language teachers. The three subject specialists and one English teacher hold a Ph degree, and the other two English teachers hold a *Magister* degree.

3.2. Instruments

Three research instruments were used in this investigation: the think-aloud procedure, the test and the questionnaire. Each will be described below.

3.2.1. Think-aloud procedure

This procedure is defined by Hartson and Pyla (2012, 440) as "a qualitative data collection technique in which user participants, as the name implies, express verbally their thoughts about their interaction experience". The think-aloud procedure provides qualitative information about humans' cognitive processes. Hartson and Pyla (2012, 440) state also the reason behind suing this procedure "By this method, participants let us in on their thinking, giving us access to precious understanding of their perspective of the task and interaction design, their expectations, strategies, biases, likes, and dislikes." Thus, the aim behind using this procedure in the current research is to identify the different problems students encounter when reading a text and to determine the type and frequency of strategies used during their reading process.

10 students out of the 50 informants were subject to the think-aloud procedure. After the training phase of using this procedure, they were provided with a text, asked to read it, and answer the questions of comprehension. At the same time, they were required to verbalize their thoughts at each step. Most of the strategies recorded in this research were found in O'Malley and Chamot in 1990, and some others were recorded by Mebarki (2008) in her research exploring the different strategies used by students when reading English texts in an ESP context.

3.2.2. Reading Comprehension Test

The test was purposely undertaken in order to obtain numerical data that help to interpret and explore the different problems which prevent students from comprehending the different English political texts. The test was downloaded from the University of Ramkhamhaeng,

Thailand e-book website[1]. This web-site provides both students and teachers with placement tests used to evaluate students' proficiency level before attending a particular program. It is linked to the field of political sciences. The test was adapted according to the purpose of this study. It contained questions which focused on testing students' knowledge related to discourse and linguistic competences. In effect, while think-aloud procedure data was aimed at unveiling students' strategic competence, the test targeted discourse and linguistic competences (it contained 15 questions: 10 questions related to discourse competence and 5 questions linked to the linguistic competence). The test was first piloted. The reliability of the test was calculated through the use of the Kuder-Richardson formula 21. (KR-21). 0.7 is the reliability of the test.

3.2.3. Questionnaire

There were two questionnaires designed: one addressed to teachers and the other to students. The latter was formulated in order to cross-check the data gathered from the think-aloud procedure. It aimed namely at identifying different problems faced by students to comprehend a particular English text related to their field of study. Consequently, it was composed of three main sections: students' profile, their reading habits, and their problems and use of the linguistic, strategic, and discourse competences. On the other hand, the teacher questionnaire was also aimed to discover problems encountered by students to comprehend different English political texts. Therefore, it contained three main parts: teacher's profile, students' reading comprehension problems, and reasons behind these problems.

3.3. Procedure

Before data collection, the researchers trained students to use the think-aloud technique and piloted both questionnaires and the test. The questionnaires were piloted with 15 students and 5 teachers out of the sample population. The data collected from these piloted questionnaires helped the researchers to make the necessary modifications in order to obtain more reliable data. The test was also tried out with 8 students who were asked to answer the reading comprehension test and determine what they could not understand. The results obtained pushed the researchers to collaborate with a subject specialist to modify the test.

After readjustment of the research tools, the researchers started collecting the data used in this study. 10 students were involved in the think-aloud procedure, they were recorded while verbalizing their thoughts then the data obtained were transcribed. The student questionnaire was distributed to 50 informants during a classroom session. The teacher questionnaire was addressed to 6 teachers, one of them was sent by e-mail.

4. RESULTS

The resulting data were qualitatively and quantitatively analyzed. The think-aloud protocols, which were meant to unveil students' strategy use (strategic competence) when reading the text and answering comprehension questions, were qualitatively analyzed. On the other hand, the data gathered from the test were quantitatively analyzed as they provided

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[1] http://e-book.ram.edu/e-book/inside/html/dlbook.asp?code=EN327

numerical information concerning students' scores when answering questions related to discourse and linguistic competences. Finally, the questionnaires were qualitatively and quantitatively analyzed in accordance with the data obtained related to students' three competences targeted in this study. The results obtained are displayed below.

4.1. Is students' low proficiency in reading English political texts related to their linguistic, discourse and/or strategic competences?

The results obtained from the three research instruments unveiled different problems which political sciences students encountered during their reading process. These results will be put under three main categories: linguistic, discourse and strategic competences.

4.1.1. Linguistic competence

For the linguistic competence, the results obtained from the research instruments provided problems at the different linguistic levels: phonological, morphological, semantic, and syntactic. First, the results gathered from the think-aloud procedure presented a particular phonological problem faced by some students which is phonemic unawareness. The latter is the inability to focus on and manipulate individual sounds (phonemes) in spoken words. According to the records of the think-aloud procedure, some students were not able to determine the difference between the phonemes /ɪ/ and /aɪ/ in words like written /rɪtn/ and writing /raɪtɪŋ/. They read 'written' as 'writing'. Other students were unable to differentiate between phonemes like /æ/ and /eɪ/ when reading words like matter /mætə/ and mater /meɪtə/. The following words are some examples of recorded phonemic unawareness (Table 1):

Table 1 Examples of phonemic unawareness

Words	Student's pronunciation	Standard pronunciation
Like	liːk	laɪk
People	pjuːpl	piːpl
Must	məʊst	mʌst
Many	mʌni	meni

In addition, the results obtained from the student questionnaire corroborate these findings as 78% of students reported that word pronunciation was one of the problems which prohibited them from comprehending English political texts (see figure 1).
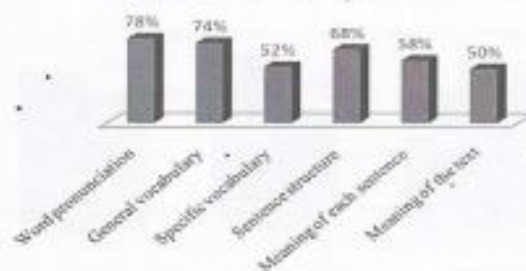

Fig. 1 Questionnaire results on students' reading comprehension problems

Second, according to the data obtained through students' questionnaire, it has been confirmed that students also experience problems at the morphological level. For example, most participants (58%) agreed that they experienced problems in dividing words into their constituent parts (see figure 2). A Related finding was also confirmed through the test when students were asked to determine the constituent parts of words (affixes and roots). In other words, most participants (60%) could not divide words into their affixes and roots during the test (see figure 3 below). Furthermore, some students admitted during the think-aloud procedure that they were not aware of the different prefixes and suffixes found in English.

Third, at the semantic level, the results gathered from the student questionnaire revealed that general vocabulary was considered as one of the major problems (74%) behind students' low level of reading proficiency (see figure 1). Concerning vocabulary related to the field of study, 52% of students confirmed that it prevented them from comprehending English political texts. The test also confirmed this finding as 45% of the students failed when answering questions related to vocabulary and its meaning.

Fig. 2 Questionnaire results on students' ability to divide words into their constituent parts

Fourth, at the syntactic level, sentence structure was seen by the majority of students (68%), who answered the questionnaire, as a problem which impeded their reading comprehension (see figure1). This finding was confirmed by the test results as 54 % of participants were unable to determine the different parts of speech found in a particular sentence when they were asked to determine whether the underlined word in different sentences was a noun, verb, adjective, adverb, preposition, or conjunction (see figure3). The verbal protocols also showed that the participants were not aware of the different parts of speech found in English such as conjunctions and prepositions, or over-generalized rules. Moreover, some students believed that the English sentence takes the same structure as the Arabic one. This refers to negative transfer because they are unaware that the English sentence structure (subject, verb, and object) differs from their Arabic sentence structure (verb, subject, and object).
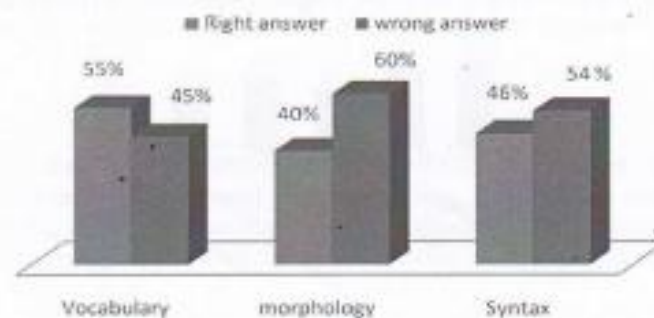
Fig. 3 Students' test performance in questions related to linguistic competence

On the other hand, teachers provided also their answers concerning students' problems related to linguistic competence. At the phonological level, the results obtained show that most teachers (83.33%) confirmed that students face problems in recognizing individual sounds when pronouncing words (e.g., day /deɪ / and die / daɪ /). At the morphological level, 66.66% of teachers emphasized that differentiating between homonyms (e.g., cat/cut) constitutes a real handicap in students' reading comprehension. At the semantic level, all teachers corroborated that students cannot recognize the exact meaning of words which have different meanings in different contexts (e.g., the word 'Right' which has different meanings). At the syntactic level, half of teachers (50%) admitted that their students experience problems in identifying the different functions of words found in a sentence. Concerning general and specific vocabulary, (66.66 %) of the teachers confirmed that general vocabulary does not constitute reading comprehension problems to students. However, (83.33%) of subject specialists corroborated that specific vocabulary related to the field of study prohibits students' reading comprehension.

4.1.2, Discourse compétence

Problems related to discourse competence include three main categories: text organization, text genre, and cohesive devices. Regarding text organization, half of the students stated in the questionnaire that they faced problems in understanding the meaning of the whole text and more than the half (58%) in understanding each individual sentence (see figure 1). According to the records of the think-aloud procedure, the participants were not able to differentiate between preceding and following sentences in the text provided. The test results also showed that some students (39.5 %) could not identify the different parts of the text such as main topic, thesis statement, supporting details, and concluding sentence, i.e., text organization (see figure4).
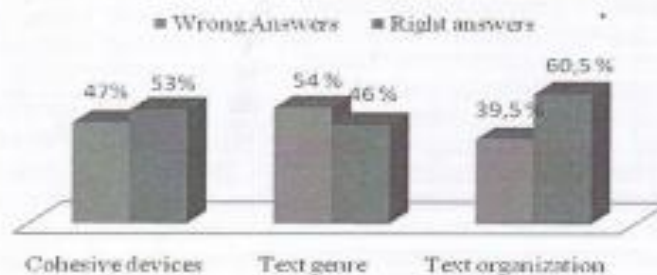

Fig. 4 Students' test performance in questions related to discourse competence

Another emerging problem was students' inability to identify the genre of the text. According to the results obtained from the reading comprehension test, more than half of the students (54%) failed in identifying the text genre (figure 4). In other words, the participants were not able to determine whether the text was informative, descriptive, comparative, argumentative, or prescriptive. Their verbal protocols also revealed that they were unaware of the different genres usually found in English texts and what features characterized each genre.

Concerning problems related to cohesive devices, the test results concluded that some students (47%) were not aware of the different linkers used to insure cohesion in a text

(see figure 4). Indeed, students in the reading comprehension test could not recognize the function of some conjunctions such as: unlike, for instance, as well as, and therefore. In addition, students were unable to determine the reference of particular phrases and words found in the text such as pronouns.

On the other hand, teachers also provided their answers concerning students' problems related to discourse competence. Concerning text organization, all teachers consented that students tend to indentify the main topic of the text during their reading process. Regarding the main ideas, most teachers (83.33%) admitted that students face problems in recognizing the main ideas of a text. Also, all teachers (100%) agreed on the fact that students cannot differentiate between main ideas and supporting details. Thus, their reading comprehension is prohibited. In addition to this, (66.66%) of teachers viewed that students do not try to link between the following and preceding ideas when reading a text. Contrary, majority of subject specialists (83.33%) admitted that students tend to link between preceding and following paragraphs within a text.

Regarding cohesive devices and text genre, 66.66% of teachers confirmed that recognizing word and phrase references constitutes a real handicap to students' reading comprehension. Half of teachers (50%) viewed that students cannot determine the genre of texts which they usually read with its features.

4.1.3. Strategic competence

Regarding strategic competence, the results obtained from the think-aloud procedure provided the researchers with the nature and frequency of strategies used by students when reading English political texts. Accordingly, three categories of strategies emerged: meta-cognitive, cognitive, and affective strategies. Thus, the cognitive strategies which were mostly used include translating, repeating words and sentences, underlying information, over generalizing rules, and understanding sentences word by word. However, other cognitive strategies were rarely exploited like guessing, elaborating, note taking, confirming and rejecting guess, contextualizing, previewing the text, summarizing, and adding information. For Meta-cognitive strategies, most of students intended to use rarely strategies like monitoring comprehension, planning for reading, and evaluating comprehension. Other strategies were not used like monitoring and evaluating strategy. Failure to understand something was the only affective strategy exploited mostly by all students during their reading. Self reinforcement was rarely used. According to this result, students seem to lack different types of strategies which can be used when reading texts in a foreign language. This lack affects and prohibits their reading comprehension particularly in an ESP context.

- Metacognitive strategies   1.97%
- Cognitive strategies   1.65%
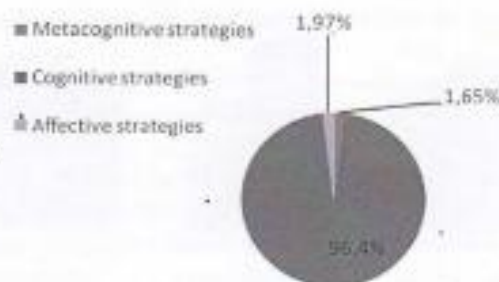- Affective strategies

96.4%

Fig. 5 Frequency of students' strategies used during the reading process

Regarding the results obtained from questionnaires (See Figure6), the meta-cognitive strategies which students admitted that they do not use include the ones which scored the highest percentages of 'No' answer such as stating purpose for reading (58%), planning for reading (86%), monitoring comprehension (58%), monitoring strategy (82%), and evaluating comprehension (78%). However, previewing the text (58%) is the only meta-cognitive strategy students stated that they usually use before the reading process.

The cognitive strategies which are not used by most of the students include repeating sentences (58%), understanding sentence as whole (56%), adding information (76%), taking notes (62%), summarizing (82%), guessing (62%), rejecting and confirming guess (76%), and self-questioning (64%). Other cognitive strategies have been proved to be used by most of the respondents. These strategies incorporate underlying information (68%), understanding sentence word by word (58%), translating (94%), repeating words (76%), and elaborating (60%).

Concerning the affective strategies, most of students, (54%) intend to express their failure when they do not understand something. Only (34%) of the respondents admitted that they reinforce themselves when they understand something during the reading process.
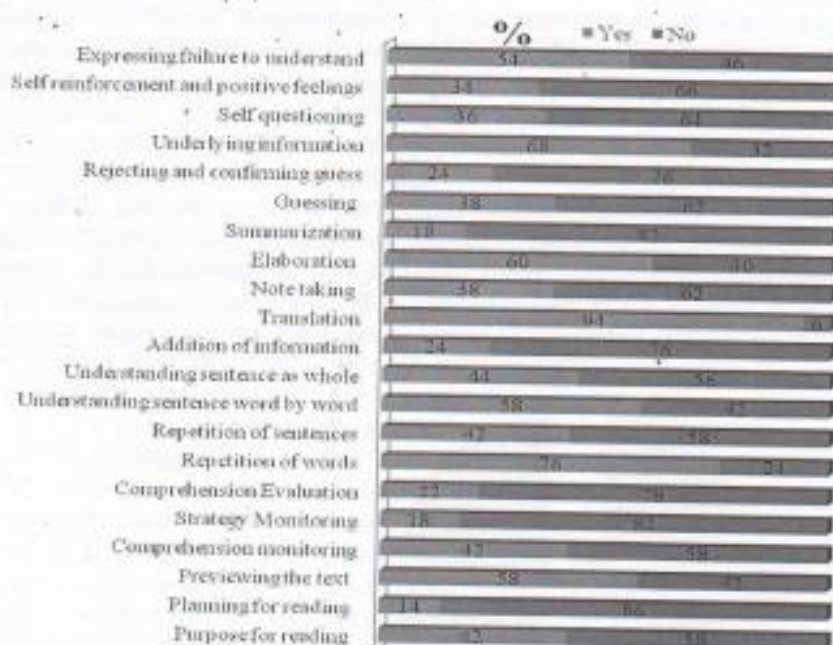

Fig. 6 Students' answers of questionnaires concerning the use of meta-cognitive, cognitive, and affective strategies

On the other hand, teachers also provided their answers concerning students' use of different strategies. Hence, the metacognitive strategies which teachers admitted that students do not use include the ones which scored the highest percentage of 'No' answer. These strategies refer to purpose for reading (100%), paling for reading (83.33%), previewing the text (66.66%), monitoring comprehension (83.33%), monitoring strategy (83.33%), and evaluating strategy (100%).

According to teachers' answers, the different cognitive strategies which are not used by students include understanding a sentence as whole (66.66%), adding information (66.66%), taking notes (66.66%), Elaborating (66.66%), and confirming and rejecting guess (83.33%).

Like students' answers, teachers also confirmed that most students do not use the different affective strategies. To explain more, most teachers (66.66%) agreed that students rarely reinforce themselves when understanding something. Majority of teachers (83.33%) admitted as well that students express their failure when they do not understand something.

According to the results obtained from teachers' questionnaire (Figure 7), students experience problems when reading English political texts. These problems are attributed to different reasons. All teachers believe that lack of knowledge related to linguistic competence is the primary reason which prohibits students from comprehending English political texts. In other words, students encounter problems when reading in English simply because they lack knowledge related to word pronunciations, word meanings, jargons, irregular word endings, noun derivatives, understanding of affixes, and sentence structures. Most teachers (66.67%) attributed also students' low level of reading proficiency to the insufficient strategies exploited during the reading process. To explain more, students lack some metacognitive, cognitive and socio-affective strategies. This lack blocks students' reading comprehension. Only three teachers (50%) who viewed that lack of knowledge in discourse competence can be considered as a reason behind reading comprehension problems. Time allocated to teaching English seems also to be one of the main reasons which cause different reading comprehension problems to students. Most teachers (83.33%) believed that one session per-week is not sufficient to teach all aspects related to both general and specific English. Other teachers (50%) emphasized that students' low motivation and interests seem also to generate reading comprehension problems. Lack of teaching materials according to teachers' answers (16.67%) decreases students' exposure to the English language. Only one teacher who believed that using inappropriate teaching method is also a reason behind problems that students encounter when reading in English.
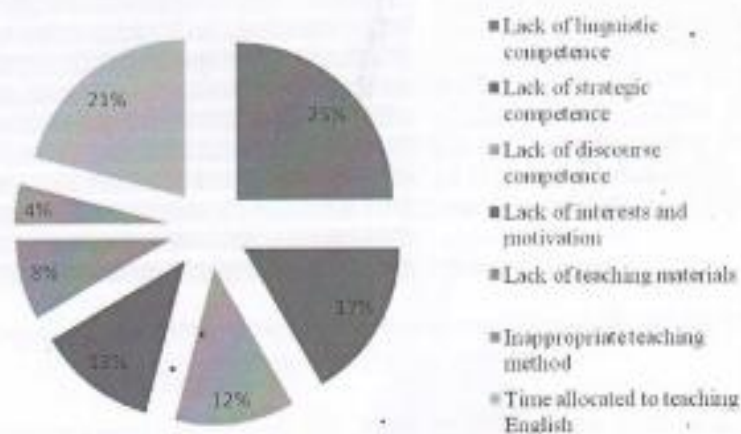

Fig. 7 Reasons behind students' reading comprehension problems

4.2. What type of course and instructional model would be appropriate to develop political sciences students' reading proficiency in English?

Based on the results obtained, political sciences students need an English course which would have the following objectives:

- Develop students' linguistic, strategic, and discourse competences to improve their reading comprehension
- Train students to use successful meta-cognitive, cognitive, and socio-affective strategies during their reading.
- To provide students with different authentic political texts written in English with different text organization and genre.
- Help students build ideas and terminology related to their field of study.
- Develop students' reading skill in addition to the other language skills.

Concerning its description, this designed syllabus follows the skill-centered approach when design a course. As Hutchinson and Waters (1987, 69) stated "A skill-centred course, therefore, will present its learning objectives in terms of both performance and competence". Thus, the course focuses on teaching the three main competences: linguistic, strategic, and discourse competences to be used when dealing with the reading task. Thus, the course will provide students with different authentic texts and pictures from English political books and documents in order to be read and analyzed through various activities. The content of the course provides students with the basic knowledge related to the different linguistic levels. In other words, the syllabus focuses on teaching word pronunciation, the structure of words, general English vocabulary and political jargons, and the different grammatical structures found in these authentic texts. The course helps also students to use different successful meta-cognitive, cognitive, and socio-affective strategies before, while, and after the reading process. Students will be equipped with knowledge related to discourse competence as well. That is to say, teaching the different linkers used to insure cohesion in a text, the different parts of the text (e.g., main topic, thesis statement, supporting details...etc), and the different genres of political English texts. Above all, the syllabus intends to teach reading skill in relation to other language skills. In terms of performance, students will be able by the end of the course to catalogue books written in English related to political sciences (Hutchinson and Waters 1987, 69).

The Competency-based instructional model would be an appropriate teaching method to help student develop their global linguistic, strategic, and discourse competences. This model is based on the outcomes obtained from an analysis of tasks needed for students' life situations. Thus, it is adaptive to the changing needs of group of students (Richards & Rodgers 2001,141). In different words, this adaptive approach focuses on teaching the syllabus which is based on the analysis of students' needs. The CBA emphasizes mainly on the development of group of competencies included in one global competence. To explain more, Biggs (2010, 320) emphasizes that the term competency in this method refers to skills, knowledge, and attitudes. A collection of competencies are grouped within the term competence. According to this current distinction between these two terms, the CBA aims at teaching all skills, knowledge, attitudes grouped in a competency. Therefore, all competencies related to global linguistic, strategic, and discourse competences would be addressed according to this approach. Differently stated, students' observable behaviors obtained from the research instruments showed that most participants do lack knowledge, skills, and attitudes related to the three competences. In this respect, (Richards & Rodgers 2001,141) emphasized that the

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CBA determines "educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviors students should possess at the end of a course of study". Thus, the current approach helps teachers to know whether students' develop their competences or not depending on the assessment which will provide observable behaviors and results.

5. CONCLUSION

The aim of this study was to explore the different problems encountered by Master's students at the department of political sciences when reading English texts. It also intended to find the sources of these problems and design a course which would address these students' English language needs in general and reading comprehension problems in particular. According to the aims of the investigation, the results gathered have concluded three main findings. First, it has been confirmed that most of students in an ESP context suffer at the university level when dealing with the English language simply because of the curricula which focus on the content area of their specialization. That is to say, students used at high schools to deal with English curricula which stress the use of general and simple English words and structures. However, once students become specialized in a particular field of study at the university level, the English curricula automatically switch to teaching and using complex and specific English structures and jargons. Second, the results reached have emphasized that the different problems encountered by students when dealing with reading comprehension tasks are due to lack of knowledge in discourse competence. In other words, students are not aware of the different cohesive devices, text structures, and genres found in English in general and in political texts in particular. Third, students' low level of reading proficiency has been proved to be attributed to the insufficient strategies exploited during the reading process.

Thus, it has been recommended that teaching English in an ESP context requires a learner needs analysis in order to reach specifically the detailed description of general and specific language skills, functions, and forms students should possess. Having such kind of course design provides students with necessary English knowledge and jargons related to their field of study. It also helps them to learn the different general and specific language skills, forms, and strategies required in their ESP context.

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