Revista Infoacceso
e-ISSN 2311-7605 (Online)
infoacceso.org/index.php/ri

Volume 13 · Issue 3 · 2026
Pages 3673–3688

The Impact of Certain Variables on the Quality of Middle School Teachers' Adaptation to Integrative Situations for Students with Dyslexia in the Second Generation of the Competency-Based Approach

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Received: 11/07/2026 | **Accepted:** 17/10/2026 | **Published:** 15/11/2026

***Abstract*—**This study aimed to explore how teachers interact with students who suffer from academic learning difficulties (dyslexia), particularly regarding the adaptation of integrative situations to meet their needs. The researchers employed a descriptive exploratory approach, selecting a purposive sample of 32 middle school teachers from El-Bayadh province who work with dyslexic students diagnosed by a psychological-medical committee.

To collect data, the researchers developed a tailored questionnaire to measure the impact of seniority and training type on the adaptation of integrative situations for dyslexic students. Psychometric properties of the tool (validity and reliability) were verified.

The study concluded that the quality of middle school teachers' adaptation to integrative situations for students with dyslexia varied according to training type but not seniority.

***Keywords*—**Dyslexia, Competency-Based Approach, Integrative Situation, Adaptation, Middle School Teachers.

Introduction

One of the most significant roles of modern education is to prepare individuals for the future and equip them with the ability to adapt to national events and the rapid global changes. These changes affect all fields—political, social, economic, health, and educational—and demand individuals who exhibit high quality, efficiency, and performance.

Education serves as a fundamental pillar for societal development and progress. Schools are environments where students acquire essential knowledge and interact with peers who may have diverse backgrounds and characteristics. Providing an inclusive educational environment that respects individual differences and addresses students' special needs has become a significant challenge for education systems worldwide.

One prominent special need is dyslexia, a condition that significantly impacts students' ability to read and write, despite their intact intellectual abilities. Therefore, adapting educational situations to accommodate these students is crucial for their academic and personal success.

In many countries, middle schools aim to integrate students with dyslexia into regular classrooms, a practice known as inclusive education. This requires curriculum modification, changes in teaching strategies, and the preparation of suitable conditions to provide academic and psychological support for students. The competency-based approach, particularly in its second generation in Algeria, is one of the educational tools that facilitate these goals.

The competency-based approach focuses on developing the skills and abilities students need rather than merely emphasizing content knowledge. This approach considers individual learning differences and helps motivate students while fostering their abilities to meet their specific needs.

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Problem Statement:

Curricula reflect a nation's aspirations and orientations, and schools serve as the primary tool for their implementation. Schools act as practical arenas where these curricula are translated into reality, forming a foundational pillar for creating active individuals within society.

Given this, Algeria’s educational system has undergone significant reforms focusing on the learner as an active participant in constructing knowledge. These reforms have required teachers to shift from delivering ready-made knowledge to creating educational environments that encourage active learner participation in the educational process.

Assessment, as a systematic process, requires collecting objective data using specific tools aligned with predefined levels or goals to arrive at quantitative estimates and qualitative evidence. This information is used to make judgments or decisions regarding students and the educational process, thereby improving performance quality and efficiency to achieve these goals.

To achieve effective competency-based assessment, learners must be placed in situations that simulate real-life scenarios. This has led to the emergence of the concept **of integrative situations**, which aim to connect theoretical knowledge with practical application by placing students in real or realistic contexts.

Given that the Algerian educational system has adopted inclusive education for students with learning difficulties within regular schools and classrooms, it has become essential to find solutions for adapting integrative situations to meet their abilities and uphold the principle of equal opportunities.

From this emerges the research problem, which is as follows:

What is the impact of seniority and training type on the quality of middle school teachers' adaptation to integrative situations for students with dyslexia in light of the second generation of the competency-based approach?

This problem is further subdivided into the following sub-questions:

1. Are there statistically significant differences among middle school teachers in their adaptation of integrative situations for students with dyslexia due to seniority?

2. Are there statistically significant differences among middle school teachers in their adaptation of integrative situations for students with dyslexia due to training type?

Hypotheses

Main Hypothesis:

- The quality of middle school teachers' adaptation to integrative situations for students with dyslexia varies according to seniority and training type.

Sub-Hypotheses:

1. There are statistically significant differences among middle school teachers in adapting integrative situations for students with dyslexia based on seniority (0–7 years, 8–15 years, 16–23 years).

2. There are statistically significant differences among middle school teachers in adapting integrative situations for students with dyslexia based on training type (university graduates vs. graduates of teacher training schools).

Significance of the Study

1. Understanding the reality of dyslexia within the competency-based approach:

Recognizing the needs of students with dyslexia in educational systems is of paramount importance, considering their significant presence in classrooms. Special attention and tailored strategies can improve their academic performance and equip them for success. These individuals often possess average or above-average intelligence and are sometimes gifted. Many historical figures who shaped history faced similar learning challenges. Thus, this study seeks to evaluate how well the competency-based approach accommodates the needs of these unique learners.

2**. Assessing the alignment of teaching methods and educational technologies with the abilities of students with learning difficulties**:

The competency-based approach is characterized by innovative teaching strategies, such as simulating real-life situations and problem-solving activities, which can be particularly beneficial for students with learning difficulties. However, the extent to which these methods are

effectively implemented in schools remains uncertain.

3. Evaluating the effectiveness of inclusion:

This study explores the appropriateness of integrating students with learning difficulties into mainstream classrooms under the competency-based approach. It aims to determine whether such inclusion impacts regular students positively or negatively.

Objectives of the Study

- To understand the quality of middle school teachers' adaptation to integrative situations for students with dyslexia.

- To identify differences in the adaptation of integrative situations for students with dyslexia among middle school teachers based on seniority (0–7 years, 8–15 years, 16–23 years).

- To determine statistically significant differences among middle school teachers in the adaptation of integrative situations for students with dyslexia based on training type (university graduates vs. graduates of teacher training schools).

Study Limitations:

1. **Human Scope:**

This study focuses on middle school teachers who directly teach students with learning difficulties diagnosed by the educational directorate in El-Bayadh province.

2. **Geographical Scope:**

The study was conducted in seven middle schools within El-Bayadh province, where diagnosed cases of academic learning difficulties are concentrated.

3. **Thematic Scope:**

The study examines two main variables: academic learning difficulties and the competency-based approach in the middle school stage of Algerian education.

4. **Temporal Scope:**

The study was conducted from September 26, 2023, to February 2, 2024.

Definition of study Terms:

Dyslexia (Reading Difficulties):

According to Hamza and Ahmed Abdul Karim (2008, 53),the term "dyslexia" derives from the ancient Greek words *dys* (impaired or incomplete) and *lexia* (word or language), meaning a deficiency in linguistic communication.

It is also defined by Tayseer, Maflaj(2003, 133) as a disorder or difficulty that includes a significant challenge for some children, adolescents, and adults in recognizing and interpreting letters and words.

Dyslexia refers to reading difficulties and related skills such as accurate spelling and expressing thoughts in writing. This condition primarily affects students in regular schools without noticeable delays in other subjects. Factors contributing to dyslexia may include physiological, psychological, environmental, or social aspects, as well as health-related issues and individual differences.

Causes of Dyslexia

Research in education has identified several hypotheses explaining the causes of reading difficulties, including:

1. **Phonological Deficit Hypothesis:**

A disruption in phonological awareness skills caused by damage to the brain's language areas leads to difficulties in understanding the relationship between sounds and letters.

2. **Magnocellular Dysfunction Hypothesis:**

Reduced sensitivity to visual waves can result in reading challenges.

3. **Cerebellar Deficit Hypothesis**:

Dysfunction in the cerebellum impairs the acquisition of reading skills.

4. **Double Deficit Hypothesis:**

Mahmoud Ahmed (2010, 111) sees thatDyslexia is categorized into three subtypes: those with only phonological processing issues, those with rapid naming deficits, and those with both, which represent the

most severe cases of reading difficulty.

Types of Dyslexia

1. **Phonological Dyslexia:**

This involves a difficulty in applying the sound-symbol correspondence rules of a language. Students with this type struggle to use phonological cues and often face challenges in spelling and verbal memory. (Demon&Annie, 2006: 109)

2. **Surface Dyslexia:**

Students with this type can read words by sounding them out but struggle with irregular words that require direct visual recognition and semantic access. (Demon&Annie, 2006: 110–111)

3. **Deep Dyslexia:**

Characterized by phonological deficits and semantic errors, this type also involves challenges in recognizing abstract words or new vocabulary. Accompanying difficulties in language comprehension and visual word recognition may severely hinder educational progress. (Tayseer&Buflaj, 2007: 42)

4. **Mixed Dyslexia**:

Characterized by difficulties in reading both words that followormal pronunciation rules and words that are written one way but pronounced another, as well as pseudo-words. These difficulties seem to arise from two types of cognitive impairments: a functional impairment similar to the one found in phonological dyslexia, and a visual-attentional impairment similar to the one in surface dyslexia. (Demon&Annie, 2006: 111)

Types of Reading Learning Disabilities:

There are several forms, patterns, and types of reading learning disabilities, as follows:

1. Difficulties in distinguishing visual words.
2. Difficulty naming letters.
3. Difficulty linking letters to their sounds.
4. Difficulty connecting letters to words.
5. Difficulty analyzing new words.
6. Difficulty with the phonemic units of a word.
7. Difficulty pronouncing phonemic units.
8. Difficulty in auditory discrimination.
9. Difficulty in following letter sequences from right to left.

Clinically, reading difficulties can be divided into:

1. Attentional reading difficulties.
2. Neglectful reading difficulties.
3. Letter-by-letter reading.
4. Deep reading difficulties.
5. Surface reading difficulties.

(Kirk &Cavanaugh, 1988: 156)

Operationally:

It is a disorder diagnosed by the medical-psychological-pedagogical committee responsible for the diagnosis at the Directorate of Education in the Wilaya of El Bayadh.

Competency-Based Approach:

This is a functional strategy that manages the complexities of life, with all its intertwined relationships and social phenomena. It is a methodological choice that allows learners to succeed in life by promoting school knowledge and making it applicable in various life situations.

The competency-based approach refers to educational programs defined by competencies, as illustrated by the operational objectives that describe the competencies to be developed in students. This is achieved by renewing basic knowledge necessary to acquire the required competencies, enabling students to integrate effectively and efficiently into society. (Mohamed Boualaq, p. 13)

It is also a pedagogical method that emphasizes the relationship between school culture and social practice, focusing on the learner who builds their knowledge independently through problem-solving activities, where the

teacher's role is to guide them by providing suitable tools and situations to solve the presented problem. It is a transition from the logic of teaching to the logic of learning, allowing the learner to use their acquired knowledge. This approach is known for its aim to develop the learner's abilities, strategic skills, intellectual, methodological, and communicative abilities, helping them integrate into their environment and build knowledge through self-directed learning. It also emphasizes problem-solving. (Suleiman Nayt: 29-30)

Operationally: It consists of instructions provided to teachers to implement in class, supporting a pragmatic approach to education.

Second-Generation Curricula:

These are improved educational curricula that emphasize values and reinforce national identity. They are designed according to the competency-based approach and are more harmonious and gradual, placing the learner at the heart of the teaching-learning process, enabling them to build their knowledge independently from complex real-life situations.

It is universally accepted that curricula are not rigid but undergo periodic adjustments due to changes in scientific and technological advancements and modifications in legal requirements. (National Committee, 2016: 5)

The concept of curriculum refers to all organized educational experiences that students encounter under the responsibility of the school during their formation period. It includes the teaching activities in which the student participates, the methods and tools used, as well as how evaluation is conducted. (Hataroubi, 2012: 26)

Features of the Second-Generation Curriculum:

Given the flexible nature of educational curricula, most countries periodically modify and improve them. Key features of the second-generation curriculum include:

- Its alignment with the educational directive law and the goals of the education system.
- Its reliance on social structure, prioritizing strategies that enable the learner to build their knowledge through collaborative work.
- Efforts to integrate topics across various subjects to create horizontal and vertical coherence, addressing the fragmentation of old curricula. This integration helps foster cross-subject collaboration and the development of competencies.

It is based on the following principles:

- Comprehensiveness:

Building a curriculum for each educational stage.

- Coherence:

Explaining the relationships between the various components of curricula across different years and fields.

- Applicability:

Adjusting to execution conditions.

- Clarity:

Ensuring simplicity, transparency, and accuracy.

- Relevance:

Aligning curriculum goals with educational needs. (Brahim Abdelaziz, 2015)

Evaluation:

Mustafa Nimer Dams (2008) defines educational assessment as a means of determining whether the intended goals in educational processes are achieved, helping to identify strengths and weaknesses, and diagnosing obstacles that prevent reaching these goals. It also involves offering suggestions for correcting the course of the educational process. (2011: 12)

Types of Evaluation:

Evaluation can be categorized in different ways, such as quantitative or qualitative, based on the number of evaluators, the nature of the information, the evaluation criteria, and the evaluation by competencies. There are three main types of evaluation:

1. ***Diagnostic Evaluation:***

Conducted by the teacher at the beginning of each lesson, unit, or school year to assess prior knowledge and readiness to learn new material.

2. ***Formative Evaluation:***

Ongoing assessment during teaching to monitor the progress of learning and ensure the achievement of educational goals.

3. ***Summative Evaluation****:*

Typically done at the end of the program to assess whether educational goals have been met. (Haji Fredi, 2005: 19)

Operationally:

It is part of educational curricula and is a subject of research for middle school teachers.

Integrative Situation:

Definition of Integration:

In linguistic terms, integration means combining things to create a whole. According to "Larousse" (2003), integration is adding something to a larger entity to give it coherence and unity.

In the educational context, integration refers to practices in which both the learner and teacher establish connections and interactions between knowledge, using it to understand the learner's reality and apply it to solve current problems. (Qali&Hnash, 2009: 196/197).

Integration involves connecting and reorganizing fragmented knowledge, and it helps learners to apply their learning in new, meaningful ways. It is a process of building new knowledge through the application of previous learning and restructuring concepts. This approach helps learners better integrate new knowledge needed for ongoing education. (Ministry of National Education, 2009: 20).

Conceptual Framework of Integrative Pedagogy:

This pedagogy is based on the work of "Dekatel" in the late 1980s, developed by "Rogers," and applied since the 1990s in Europe and Africa, particularly in primary education. Its goal is to improve educational systems by achieving the following objectives:

1. Focusing on what the learner should be able to do by the end of the school year.

2. Giving meaning to the lessons so that learners understand the practical benefits of what they are learning.

3. Assessing the learner's achievements by solving concrete problems, rather than merely memorizing knowledge they do not know how to apply in real life. (Ministry of National Education, 2011: 9)

Definition of Integrative Situation:

An integrative situation is a complex (composite) educational or evaluative situation, typically presented as a problem-solving task that aims to integrate knowledge and skills. It aims to achieve a final or intermediate goal such as producing a document, summarizing content, or applying a specific process (experimental or inventive). Rogers believes the integrative goal is annual and subject-specific. (National Curriculum Committee, 2016: 23)

Characteristics of Integrative Situation:

Integrative situations have the following key characteristics:

- ***Realism and relevance****:*

They connect directly to the learner's life, providing meaningful and relevant contexts.

- ***Incorporating social experiences:***

They integrate desired knowledge, skills, and social values.

- ***Engagement of the learner's resources****:*

They require the learner to mobilize their abilities, needs, and capacities.

- ***Complexity****:*

They demand the construction and reorganization of knowledge, rather than just recalling previous knowledge.

- ***Promoting integration****:*

They facilitate the linking of concepts across different subjects, demonstrating the practical function of these subjects.

- ***Encouraging teacher-student collaboration****:*

They help highlight the value of different types of knowledge and relationships between concepts. (Qali & Hnash, 2009: 198-201)

Operationally:

It is the situation under study through which the difficulties faced by individuals with reading disabilities in acquiring competence are evaluated.

Curriculum Adaptation:

Curriculum adaptation is the process of modifying the curriculum and teaching methods to meet the needs of learners with special needs, aiming to ensure they have equal educational opportunities. This modification involves changes in the content of education, teaching methods, and assessment techniques, tailored to the different needs of learners. The goal of curriculum adaptation is to ensure inclusive learning that considers the diversity in abilities and learning strategies among students. (Chataika, T., McKinney, E. A., Mckay, S., & Swart, E. (2012))

Operationally:

It refers to the educational strategies used by the teacher to help students with reading disabilities understand the instructions for integrative situations and to enable them to integrate information to find a solution.

Previous Studies:

Studies on Learning Disabilities:

- Study by John and Lisa et al. (1994): "Beliefs, Skills, and Practices of General Education Teachers in Planning for Students with Learning Disabilities"

The purpose of this study was to verify the beliefs, skills, and practices of general education teachers in planning and making modifications for students with learning disabilities integrated into general education. The participating teachers were identified as effective in working with students who have learning disabilities. A sample of 60 teachers (20 primary school, 20 middle school, and 20 high school) was surveyed to assess their beliefs, skills, and practices. A subgroup of 12 teachers also participated in intensive interviews and classroom observations to provide additional insights into their adaptive teaching practices.

The results indicated that even among skilled teachers, there were gaps between beliefs, practices, and skills. The discussion focused on the differences in teachers' beliefs, skills, and practices across the various grade levels. (Jeanne & Liz, 1994)

- Study by Wyen M. Adeyemi, SimforosaRembe, Jenny Shumba, and Adeola Akinyemi (2017): "Curriculum Adaptation for the Integration of Learners with Special Educational Needs in Primary Schools in the Fort Beaufort Area".

The study aimed to explore curriculum adaptation practices in primary schools in the Fort Beaufort area to integrate learners with special educational needs (SEN). This practice is part of South Africa's efforts to achieve inclusive education, ensuring that all learners, including those with special needs, have access to high-quality education. The study used a qualitative research approach with a case study design, conducting interviews with eight teachers, ten school principals from ten selected primary schools, and four education officials. Data was collected through document analysis and semi-structured interviews and analyzed thematically.

The study found that teachers in some primary schools in the Fort Beaufort area used diverse teaching methods, including individual and group strategies, as well as additional work to ensure the integration of learners with special educational needs into regular classrooms. However, integration remained limited in some schools, particularly in poor rural areas.

The study concluded that there were some good practices in the implementation of the integration policy, such as the use of diverse teaching strategies and both individual and group work. However, it recommended that sufficient training be provided to teachers in curriculum adaptation to ensure the inclusion of all learners with special needs, contributing to effective inclusive education.

- Study by Aliwat Mohammed (2013): "The Reality of Adapted Education within the Educational System"

This study, conducted in 2013, focused on the question: What is the reality of adapted education during the period of reform in the Algerian educational system? The aim of this study was to determine the reality of curriculum adaptation for special needs categories integrated into the Algerian school system (learning disabilities and school

delays). The descriptive method was used due to the nature of the topic, along with a case study approach. The study sample consisted of schools involved in adapted education in the Bouira region during the 2012-2013 school year, totaling 5 schools. The researcher used several techniques, including interviews with observation elements and questionnaires. The results were as follows:

- Primary schools showed little interest in adapted education during the reform period. Although adapted education is an objective of the national education reform, only 5 out of 533 primary schools had adapted classes, a very low percentage of 0.93%.

- The role of the exploration committee was limited due to a lack of measurement tools, and even when tools were available, they were not suitable for the needs and environment of the target group.

- The issue of establishing exploration committees and reactivating the established committees without adhering to the ministerial decrees on the organization of adapted education was highlighted, showing that teachers assigned to adapted education were not specialists, relying instead on general teachers. (Aliwat Mohammed, 2013: 20)

- Study by Caroline and Jade (2008): "Intervention for Linguistically Diverse Middle School Students with Severe Reading Disabilities"

This study aimed to investigate the effectiveness of a multi-component reading intervention implemented with middle school students who had severe reading disabilities. All participants had received therapeutic and/or special education for several years with minimal response to intervention. The sample included 38 students in grades 6 to 8 who had severe reading word recognition, fluency, and comprehension deficits. Most were English learners who spoke Spanish. Nearly all had extremely limited oral vocabulary in English, and some had limited oral vocabulary in both English and Spanish. The sample was randomly assigned to either the intervention group (20 students) or a comparison group (18 students) that received typical school-based reading instruction.

The intervention group received explicit, systematic daily instruction for 40 minutes in small groups for 13 weeks, consisting of a modified phonics-based therapy program, enhanced with English as a Second Language (ESL) practices, vocabulary instruction, fluency, and comprehension strategies. Results indicated that the intervention students did not show much higher performance in word recognition, fluency, or comprehension compared to the control group. Neither group showed significant growth over the study period.

The researchers found statistically significant correlations between teacher ratings of students' social skills, behavior problems, decoding skills, and spelling scores after testing, as well as between English oral vocabulary scores, word recognition and comprehension scores. The researchers suggested that middle school students with severe reading disabilities, especially those who are English language learners with limited oral vocabulary, may need more intensive interventions than those provided in this study. (Caroline & Jade, 2008)

Study Methodology:

The researchers adopted the exploratory descriptive approach, as it aligns with the objectives of this study.

Definition of the Exploratory Descriptive Approach:

The exploratory descriptive approach is a research method used to study phenomena or topics that have not been adequately researched or are relatively new. The aim of this approach is to explore and understand the phenomenon initially by collecting descriptive data to examine its characteristics and dimensions. This method does not involve testing specific hypotheses or drawing definitive conclusions; rather, it seeks to provide preliminary and comprehensive information about the phenomenon under study.

Key Features of the Exploratory Descriptive Approach:

1. ***Preliminary Exploration****:*

   The focus is on exploring unstudied or not fully understood topics or phenomena.

2. ***Data Collection****:*

   The method relies on gathering data through tools such as surveys, interviews, or direct observations.

3. ***Focus on Description****:*

   The researcher aims to describe the basic features or characteristics of the phenomenon accurately.

4. ***Data Analysis****:*

   The data is analyzed to identify patterns or trends that may contribute to a deeper understanding of the phenomenon.

Primary Goal :

The exploratory descriptive approach aims to provide a comprehensive picture of the phenomenon under study without intervening or manipulating the conditions, which helps to provide a knowledge base that can be built upon in future research. (Babbie, E. (2010))

Study Sample:

The purposive sampling method was used for this study, which is suitable for its objectives. Purposive sampling involves selecting individuals deliberately by the researcher based on the presence of certain characteristics that are important for the study. This type of sampling is used when relevant data is available from a specific group within the population. (Mohammad Obaidat, 1999, p. 96)

The study targets middle school teachers who supervise students with diagnosed reading disabilities (dyslexia) integrated into regular classrooms. This population includes teachers of literary subjects (Arabic literature, French, and English). The study was conducted in the El-Bayadh region during the 2023-2024 school year. The researchers found the following data about the original population from statements by the head of the Human Resources Department at the Directorate of Education in El-Bayadh:

- For the current school year (2023-2024), there are 60 middle schools in El-Bayadh, ranging from urban to semi-urban areas.

- These schools serve 30,673 students, aged 12 to 18 years, with an average of 512 students per school. The schools are taught by 1,893 teachers in various subjects.

Regarding the actual study population, the number of students with reading disabilities in El-Bayadh was compiled by contacting the officials at the Directorate of Education, who referred the cases to the school psychological medical committee. The count of diagnosed dyslexic cases was 28, distributed as follows:

Table 01 showing the distribution of the study sample :

School Name	Number of Cases	YearsAttended	SupervisingTeachers
| Abdelhamid Ben Badis	3	First, Second, Fourth	5
Suleiman Ben Hamza	4	All Years	7
Al-Oufi	5	All Years	6
Karkab Kadour	4	First, Third	4
SlatLahbib	3	First, Third	5
Bel'arabi(SidiTifour)	4	All Years	7
Hayy Al-Lawz	5	First, Second, Fourth	5
Total	28		39

Thus, the study sample consists of 39 teachers. A total of 38 responses were retrieved from the sample, which represents the study population.

Table 02 : showing the Description of the study Sample by seniority:

Experience Range	Number of Teachers
0 to 7 years	18
8 to 15 years	11
16 to 23 years	9

Table 03 : showing the Description of the study Sample by Educational Background:

Degree	Number of Teachers
Graduate of the Teacher Training Institute	12
Graduate of University (Bachelor)	16

Table 03 : showing the Description of the study Sample by Educational Background: *(continued)*

Graduate of University (Master, Doctorate)	10

StudyTool:

The researchers developed a questionnaire consisting of 30 items, covering three dimensions:

1. Teacher's awareness of the meaning of reading difficulties and how to deal with them.
2. The integrative situation.
3. Adapting the integrative situation for students with dyslexia.

The validity and reliability of the questionnaire were verified using internal consistency, discriminant validity, and Cronbach's Alpha coefficient for reliability after applying the initial version of the questionnaire.

Internal Consistency Validity:

The researchers calculated the Pearson correlation coefficient between the item score and the corresponding dimension to exclude items with low correlation scores. SPSS software was used to measure these correlations, as shown in the table:

First Dimension:

Reading Disability (Dyslexia)

Table 04: Showing Correlations between Paragraphs and the Dimension of Dyslexia

Paragraph Code	Pearson Correlation Coefficient	Probability Value	SignificanceLevel	Significance
F 01	0.567**	0.001	0.01	Significant
F 02	0.216	0.252	0.05	Not Significant
F 03	0.797**	0.000	0.01	Significant
F 04	0.616**	0.000	0.01	Significant
F 05	0.673**	0.000	0.01	Significant
F 06	0.840**	0.000	0.01	Significant
F 07	0.456*	0.020	0.05	Significant
F 08	0.456*	0.011	0.05	Significant
F 09	0.744**	0.000	0.01	Significant
F 10	0.570**	0.010	0.01	Significant
F 11	0.808**	0.000	0.01	Significant
F 12	0.385*	0.035	0.05	Significant

Second Dimension:Integrative Position

Table 05: Showing Correlations between Paragraphs and the Integrative Position Dimension

Paragraph Code	Pearson Correlation Coefficient	Probability Value	SignificanceLevel	Significance
F 13	0.576**	0.001	0.01	Significant
F 14	0.486**	0.007	0.01	Significant
F 15	0.303	0.104	0.05	Not Significant
F 16	0.610	0.050	0.05	Not Significant
F 17	0.339	0.067	0.05	Not Significant
F 18	0.272	0.260	0.05	Not Significant
F 19	0.173	0.362	0.05	Not Significant

Table 05: Showing Correlations between Paragraphs and the Integrative Position Dimension *(continued)*

F 20	0.607**	0.000	0.01	Significant
F 21	0.479**	0.004	0.01	Significant
F 22	0.506**	0.004	0.01	Significant
F 23	0.660**	0.000	0.01	Significant
F 24	0.660**	0.000	0.01	Significant
F 25	0.518**	0.003	0.01	Significant

Table 06: Showing Correlations between Paragraphs and the Adjustment of the Integrative Position Dimension

Paragraph Code	Pearson Correlation Coefficient	Probability Value	SignificanceLevel	Significance
F 26	0.487**	0.006	0.01	Significant
F 27	0.609**	0.000	0.01	Significant
F 28	0.609**	0.000	0.01	Significant
F 29	0.451*	0.012	0.05	Significant
F 30	0.549**	0.002	0.01	Significant
F 31	0.616**	0.000	0.01	Significant
F 32	0.124	0.514	0.05	Not Significant
F 33	0.663**	0.000	0.01	Significant
F 34	0.491**	0.006	0.01	Significant
F 35	0.348	0.059	0.05	Not Significant
F 36	0.451*	0.012	0.05	Significant
F 37	0.323	0.082	0.05	Not Significant
F 38	0.192	0.310	0.05	Not Significant
F 39	0.201	0.287	0.05	Not Significant

Based on the following tables:

It shows that some statements are not consistent with the dimension they belong to and therefore were removed.

Construct Validity:

This type of validity is calculated by finding the correlation coefficient between the total score of the dimension and the total score of the scale, as shown in the following table:

Table 07: Showing Correlation between Dimensions and Total Score

Dimension	Correlation Coefficient	Probability Value	SignificanceLevel	Significance
Dyslexia	0.832**	0.000	0.01	Significant
Integrative Position	0.886**	0.000	0.01	Significant
Adjustment of Integrative Position	0.937**	0.000	0.01	Significant

From the table, it is evident that the correlation values are high (0.937 and 0.832) with a probability value of 0.000, which is smaller than the significance level of 0.05. Therefore, the questionnaire is construct valid.

Reliability:

Refers to the stability of an individual's scores on the same test or questionnaire, meaning how consistent the results are when the same individuals undergo repeated testing. To ensure the reliability of a questionnaire or test, it must have already been proven valid since validity precedes reliability.

Cronbach's Alpha Method:

After applying the questionnaire on the pilot sample of 30 teachers at the "Suleiman Ben Hamza" institution, the Cronbach's Alpha reliability coefficient was calculated using SPSS.

Table 08 : Cronbach's Alpha Coefficient Table

Dimension	Number of Items	Cronbach's Alpha Coefficient
Questionnaire on the Reality of Adjusting Integrative Position for Dyslexia	39	0.897

Since the Cronbach's Alpha coefficient is higher than 0.05, the questionnaire is reliable.

Practical Procedures of the Study:

After confirming the validity and reliability of the questionnaire, the final version was distributed to the study sample, which consisted of 39 teachers supervising dyslexia cases in the subjects "Arabic Literature, English Language, French Language." 38 copies were returned, and the first part of the questionnaire was processed into tables describing the sample. The items were scored as follows: Disagree: 0, Neutral: 1, Agree: 2. The study was completed using the following statistical methods: Mean, Percentages, Standard Deviation, Pearson Correlation Coefficient, Construct Validity, Internal Consistency Validity, Cronbach's Alpha Coefficient, ANOVA.

Presentation and Analysis of Hypothesis Results:

First Partial Hypothesis Results:

Hypothesis Statement:

There are no statistically significant differences at the 0.05 level in the respondents' views on the adjustment of the integrative position for dyslexia in light of the competency-based approach due to the variable of seniority.

Table 09: One-Way ANOVA Analysis Table to Identify the Differences Among Respondents Regarding the Adjustment of the Integrative Position for Dyslexia in Light of the Competency-Based Approach

Variable	Source of Variance	Degrees of Freedom	Sum of Squares	Mean Squares	F-Value	Probability Value	StatisticalSignificance
Seniority	Within Groups	4	59.407	14.852	1.080	0.365	Not Significant
	Between Groups	595	8180.426	13.749			
	Total	599	8239.833				

The highest mean was for respondents with less than 7 years of seniority at 49.2309. The mean for 8–14 years of seniority was 45.2400, and for 15–23 years, it was 46.6669. The F-value was 1.080 with a probability value of 0.365, which is greater than the significance level of 0.05, so we conclude that the hypothesis is valid: There are no statistically significant differences in the respondents' views on the adjustment of the integrative position for dyslexia in light of the competency-based approach due to seniority.

Second Partial Hypothesis Results and Discussion:

Hypothesis Statement:

There are no statistically significant differences at the 0.05 level in the respondents' views on the adjustment of the integrative position for dyslexia in light of the competency-based approach due to the variable of training method.

The F-value was 4.352 with a probability value of 0.003, which is smaller than the significance level of 0.05. Therefore, we conclude that there are statistically significant differences in the respondents' views on the adjustment of the integrative position for dyslexia in light of the competency-based approach due to the training method.

Table 10: One-Way ANOVA Analysis Table to Identify the Differences Among Study Sample Members Regarding the Adjustment of the Integrative Position for Dyslexia According to Training Method

Variable	Source of Variance	Degrees of Freedom	Sum of Squares	Mean Squares	F-Value	Probability Value	StatisticalSignificance
Training Method	Within Groups	4	120.407	30.102	4.352	0.003	Significant
	Between Groups	595	8180.426	13.749			
	Total	599	8239.833				

Table 11: Scheffe Post-Hoc Test Table for Differences in Teaching Methods for Dyslexia

Training Method	| Mean Differences	Probability Value	|StatisticalSignificance
Graduate of Higher School vs. University Graduate	4.53333*	0.0010	Significant
Graduate of Higher School vs. Higher Certificate	4.28616*	0.0000	Significant
University Graduate vs. Higher Certificate	0.247170	0.9770	Not Significant

The differences in respondents' views on the adjustment of the integrative position for dyslexia according to the training method are attributed to the differences between graduates of higher schools and those with higher certificates, with a significant difference of 4.28616 at a probability value of 0.000, which is less than the significance level of 0.05, making it statistically significant. Similarly, there was a significant difference between graduates of higher schools and university graduates with a value of 4.28616* at a probability value of 0.001, which is also less than 0.05. The average for higher school graduates was the highest, so we conclude that there are statistically significant differences in respondents' views on the adjustment of the integrative position for dyslexia in light of the competency-based approach due to the training method, favoring higher school graduates.

General Hypothesis:

The quality of adjusting the integrative position for dyslexia in middle school teachers varies depending on the training method, favoring graduates of higher schools for teachers, and the variable of seniority did not create a significant difference.

Interpretation and discussion of the study results:

After obtaining the results and analyzing the data using the **Statistical Package for the Social Sciences (SPSS)**, the quantitative findings confirmed that there were no statistically significant differences among teachers in their responses concerning the adaptation of integrative situations for learners with academic learning difficulties that could be attributed to teaching seniority.

The teachers expressed a positive attitude toward this issue, as the mean scores ranged from **20.3684 to 17.4737** across the dimension consisting of nine items, with a maximum total score of **27**. Thus, their responses exceeded the theoretical mean of **13.5**.

These findings indicate that teachers are familiar with various teaching–learning situations, including the exploratory situation, the problem situation, and the integrative situation. They also suggest that adapting such situations does not constitute an insurmountable task. Indeed, the philosophy underlying the competency-based approach, particularly the second-generation curriculum, places considerable emphasis on taking individual differences into account. This is reflected in teachers' ability to adapt learning situations to the diverse needs of learners.

Furthermore, the competency-based approach relies on teaching strategies that promote substantial and direct interaction with information. The second-generation curriculum documents emphasize the simulation of real-life situations, which is theoretically consistent with the methods and approaches employed to support learners with academic learning difficulties.

Similarly, **cooperative learning, collaborative teaching, and project-based pedagogy** all contribute to supporting learners with academic learning difficulties. This finding is consistent with the work of **Ahmed Ferhat and Aouine Mohamed El-Hadi (2014)**, who developed a diagnostic and remedial model for learners with

learning difficulties based on the pedagogy of integration. Their model was structured around three forms of work: **individual work, group work, and work in small groups**.

Educational assessment constitutes one of the most important components of any curriculum, regardless of its purpose. The quality of assessment is closely associated with the quality of the curriculum, and both are grounded in the same underlying educational philosophy. Since the second-generation competency-based curricula adopt a pragmatic orientation, they require a qualitative approach to competency assessment.

In this regard, **Rial Faiza (2017)**, in her study on assessment within the pedagogy of the competency-based approach, found that this process is hindered by several difficulties, including teachers' inability to develop an assessment plan capable of accurately describing competency. In addition, overcrowded classrooms represent a major obstacle to the effective assessment of learners' competencies.

Interpretation of the Sixth Hypothesis

The results obtained through data analysis using the **Statistical Package for the Social Sciences (SPSS)** indicate that there are statistically significant differences among teachers in their responses concerning the adaptation of integrative situations for learners with academic learning difficulties according to their type of training, with the differences being in favor of **graduates of Higher Teacher Training Schools**.

According to the table, the differences in teachers' ability to adapt integrative situations according to their type of training can be attributed to the difference between graduates of Higher Teacher Training Schools and holders of higher university degrees. The mean difference was **5.60000**, with a significance level of **0.000**, which is lower than the adopted significance threshold of **0.05**. Therefore, this difference is statistically significant.

However, the difference between graduates of Higher Teacher Training Schools and university graduates was not statistically significant, as the **p-value was 0.766**, which is greater than the significance level of **0.05**.

Since graduates of Higher Teacher Training Schools obtained the highest mean score, it can be concluded that there are statistically significant differences in the adaptation of integrative situations for learners with academic learning difficulties according to teachers' type of training, in favor of graduates of Higher Teacher Training Schools.

This difference may be attributed to the nature and specific characteristics of the training received. It is well established that the integrative situation constitutes one of the fundamental components of the competency-based approach. In this regard, **Hanan Mazhoudi (2018)** summarized the main characteristics of the integrative situation as follows:

- **Integration activities** are among the most important activities within the competency-based approach and constitute one of the features that distinguish it from other approaches adopted within the Algerian educational system.
- The **integrative situation** is one of the most distinctive features of the competency-based approach and occupies an important position within educational curricula.
- The integrative situation aims to enable learners to use language in a meaningful context that is relevant to them. It does not address merely one aspect of language; rather, it encompasses its various dimensions.
- The integrative situation represents the culmination of teaching–learning activities. It provides the framework within which learners' prior knowledge and acquired skills are integrated, thereby contributing to the development of the learner's personality. Accordingly, it can be regarded as both an **integrative and evaluative activity** within the teaching–learning process. The learner's ability to mobilize and integrate acquired knowledge with other competencies reflects their capacity for learning and achievement. These competencies are manifested through observable performance, which can be assessed and evaluated simultaneously.

Therefore, greater attention should be devoted to **teacher training** in order to consolidate the importance of integrative situations and ensure their effective implementation in educational practice.

Conclusion:

The results of this research indicate that seniority did not create a significant difference in the quality of teachers' adjustment of the integrative position for dyslexia in light of the competency-based approach, while the training method showed a significant difference, with the advantage for graduates of higher schools for teachers. This is natural and expected. Overall, the findings are relative to the research sample and the tool used, and there may be

external variables beyond the researchers' scope. This study is just the beginning for further research that can contribute to understanding the actual role of teachers in adapting curricula for students with learning disabilities and exploring the most effective strategies for addressing and treating learning difficulties.

Recommendations:

- Conduct similar studies in other regions.
- Focus more on academic learning disabilities, especially dyslexia.
- Focus on the competency-based approach, especially in its second generation.
- Investigate the professional satisfaction of teachers and its relationship to achievement motivation.
- Develop teaching and therapeutic models for all developmental and academic learning difficulties.
- Focus on diagnostics in the field of learning difficulties.

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