The Implementation of a Competency-Based Approach in Teaching Translation at the Algerian University: Reality and Perspectives

Fadila ABADOU[1] iD

[1] Mohammed Boudiaf University, Algeria

Abstract

The translation industry is rapidly evolving due to increased mobility in academic and professional contexts, resulting in a growing demand for curricula that address societal needs and foster international communication. Translation training must therefore integrate teaching models that emphasize competency-based approaches and adopt an integrated methodology for teaching and learning. This study aims to assess translation teachers' awareness of the Competency-Based Approach (CBA) and their ability to implement it in the classroom. It also seeks to evaluate student participation in classroom activities and identify obstacles to the effective application of this approach. Data were collected via a survey administered to 20 translation instructors in Algerian higher education institutions and analyzed using a descriptive-analytical method. The findings indicate that Algerian universities are not effectively implementing the CBA in translation instruction. A significant number of educators lack awareness of the approach, primarily due to inadequate training, which hinders its application. Moreover, low student engagement in classroom activities points to the need for improved pedagogical strategies. The study highlights the importance of thorough preparation before adopting the CBA and identifies key factors that obstruct its successful implementation.

Keywords: Competency-Based Approach, continuous evaluation, learners, teachers, translation skills

ملخص

تشهد الترجمة في العصر الحالي تطورًا مستمرًا أدى إلى ضرورة تنويع المناهج التربوية بما يتواءم مع متطلبات المجتمع، لذلك يجب أن يكون تكوين المترجم قائمًا على منهج المقاربة بالكفاءات. تسعى هذه الدراسة إلى تقييم وعي المعلمين بالنهج المبني على الكفاءة وقدرتهم على تطبيقه في فصولهم الدراسية، بالإضافة إلى تقييم مشاركة الطلاب في العملية التعليمية، كما تهدف الدراسة إلى معرفة العوامل التي تحول دون تطبيق هذا المنهج في أقسام الترجمة بالجامعة الجزائرية. وقد جُمِعت البيانات من خلال استبيان تم إجراؤه على عشرين مدرسًا للترجمة في مؤسسات التعليم العالي الجزائرية، وتم تحليلها لاحقًا باستخدام تصميم البحث الوصفي التحليلي. وقد أشارت نتائج الدراسة إلى عدم اعتماد الأساتذة لهذا المنهج في التدريس، إضافة إلى أنهم لا يدركون إلى حد كبير الأساليب المعتمدة لتطبيقه، وذلك لعدم تلقيهم أي تكوين في هذا المجال. كما تبين أن مشاركة الطلاب في العملية التعليمية غير كافية، مما يشير إلى عجز المعلمين عن إشراك الطلاب في عملية التعلم، وذلك لوجود عدة عوامل بيداغوجية حالت دون تطبيق هذا المنهج.

كلمات مفتاحية: منهج المقاربة بالكفاءة، المعلم، المتعلم، التقييم المستمر، الترجمة.

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Introduction

Teaching translation involves many problems regarding methods, assessment, and curricula. These challenges highlight the importance of understanding the role of translators, their approach to translating a text, and the process they go through to produce a well-translated text in the target language.

Recent observations indicate that translation instruction predominantly emphasises student practice, with a significant focus on evaluating the quality of the final output. However, translation courses often lack systematic analysis and guidance on the complexities of translation. Additionally, instructors frequently select passages unrelated to the coursework, which does not align the training students receive with the content of their final examinations (Abdel Raheim, 1998). These practices may contribute to students' inappropriate performance in translation.

The concern regarding inadequately structured translation curricula and insufficient training for translators has not received sufficient attention. The training of translation students has historically been informal, lacking clearly defined curricula and proper training methods. Thus, there is a necessity for systematic changes in the teaching process of translation. Pérez-González et al. (2012) stated that Translation Studies are now at a stage where their traditional focus on translator training and the advancement of the status of translators as professionals is no longer enough to address the complexity of translators' real-life work situations.

In language education, the term "approach" encompasses various theoretical frameworks related to the structure of language and the processes involved in its acquisition. Similarly, within the context of translation education, it refers to the diverse methodologies employed in conceptualising and instructing translation practices. Experts in the field, including Don Kiraly, Daniel Gile, and Christine Nord, have used the term "approach" in their discussions of translation education. For instance, Rosas (2003) refers to Kiraly's definition of "approach" when discussing her social constructivist approach to translator training. Gile (1995) utilises the term "process-oriented approach" when examining interpreting/translation education. Nord defines the functional approach in translation education.

In the field of translation instruction, the Competency-Based Approach is a crucial aspect to consider as it helps teachers to assess accurately the quality of students' translations while considering their overall linguistic proficiency. The competency-based approach in translation aims to develop the necessary skills and abilities required for professional translation. It emphasises the significance of acquiring interlingual skills and bridging the cultural and linguistic gaps. The focus is on improving the essential skills needed for professional translation through the mastery of multiple languages.

The present research will focus on the competency-based approach, which emphasises the development of translation competence as a comprehensive skill set rather than solely improving performance. It aims to evaluate the implementation and effectiveness of the Competency-Based Approach (CBA) in translation classes at Algerian universities. It also seeks to assess teachers' familiarity with CBA, their capacity to apply it in the classroom, and students' engagement and readiness to embrace this approach. Furthermore, the study identifies the challenges associated with integrating CBA, particularly concerning lesson planning, assessment methods, and student participation, while exploring the underlying causes of these challenges to suggest appropriate improvements.

This research paper presents a comprehensive overview, beginning with an introduction that outlines the background, objectives, and significance of the study. The literature review critically examines key concepts related to the Competency-Based Approach and its application in translation education. The methodology section provides a thorough description of the research design, participant selection, and data collection procedures. Following this is the results and discussion segment, which analyses the findings in the context of the research questions. In conclusion, the paper summarises the principal insights, addresses the limitations of the study, and offers recommendations for future practice and research endeavours.

Literature Review

Competency-based education offers guidance in creating various learning opportunities and tasks, enabling students to acquire practical experience in utilising and implementing particular competencies that are relevant in specific situations and have long-lasting value across various professional environments.

Pedagogy of Translation

Traditionally, translation teaching has been viewed as a component of foreign language education, with a primary focus on enhancing students' proficiency in the target language. Translation curricula often employed assignments assessed by comparing student translations to a model or "correct" version. However, these conventional methods, intended primarily to support language acquisition, have proven inadequate in equipping students with the comprehensive skill set necessary for effective translation.

In recent years, notable advancements in educational methodologies have influenced the approach to translation instruction. Educators are increasingly transitioning from rigid, prescriptive methods to more descriptive and flexible strategies (Bernadini, 2000). This evolution fosters a learning environment that encourages student independence. Class designs now prioritise a student-centred and collaborative approach, emphasising critical thinking and the development of professional expertise as fundamental strategies for success.

According to Bernadini's (2000) perspective, the educational focus should be on learning outcomes rather than program content. This shift in focus results in a less syllabus-dominated approach and a more competence-based one. Consequently, teaching and learning become more interactive and student-centred, emphasising collaboration, experiential learning, and a learner-centric approach. The teacher's role changes from being a mere lecturer to a facilitator. Kiraly argues in favour of organising translation classes in a manner that closely mirrors actual translation workshops (as cited in Rosas, 2004, p. 2). The main aim of this approach is to offer students a practical insight into the professional environment and the obstacles it presents. By replicating authentic working conditions, students can acquire valuable knowledge about the translation process, enhance their skills, and develop confidence in their capabilities. Consequently, the conventional method of teaching translation appears insufficient. The current approach to teaching translation should be capable of meeting the demands of the globalisation of business. In teaching translation, educators should not only improve students' language proficiency but also equip them with translation competencies.

Schaffner et al. (2000) suggest that professional performance is assessed based on specific objectives and requirements in any given field; translation is no exception and should strive to

adhere to this standard. To meet the demands of the profession, it is important to develop goals, objectives, program structure, and content that align with these criteria.

Definition of Competency

Three words are commonly used in literature: "competence", "competency", and "competent". Each word has a unique definition and application. According to Hager and Gonczi (1996), competency encompasses the capacity to effectively select and integrate a cohesive blend of knowledge, skills, and attitudes to accomplish a task within a specific setting. It includes personal attributes such as motivation, self-confidence and determination, which are essential for achieving success in a given context. Conversely, competence is the capacity to complete the key occupational tasks that characterise a profession up to a certain standard. Finally, a competent professional demonstrates a satisfactory or superior performance.

González and Wagena (2003) define competency as a multifaceted concept that includes both specific and generic skills and knowledge. Specific competencies refer to the particular knowledge, skills, and attitudes necessary for a specific professional area, while generic competencies are applicable across various fields. Commonly known as life skills, these generic competencies denote essential abilities that individuals utilise in both personal and professional settings.

Competency, then, involves the knowledge, skills, and abilities that lead to observable and quantifiable behaviours representing this competency. Griffith and Lim (2014) assert that well-constructed competencies should first outline specific transferable knowledge and skills that can be applied in unfamiliar and complex situations. Then, clear performance indicators and defined criteria should be specified. Lastly, each competency should be tailored to the individual.

Competency-Based Education

Competency-based education (CBE) represents a significant transformation in educational paradigms by prioritising the development of competencies rather than solely focusing on the acquisition of factual knowledge. This approach has undergone a substantial shift in response to societal advancements. Educational institutions are increasingly adopting CBE due to its numerous benefits, including enhanced employability, improved accountability, and greater affordability and accessibility.

Gibbons (1998) stated that the primary aim of educational pursuits is no longer solely the pursuit of knowledge for its own sake, but rather the focus has now turned to the practical utilisation of knowledge acquired. These changes are further highlighted by the distinctions between the conventional and professional aspects of education (Teichler, 1999). The demand for educational curricula that are tailored to meet the evolving needs of society, particularly in the realms of business and industry, is progressively evolving into a global movement, with research on competency-based education emanating from diverse regions across the globe.

Competency-Based Education (CBE) focuses on the anticipated occupational roles that graduates are expected to assume. In this approach, educators meticulously design the curriculum to emphasise the core aspects of the profession (Boyatzis et al. 1996). In this framework, students are encouraged to take an active role in their learning process, acquiring knowledge and developing their skills under the guidance of faculty mentors. The CBE model offers students the flexibility to demonstrate their skills and competencies at their own pace, ultimately allowing them to earn a degree by synthesising insights from a variety of sources. This may be accomplished by enrolling in

courses that align with specific competencies or by creating portfolios that reflect their proficiency through previous educational experiences, all while fulfilling the requisite coursework criteria.

According to Richards and Rodgers (2001), learners must actively practice and apply the skills they acquire, rather than relying solely on theoretical knowledge. They are expected to understand and use the targeted competencies effectively and with a clear purpose. They should also transfer the knowledge gained in educational settings to real-life situations beyond the classroom. Mastering these skills is essential for their academic progress, as failing to do so may require them to remain in the current program until they meet the necessary standards.

Recent research indicates a developing consensus regarding the fundamental components of competency-based learning. These components encompass the progression achieved through the demonstration of mastery, the aspect of personalisation, the incorporation of flexible assessment methods, as well as the cultivation of specific skills and dispositions (Scheopner Torres et al., 2015; Weddel, 2006). The concept of progression through mastery requires that students demonstrate a clear understanding and proficiency in a subject before advancing to the next level. In contrast, personalisation focuses on providing tailored support to individual students, incorporating adaptable pacing strategies and opportunities for them to make choices in how they demonstrate their mastery. Furthermore, students are provided with flexible assessment practices that allow their understanding and skills to be demonstrated through various methods, rather than being limited to traditional written tests.

Bushway (2017) suggests that at its optimal state, Competency-Based Education (CBE) ought to establish a sense of clarity and openness for student-consumers who are entitled to a more profound comprehension of how their academic endeavours contribute to their professional ambitions. Furthermore, CBE should serve as a catalyst for employers to reject outdated indicators of talent and instead prioritise tangible proof of abilities and proficiencies. Lastly, CBE should empower educational institutions to have full assurance in the capabilities of their students, ensuring that they possess the necessary skills to fulfil the promises they make regarding their academic achievements.

Competency-Based Education (CBE) is an innovative approach to the educational process, focusing on the development of specific and targeted skills across a wide range of proficiencies. As described by Richard and Rodgers (2001), the main goal of CBE is to empower learners to become self-reliant individuals capable of navigating the intricacies of the world. Fundamentally, this necessitates that learners engage actively in the learning process, rather than remaining passive observers with no active role to fulfil. Norland and Pruett-Said (2006) stated that a competency-based approach is a progressive approach to education that emphasises the acquisition of specific competencies, tailored instruction, and a comprehensive assessment of learners' performance. By focusing on measuring learning instead of time, this approach ensures that learners have the time and resources they need to fully develop their skills and knowledge.

According to De Ketele (1996), teachers should place students in interactive situations where they can demonstrate their abilities and take a more active role in the learning process. In this approach, the assessment of student performance is based on their ability to exhibit specific skills or competencies. This method emphasises measuring mastery of the subject matter rather than the amount of time spent on it.

Teacher-student interaction plays a crucial role in ensuring effective and efficient teaching and learning. The goals of competency-based education primarily focus on the educator's ability to use interactive, participatory teaching strategies and to create a supportive learning environment.

Students enter the classroom with pre-existing knowledge and skills, which serve as a vital foundation for meaningful learning experiences.

To facilitate the exchange of knowledge and expertise between teachers and learners, educators must foster an inclusive and engaging classroom environment. Such an atmosphere encourages collaboration and interaction, allowing students to freely share ideas and learn from one another. Teachers must actively motivate learners and recognise their contributions during lessons to nurture a sense of involvement and confidence.

Additionally, teachers act as facilitators of interaction throughout the learning process. By guiding and moderating discussions, they help students develop communicative competencies, gain confidence in expressing their views, and achieve a deeper understanding of the subject. According to Paul (2008), educators should provide authentic materials, activities, and opportunities for practical engagement. Griffith and Lim (2014) further emphasise that these resources should prioritise real-world application over rote knowledge, covering a broad range of life-related contexts.

The traditional teacher-centred approach is no longer adequate for students to demonstrate proficiency in acquired skills. Therefore, educators need to demonstrate a high level of proficiency in implementing contemporary teaching strategies to enhance student learning (Kafyulilo et al. 2012). Mosha (2012) observed that ineffective implementation of competency-based teaching often causes teachers to resort back to traditional teaching techniques, emphasising that well-qualified teachers with sufficient and relevant knowledge and skills are a prerequisite for the successful execution of CBA. Thus, Teachers' understanding and knowledge play a crucial role in the execution of a competency-based curriculum during the teaching and learning process. The efficiency and success of CBA depend on the teacher's capability to conduct teaching and learning activities effectively, as teaching approaches must shift towards a student-centred model that empowers learners to take charge of their educational journey while teachers offer guidance.

Assessment within the framework of CBA should prioritise performance. It encompasses two forms of assessment: formative and summative. Formative assessment is continuous and should be utilised throughout the process of achieving the required competency; conversely, summative evaluation determines competency mastery and is conducted as a final test. Failing a summative test necessitates repeating the same module without progression to the next competency level. The summative assessment, as described by Griffith and Lim (2014), emphasises the use of performance-based evaluations rather than traditional fill-in-the-blank or multiple-choice tests.

Docking (1994) supports this approach, advocating for criterion-based assessment methods over norm-referencing assessments. Criterion-based assessments focus on evaluating learners based on their ability to effectively perform specific tasks, rather than comparing them to each other. In norm-referenced assessment, educators expect students to show specific abilities they have developed throughout the course. In contrast, criterion-based evaluation asks students to demonstrate their mastery of skills by completing practical tasks or engaging in activities that mirror real-world scenarios. This approach aims to assess the students' readiness to apply their knowledge and skills in practical contexts, ensuring they are prepared to face future challenges and responsibilities.

Despite the considerable international endorsement of the Competency-Based Approach (CBA) in educational frameworks, there exists a significant gap in research concerning its practical implementation within the context of Algerian higher education, especially in the field of translation studies. While numerous scholarly articles discuss the theoretical principles and foundational concepts of CBA, there remains a lack of empirical investigation into the effectiveness with which

Algerian universities are adopting and tailoring this approach for use in their translation classrooms. Additionally, there is limited exploration of the specific challenges that Algerian translation instructors encounter when attempting to integrate CBA into various aspects of their teaching, including lesson planning, assessment methodologies, and interactive classroom dynamics. This gap underscores the need for targeted research that could provide insights into how to enhance the adoption and effectiveness of CBA in this important academic area.

The existing literature concerning the Competency-Based Approach (CBA) in Algeria predominantly addresses its application in general education and the instruction of English as a Foreign Language (EFL). Significant contributions from researchers such as Benadla (2012) and Bouchareb and Ameziane (2020) investigate the experiences of Algerian EFL educators as they endeavour to integrate the principles of CBA. Their findings, which primarily focus on secondary and tertiary educational contexts, identify a series of challenges, including insufficient teacher training, limited access to resources, and noticeable resistance to the adoption of innovative pedagogical practices.

Despite the valuable insights offered, there remains a notable gap in the literature regarding the implications of Communicative-Based Approaches (CBA) in specialised fields such as translation pedagogy. Translation studies call for distinct instructional strategies that emphasise interlingual and intercultural transfer, critical components necessary for cultivating a nuanced understanding of language. Consequently, while existing research illuminates general EFL teaching practices, it does not adequately address the specific needs and complexities involved in teaching translation, an area that requires further investigation and customised approaches.

Translation education requires a dual focus on both linguistic competence and professional skills, such as cultural sensitivity, terminology management, and revision practices. Competency-Based Assessment (CBA) has the potential to provide significant advantages by aligning learning outcomes with the demands of the professional world. However, there is a striking lack of empirical research examining whether and how translation instructors in Algeria are incorporating CBA into their syllabi, lesson plans, or assessment practices.

While numerous global studies highlight the importance of Competency-Based Approaches (CBA) in promoting transferable skills and practical competencies that are applicable in real-world contexts (González & Wagenaar, 2003), there remains a notable gap in empirical research specifically investigating how translation instructors in Algeria interpret, implement, or modify these pedagogical principles within their teaching practices. This lack of insight into their methodologies and adaptations limits our understanding of the effectiveness of CBA in the Algerian context.

Moreover, there has been limited research on the readiness of Algerian translation educators to effectively implement Competency-Based Assessment (CBA), particularly concerning their understanding of its theoretical foundations and their ability to design performance-based tasks and evaluations (Khiat, 2013). Additionally, the relationship between translation training and the assessment models utilised in Algerian universities remains underexplored. While CBA promotes criterion-referenced, performance-based assessments, many Algerian institutions still rely on traditional evaluation methods that prioritise written accuracy over communicative or functional competence (Griffith & Lim, 2014).

Considering the identified gaps, there is a significant need for context-specific research that investigates the actual practices, perceptions, and outcomes related to the Competency-Based

Approach (CBA) in Algerian translation education. Furthermore, there is a notable shortage of empirical studies that explore students' perceptions, engagement, and readiness to adopt this methodology. Therefore, it is imperative to conduct further investigations to address these gaps and develop evidence-based recommendations to enhance translation pedagogy in Algeria. Such research would provide valuable insights into the systemic and pedagogical challenges to effective implementation and generate data-driven recommendations for curriculum reform, teacher training, and student-centred learning strategies within translation programs.

Methodology

Participants

The study sample included 20 translation university teachers, selected randomly from the teachers who work in foreign language departments in Algeria. There are 7 males (35%) and 13 females (65%). Half of the participants (50%) are in the 31-40 age group, followed by 41-50 (22.2%) and over 50 (16.7%) and 26-30 (11.1%) age groups. 0% of the participants are under 25. The respondents' qualifications vary from PhD (88.9%) to Master (5.6 %) and HDR (5.6%). A third of respondents (33.3%) have between 10 and 14 years of experience and more than 15 years.

Research Methods

This study employed a qualitative descriptive methodology to investigate the integration of competency-based education (CBE) within translation classes in Algerian universities. This approach was selected for its capacity to provide detailed and straightforward descriptions of educators' perceptions and classroom practices, minimising reliance on heavy theoretical abstractions (Sandelowski, 2000). The objective was to gain insight into the practical realities of CBE implementation as experienced by translation instructors.

To complement the qualitative insights, quantitative methods were utilised for data analysis and interpretation. A structured questionnaire, incorporating both closed- and open-ended items, was designed to collect data effectively. This quantitative approach enabled the researcher to identify patterns, trends, and the level of Competency-Based Education (CBE) application across various institutions. Additionally, it provided a statistical overview of teacher familiarity, student engagement, and curricular alignment. This methodological integration is consistent with the mixed-methods research tradition, which advocates for the use of both qualitative and quantitative data to enhance validity and present a comprehensive view of complex educational phenomena (Creswell & Plano Clark, 2018).

The rationale for employing a combined approach is particularly pertinent in the context of Algerian education, where previous research has identified a disconnect between top-down curricular reforms and their implementation at the classroom level (Benadla, 2012). The use of mixed-methods research has been advocated within Algerian higher education as a means to address this gap, as it allows for the assessment of both the measurable impact of reforms and the underlying challenges encountered by educators (Zaki, 2021). Consequently, the integration of these two methodological approaches in this study offers a comprehensive and nuanced understanding of the interpretation and application of Competency-Based Education (CBE) principles within the arena of translation education in Algeria.

To achieve the goals of this study, an anonymous online questionnaire was administered via e-mail using Google Forms. It comprised five parts: background information, Teachers'

understanding of the Competency-Based Approach, indicators of practices related to CBA, students' involvement in classroom activities, and factors that inhibit the success of CBA. Background information is the first part that collects data on gender, age, qualification, and teaching experience. The second part assessed teachers' knowledge of the Competency-Based Approach (CBA) through seven multiple-choice questions. These questions explored CBA's teaching approach, the significance of competency, the objective of CBA for learners, the purpose of assessment, the number of CBA training sessions participants have undergone, the didactic materials used in class, and the way translation activities are conducted. The third section of the research examined markers of practices associated with CBA, encompassing seven elements. The fourth section sought to comprehend the participation of students in classroom engagements through five elements. Subsequently, educators were requested to provide feedback on seven elements utilising a five-point Likert scale, to grasp the factors that impede the effectiveness of CBA.

To validate the research methodology, a pilot study was carried out with a small group of translation teachers. This initial phase aimed to evaluate the clarity, relevance, and reliability of the questionnaire items, enabling revisions based on participant feedback before the full-scale data collection.

Data Collection and Analysis

Teachers' Understanding of the Competency-Based Approach

The successful implementation of the Competency-Based Approach (CBA) is significantly influenced by educators' understanding of its foundational principles. CBA serves as an educational framework that aims to enhance students' skills and knowledge through a personalised learning experience. Educators play a vital role in effectively applying their methodologies. Their comprehension of CBA directly impacts students' learning outcomes and overall academic development.

To implement the Competency-Based Approach effectively, educators need to develop a thorough understanding of its core principles and methodologies. This foundational knowledge enables them to establish a supportive learning environment that fosters student growth and development, ultimately enhancing the educational experience. By prioritising this understanding, educators can better meet the diverse needs of their students and promote a culture of continuous improvement and achievement.

Table 1. *The method used in teaching*

Possibilities	Number	Frequency
Competency-Based Approach.	3	15%
Communicative Approach	9	45%
Direct Method	8	40%
Others	0	0

According to Table One, out of the 20 teachers surveyed, only 3 (15%) reported using the CBA in their classrooms. Meanwhile, 9 (45%) stated that they use the communicative approach, and 8 (40%) responded that they use the direct method. -Therefore, teaching is not solely based on the CBA, as just 3 teachers indicated using this approach.

Table 2. *The significance of competency*

Possibilities	Number	Frequency
Talents	0	0
Knowledge	10	50%
Skills	7	35%
Performance	3	15%

In Table Two, seven out of 20 teachers (35%) stated that competency means skills, while 10 of them (50%) believed that it refers to knowledge. However, this response is not entirely appropriate, as expertise alone cannot demonstrate competency. Another 3 teachers (15%) responded that competency means performance, which is also not correct, as performance requires skills. Therefore, the most appropriate meaning of competency is skills, which 65% of the teachers were not aware of.

Table 3. *The objectives of the Competency-based approach*

Possibilities	Number	Frequency
Professional training	2	10%
Acquire knowledge	13	65%
solve real-life problems	5	25%

Table Three indicates that out of the 20 teachers surveyed, 2 (10%) stated that the objective of the CBA was to provide professional training for learners. However, 13 (65%) teachers believed that the objective was for learners to acquire knowledge. Only 5 teachers gave the correct response, which is that the objective of the CBA for learners is to use knowledge to solve real-life problems. This means that 75% of the teachers surveyed do not know the objective of this approach for learners. Consequently, they fail to use the appropriate teaching strategies, classroom activities, and assessment methods that enable learners to achieve this objective.

Table 4. *The purpose of the assessment*

Possibilities	Number	Frequency
Compare students' performance	6	30%
Check students' progress	12	60%
Assign grades	2	10%

Table Four reveals that 6 (30%) teachers responded that the assessment goal is to compare learners. Performances. 12 (60%) teachers stated correctly that the CBA is out to check students' progress. Learning is not competitive; rather, each learner studies at his/her pace. However, 2 (10%) out of the 20 teachers indicated that ongoing or formative assessment is for assigning grades to learners. This gives a percentage of 44% of the teachers who do not know the goal of assessment.

Table 5. *CBA training program*

Possibilities	Number	Frequency
No seminar	20	100%
1-2 seminars	0	0
3-4 seminars	0	0
Above 5 seminars	0	0

The data presented in Table Five clearly shows that none of the 20 teachers has received any training in CBA to date. This absence of training has a considerable impact on the teaching process and needs to be addressed urgently to provide students with the best possible education.

Table 6. *The didactic materials used in class*

Possibilities	Number	Frequency
Textbook	12	60%
Real objects	3	15%
Newspaper and magazines	7	35%
Audio and videotapes	0	0

Table Six shows that most teachers neglect using teaching aids to enhance their students' learning experience. 60% rely only on textbooks, 35% use newspapers/magazines, and only 15% use real objects. None uses audio/video tapes. This disconnection can result in students struggling to see the relevance of lessons to their daily lives. However, using real-life objects can motivate learners and increase student participation and engagement.

Markers of Practices Associated with CBA

The secondary aim of this study is to evaluate the effectiveness of the CBA approach in teaching. The table provided below outlines the different practices tied to CBA, such as assessing students' existing knowledge of the subject matter, incorporating didactic materials, diversifying learning tasks, connecting lesson material to real-world tasks, continuously assessing both group and individual activities, varying teaching methods, and implementing practical learning exercises.

Table 7. *Practices related to CBA*

	Description	Practice		Do not practice	
		N	F	N	F
1	Evaluating students' existing knowledge of the subject matter	4	20%	16	80%
2	Incorporating didactic materials	8	40%	12	60%
3	Connecting lesson material to real-world tasks	8	40%	12	60%
4	Continuously assessing both group and individual activities	7	35%	13	65%
5	Employing various instructional methods to cater to the individual requirements of every student.	4	20%	16	80%
6	Diversifying learning tasks	5	25%	15	75%
7	Engaging in continuous critical reflection to develop and implement innovative ideas that enhance teaching and leadership abilities, 3-17	3	15%	17	85%

The data presented in Table Seven indicates that only 20% of teachers actively inquire about students' prior knowledge before teaching a subject. This prior knowledge is crucial in guiding the teachers on which aspects of the lesson to prioritise and serves as a helpful introduction to the lesson. On the other hand, 80% of teachers begin their lessons without an understanding of what students already know about the topic, often without a warm-up or lead-in to prepare the learners for the lesson. These statistics suggest that only a quarter of teachers make an effort to learn about their students' previous knowledge, indicating a lack of respect for this important practice of the CBA.

Additionally, the majority of teachers (60%) do not use teaching aids in their instruction, while only 40% of them do. Additionally, 40% of the teachers connected the lessons to real-life situations, which resulted in higher motivation and participation among the students. However, 60% of teachers did not make this connection, indicating a low integration of real-life situations in their lessons. Again, only 35% of teachers regularly assessed classroom activities to track students' progress. This means that the majority of teachers did not consistently assess activities, resulting in a lack of accurate monitoring of students' progress. The low rate of continuous assessment by teachers is concerning.

Again, 20% of teachers employed diverse teaching and learning strategies, thereby varying activities and assessment methods, which effectively stimulated learner engagement in the classroom. In contrast, 80% of teachers followed a standardised approach, overlooking the diverse needs of their students. This constraint has a significant effect on students as it limits their access to different educational methods.

Consequently, teachers were unable to adapt their instructional approaches to meet the individual needs of their students. These findings are consistent with Gabriel's 2010 research, which highlighted teachers' limited utilisation of highly interactive teaching strategies such as problem solving and discovery. Furthermore, the data reveal that 75% of teachers did not incorporate performance tasks, thereby inhibiting learners from demonstrating their acquired knowledge in real-world problem-solving scenarios. Conversely, 25% of teachers consistently integrated performance tasks, underscoring the prevalent inadequacy in accurately assessing learners' competencies. Lastly, the data indicates that a mere 15% of teachers engage in continuous critical reflection to cultivate and implement innovative ideas that enhance their teaching and leadership abilities, while the majority, 85%, do not partake in this practice.

Students' Involvement in Classroom Activities

The third objective of this study is to assess the extent of student engagement in classroom activities, particularly in the context of the learner-centred approach known as CBA, where students are not just expected to acquire knowledge but also to apply their skills to solve complex problems through practical experiences. Teachers can achieve this by integrating students into classroom activities that provide meaningful hands-on experiences. The ultimate objective is to guarantee that students actively engage in the learning process while the teacher assumes the role of a facilitator. Therefore, it is of utmost importance to investigate how teachers foster and promote student engagement in classroom activities.

Table 9. *Students' involvement in classroom activities*

N	Item	Scale			
		Always	Sometimes	Rarely	Never
1	Offering cooperative assignments for students to complete during classroom sessions.	25%	65%	10%	--
2	Engaging in interactive activities with the students.	--	50%	30%	20%
3	Students'' demonstration on the board	--	40%	40%	20%
4	Encouraging questions and engagement in the learning process	15%	55%	30%	--
5	Offering helpful feedback to students during the learning process.	10%	30%	50%	5%

According to the data presented in Table Nine, 10% of teachers did not incorporate collaborative tasks into their lesson plans, while 90% did. Collaborative tasks involve students working together in pairs or groups, encouraging teamwork and peer tutoring. Additionally, 50% of teachers occasionally engage students in classroom activities, while the remaining 50% do not due to overcrowded classrooms, which can make certain activities challenging or impractical. Furthermore, only 40% of students are asked to demonstrate on the board, indicating that this practice is infrequent among teachers. However, encouraging students to demonstrate on the board can be a highly effective method for engaging them in classroom activities.

This approach keeps students attentive and responsive, as they recognise the potential of being called upon at any given moment. 15% of teachers always encourage students' engagement in the learning process by providing interesting tasks that encourage students to ask questions and express their opinions, whereas 55% of the teachers sometimes do that. However, 30% of teachers made no effort to engage students in the learning process. 40% of teachers provided helpful feedback to students, while 60% of the teachers' feedback to students was inappropriate. Their responses failed to facilitate the learners' understanding and clarify their doubts. Sometimes, the teachers demotivated the students by insulting them and providing inadequate responses to their questions" The teacher should be able to address the concerns of the students," even though sometimes it may not be immediate. If the learners have questions, the teacher should respond to them constructively, not causing the students to be more confused.

The Factors that Impede the Effectiveness of CBA

The fourth objective of the study is to delve into and thoroughly examine the various factors that hinder and obstruct the overall effectiveness and efficiency of the competency-based approach.

Table 10. *The factors that impede the effectiveness of CBA*

N	Items	Scale				
		SA	A	N	D	SD
1	Syllabus objectives are not competence-based	60%	30%	--	10%	--
2	Students' Inability to work independently and without close involvement of the teacher	45%	25%	--	30%	--
3	Unavailability of documents on outcomes that the student is supposed to possess	60%	30%	10%	--	--
4	The time is insufficient to take part in various practical activities.	75%	25%	--	--	--
5	Students' inability to use available resources (dictionaries, e-dictionaries)	15%	65%	10%	10%	--
6	The inadequate classroom environment (the classroom is overcrowded)	80%	20%	--	--	--

| 7 | Students' inability to organise and interpret information | 45% | 35% | 5% | 15% | -- |

Table 10 presents several noteworthy findings regarding teachers' perceptions of the educational environment.

A majority of respondents (60% strongly agree and 30% agree) believe that syllabus objectives are not competence-based. This indicates a prevalent concern among educators about the misalignment between curriculum goals and the development of student competencies. About student autonomy, 45% of teachers strongly agree and 25% agree that students are unable to work independently without the close involvement of the teacher, while 30% disagree. These results suggest ongoing difficulties in promoting independent learning skills among students.

Regarding the accessibility of educational resources, 60% of teachers strongly agree and 25% agree that there is a lack of available documentation outlining the intended learning outcomes for students, although 30% express disagreement. This reflects a perceived need for clearer and more accessible educational guidelines and materials. Time constraints also emerged as a significant issue, with 75% of teachers strongly agreeing that they lack sufficient time to participate in a variety of educational activities. This points to the heavy workload and limited flexibility faced by educators, potentially hindering professional engagement and innovation in teaching.

In terms of student resourcefulness, 15% of teachers strongly agree and 65% agree that students are unable to effectively use available resources, such as dictionaries and electronic dictionaries. Additionally, 80% of teachers agree that students struggle to organise and interpret information. These findings highlight the necessity of developing students' information literacy and resource management skills. Finally, environmental conditions within the classroom were also identified as problematic. A substantial proportion of teachers (65% strongly agree and 20% agree) report that classrooms are overcrowded. This underscores the adverse effects of physical learning environments on the teaching and learning process.

Results

The analysis of the research questionnaire revealed several significant insights regarding the implementation and understanding of the CBA among educators. It was found that only 15% of teachers reported integrating the CBA into their instructional practices, indicating that this pedagogical framework is not widely embraced. Additionally, a notable 65% of educators exhibited a lack of awareness about the definition of 'competency' as defined by Hager and Gonczi (1996) and Griffith and Lim (2014). This definition includes the capability to apply knowledge, skills, and attitudes in specific contexts, along with essential attributes such as motivation and confidence.

When asked about the objectives of CBA, only 15% of educators accurately articulated its goals. Furthermore, 50% misinterpreted the purpose of assessment, primarily viewing it as a means of comparing student performance rather than as a tool for monitoring individual progress, as emphasised by De Ketele (1996) and Docking (1994).

Another critical issue identified was the lack of professional development opportunities. Many teachers reported insufficient formal training in CBA, which adversely impacts their ability to implement the approach effectively. Numerous educators acknowledged beginning lessons without first assessing students' prior knowledge and often neglected necessary introductory or warm-up activities.

Moreover, the findings suggested that a majority of teachers did not utilise teaching aids or connect lesson content to real-world contexts. The integration of diverse instructional strategies was

also insufficient, with educators predominantly relying on uniform methods that fail to address the individual needs of learners. Additionally, there was an underutilization of performance tasks, which are essential for allowing students to demonstrate their understanding through practical application.

The results indicated low levels of student engagement, attributed to the lack of collaborative or participatory activities. Teachers rarely encouraged active participation or invited students to engage with materials at the board. Furthermore, physical learning conditions posed challenges, with many classrooms reported as overcrowded.

Regarding resource utilisation, teachers expressed difficulty in guiding students to effectively use resources such as dictionaries and e-dictionaries, with 80% indicating that students struggled to organise or interpret information independently. Time constraints emerged as a significant concern, with 75% of teachers strongly agreeing that they lacked adequate time to engage in a variety of instructional activities. Lastly, 60% of educators reported the absence of documentation outlining the expected student outcomes, highlighting an area for potential improvement through practical application.

Discussion

The findings reveal a significant lack of familiarity with the Competency-Based Approach (CBA) among educators, which has consequently resulted in its limited implementation within classrooms. Notably, only a small proportion of teachers (15%) are incorporating CBA methods, indicating that traditional instructional approaches remain predominant. This observation aligns with existing literature, which posits that insufficient training and institutional support can lead educators to default to conventional teaching practices (Mosha, 2012; Kafyulilo et al., 2012).

Furthermore, a majority of teachers appear to have a limited understanding of the concept of competency, failing to appreciate its holistic nature, which incorporates knowledge, skills, and affective attributes. This misunderstanding poses a significant barrier to the adoption of CBA, as it hinders teachers' ability to design instruction that fosters meaningful and contextually relevant learning experiences. The inability of educators to articulate the objectives of CBA underscores the urgent need for professional development. As highlighted by Richards and Rodgers (2001) and Norland and Pruett-Said (2006), the aim of CBA transcends mere knowledge transmission; it focuses on equipping students to apply their learning in real-world contexts. The low percentage of teachers who can effectively convey this goal further illustrates the disconnect between theoretical frameworks and actual classroom application.

Moreover, the ongoing misconceptions surrounding assessment practices suggest a continued reliance on summative evaluation methods rather than the formative, progress-oriented assessments advocated by De Ketele (1996) and Docking (1994). Teachers' perceptions that assessment serves primarily as a comparative tool undermine the emphasis CBA places on individual learner development. The reported lack of training among half of the educators raises significant concerns regarding instructional quality. Without adequate preparation, teachers may struggle to implement contemporary teaching strategies effectively, leading to a continuation of outdated practices that impede student engagement and learning outcomes.

The findings also point to instances where teachers overlook fundamental CBA strategies, such as assessing prior knowledge, employing warm-up activities, and utilising authentic materials to establish real-life connections. This neglect not only diminishes student engagement but also

limits opportunities for profound learning and skill acquisition, as advocated by Griffith and Lim (2014) and Paul (2008). Additionally, the limited use of teaching aids and performance-based assessments suggests that students are not afforded sufficient opportunities to practice and demonstrate their competencies in realistic scenarios. Bushway (2017) and De Ketele (1996) emphasise the importance of performance tasks in promoting active learning, yet such practices remain largely absent from current classroom environments.

It is also concerning that the lack of student engagement has emerged as a notable issue. As noted by Kafyulilo et al. (2012), student participation is essential for effective teaching, necessitating the creation of opportunities for collaboration and interaction. However, the observed behaviours of teachers indicate that these practices have yet to be fully integrated into everyday instruction.

Finally, overcrowded classrooms, time constraints, and limited access to necessary resources significantly obstruct the effective implementation of CBA. Addressing these systemic issues is crucial to establishing an environment that supports modern, student-centred learning.

Pedagogical Implications

The research focused on the integration of the Competency-Based Approach (CBA) in translation instruction at universities across Algeria. The primary objective was to evaluate the methods by which instructors incorporate this pedagogical framework into their teaching and to identify the various barriers that impede its effective implementation. The findings indicate that the CBA is not being fully utilised within translation departments, primarily due to inadequate preparation and training for instructors before implementation, which limits their capacity to engage meaningfully with the approach and to deliver it effectively to their students.

In light of these findings, the study holds significant relevance for the educational landscape. It sheds light on the key challenges instructors face in effectively implementing the CBA and offers practical recommendations for overcoming these obstacles. By addressing these issues, the research aims to enhance the integration of the CBA in classrooms, ultimately contributing to the improvement of translation education in Algeria.

Conclusion

The results of this study show that Algerian universities are not effectively applying the Communicative Approach (CBA) in translation instruction. The research revealed that many teachers lack awareness of the CBA, which limits their ability to incorporate it into their teaching methods. Moreover, student participation in classroom activities remains low, indicating that teachers are not engaging students effectively in the learning process. The study also found that teachers often implement the CBA without adequate preparation, and several factors hinder its successful application. To address these issues, the study proposes several recommendations for teacher training. Educators should attend training programs that tackle key pedagogical challenges, such as managing large classes, developing syllabus-based schemes of work, preparing structured lessons, organising interactive classroom activities, and applying effective evaluation methods.

Additionally, training programs should formally integrate Competency-Based Assessment to help teachers master its techniques and enhance student proficiency. Teachers must create a comfortable, supportive, and collaborative classroom environment that encourages learners to express themselves freely. They should also allow students to discover rules and patterns on their

own, learn from their mistakes, and participate in communicative tasks to improve their listening, reading, writing, and speaking skills. By fostering a more engaging and motivating classroom atmosphere, teachers can better involve students in the learning process. Reducing class sizes will further support this goal, giving teachers enough time to monitor student progress and design lessons that build true competency.

About the Author

Fadila Abadou is an Associate Professor in the Department of Translation at Mohammed Boudiaf University, M'sila (Algeria). Specializes in translation studies and the pedagogy of translation, with a focus on training methodologies and curriculum development. ORCID: 0000-0002-3212-1697

Conflict of Interest

This study has not benefited from any funding and declares no conflict of interest.

Declaration of AI Refined

This document has benefited from the application of AI-driven tools, including Grammarly and Scholar AI Chat, to refine its linguistic aspects. These tools were utilised to correct grammar and spelling and improve the overall writing style. It is acknowledged that the use of these technologies may introduce certain AI-generated linguistic patterns. However, the core intellectual content, data interpretation, and conclusions presented remain the sole work of the authors.

Declaration of Using AI Contents

The study benefited from the use of ChatGPT AI generator in refining the content of the study.

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