

Advantages and Limitations of the Competency-Based Curriculum and Competencies Required in Classroom Teachers

The strengths of a competence-based/outcome-oriented curriculum

- Learning outcomes are holistic (integrated) rather than fragmented,
- Learning outcomes are more long term, flexible for future skills needs/ labour market needs,
- Individual learners benefit,
- Because learning outcomes are more application based learners are more motivated, understanding the purpose,
- Benefits all and particularly for disadvantaged students,
- Benefits for teacher in new ways of working (including team working),
- Benefits for the system by involvement of practitioners from the labour market,
- The focus is on the success of each learner,
- Participants build confidence as they succeed in mastering specific competencies,
- More group work than individual work,
- More efficient and effective as the teacher is a facilitator of learning as opposed to a provider of information,
- Specific and practical,
- Judged by learners,
- Can be mastered one at a time,
- Student learning is enhanced because of the specification of expected outcomes and continuous feedback ,
- Quality of assessment and teaching improves.
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The weaknesses of a competence-based/outcome-oriented curriculum

- A risk of neglecting inputs and processes (a need for balance),
- Teacher have to deal with it, and be properly trained (team effort),
- Risk of atomized approach of formulating outcomes, can't cope with complex situations,
- Confusion around terminology (outcome based, competence based learning) leads to different approaches,
- May detract from general academic excellence,
- Tendency to generate inequity,
- A risk that it is not flexible enough for further education or to switch to other professions,
- There is a tendency to “teach as we were taught” and competency-based teachers quickly slip back into the role of the traditional teacher.
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Competencies Required in Classroom Teachers

Classroom teachers should be:

- Equipped with in-depth knowledge of and about the English language, (Subject matter knowledge),
- Communicate expected outcomes to students and provide feedback on student progress and mastery of competencies using clear, simple language,
- Learn and demonstrate effective techniques for teaching foreign languages in context,
- Utilise innovative and/or exemplary teaching strategies and techniques in order to more effectively meet the learning needs of individual students, groups and/or classes of students,
- Engage in a variety of self-development activities, including a consistent high level of critical reflection on one's own teaching practice and teacher leadership, to sustain a high level of ongoing professional growth,
- Enhance professional knowledge and skills through employing effective development strategies,
- Think systematically about their practices,
- Display enthusiasm for teaching/learning foreign languages,
- Believe that every student can learn when the environment is facilitative,
- Flexible in mind, positive in attitude, critical in thinking,
- Become skillful in developing appropriate assessment instruments,
- Demonstrate an attitude that will convey to students the value of cross-cultural understanding and foreign language learning,

- Design lessons that connect to other content areas in school curriculum. (Interdisciplinary lessons),
- Respond critically to the curriculum, to educational information technology innovations and pursue a process of continuous improvement in their English language teaching career and their own learning,
- Demonstrate sufficient responsibility in dealing with students and show trustworthiness,
- Know how to create positive relationship between them and their students,
- Know how to create a positive and supportive learning environment,
- Know how to make their students aware of their own culture and values,
- Be able to arise in their students the interest in other cultures and appreciate the differences,
- Appreciate the role of theory and research in the teaching process.
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Conclusion

The approach based on competency leads to a serious revision of the teacher's profession. This implies a change in the teacher's attitude toward knowledge and towards teaching. The teacher will have to:

- Do more than teaching as merely communicating knowledge.
- Make the learner learn.
- Quit his function of monitoring and evaluating in order to get involved in all activities.
- Create various means of teaching.
- Share his power, negotiate with the learners and accept their point their view.
- Work on projects, and to do so, he must have a perfect knowledge of the project procedures.
- Possess a complete knowledge of group dynamics.
- Be able to conduct discussions, to act as a mediator between the learners and analyse the group functioning.
- Clarify the processes, the ways the learners think and act; thus the teacher displays greater transparency.
- Encourage and guide the learner's efforts by showing the learner that he is allowed to make errors and to have doubts.
- Enhance the value of co-operation between the learners.
- Proceed to formative evaluation in working situations.
- Open to other disciplines and have discussions with his colleagues about methods and interdisciplinary concerns.

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