

The Pedagogy of the Competency-Based Approach: Deconstructing Concepts and Examining Characteristics

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Abstract:

Competency-based teaching has emerged as a new reform model intended to modify the previous model adopted by the Algerian Ministry of National Education. Its purpose is to address the shortcomings that appeared in that model and to integrate acquired knowledge and learning into concrete reality so that they can be used in actual life. This study therefore discusses the effectiveness of the competency-based approach and its contribution to advancing the teaching-learning process. It also examines its role in developing a competent learner who is able to solve problem situations and contribute to their resolution.

Keywords: teaching, learning, competency, approach, education, capacity, skill.

Introduction

Educational systems have undergone major changes in response to social, cultural, and economic transformations. These changes have encouraged a reconsideration of traditional teaching models and the search for approaches that can make learning more effective and meaningful. In this context, the competency-based approach has emerged as an important pedagogical orientation. It aims to move beyond the simple transmission and accumulation of knowledge toward the effective use of acquired learning in real and complex situations.

The competency-based approach places the learner at the center of the educational process. It focuses on the learner's ability to mobilize knowledge, skills, attitudes, and previous experiences in order to solve problems and respond appropriately to different situations. Learning is therefore not limited to the acquisition of isolated information. Rather, it involves the integration and functional use of different resources within meaningful contexts.

This approach also represents an extension and a reconsideration of objectives-based pedagogy. While objectives-based teaching emphasizes observable and measurable behaviors, competency-based pedagogy gives greater attention to integration, transfer, autonomy, and the learner's capacity for action. It seeks to connect school learning with situations that may be encountered in academic, social, and everyday life.

The concept of competency, however, remains complex and has been defined in different ways within educational literature. It is closely related to other concepts such as capacity, skill, knowledge,

performance, learning objectives, and problem situations. Understanding these conceptual relationships is therefore necessary for a clearer interpretation of competency-based pedagogy. Accordingly, this article examines the concept of competency from linguistic, terminological, and educational perspectives. It also discusses its main characteristics, components, types, and levels. Particular attention is given to the relationship between competency and capacity, as well as to the distinction between competency-based pedagogy and objectives-based pedagogy. Through this conceptual analysis, the article seeks to clarify the theoretical foundations and pedagogical features of the competency-based approach and to highlight its role in improving the teaching-learning process.

The Concept of Competency:

The term competency has become widely used in education, and before that in vocational training. It has also established itself across all fields, particularly the military. Most countries have adopted it in their educational systems in response to different transformations and to the spirit of the age.

The Concept of Competency in Common Usage:

In its simplest sense, competency refers to the quality of work recognized in a person after completing a task assigned to them¹. However, it is not appropriate to judge the quality of a task by observing a single behavior, or even a small set of behaviors required for that task. Quality implies effectiveness and consistency in performance. It also means that there is no significant gap between the work completed and the expected outcome. In common usage, therefore, judgments about quality or competency concern the task as a whole after it has been completed. Competency is thus treated as a broad concept whose performance criteria are not clearly specified. The judgment concerns the overall quality of the work. Quality itself remains relative because people may differ in the conditions, specifications, and standards they use to define it.

In addition, the judgment that people make about competency concerns the performance as a whole rather than one of its individual parts. You would not say of a television repairer, "He is competent in this profession," unless he had repaired the set you gave him. You may make this judgment without watching him carry out the repair and without requiring him to follow conditions that constitute explicit standards for repairing your set.

The common understanding of competency may therefore appear somewhat vague. Nevertheless, it is not entirely mistaken. What remains certain is that a judgment about whether competency is present can only be made after the task requiring that competency has been completed.

If the common conception of competency is comprehensive and focuses on the quality of work as the criterion for judging whether an individual possesses competency, then, at least in principle, we cannot regard this conception as sufficiently appropriate to reflect the true meaning sought for competency in education. We shall therefore examine the linguistic and technical meanings carried by the term.

- What, then, does this term mean?
- What are the foundations for developing competencies, and what are their levels?

The Linguistic Meaning of Competency:

Lisan al-Arab records the following usages: kafa'a and kafa'ahu 'ala al-shay' mukafa'atan wa-kifa'an, meaning "he recompensed or rewarded him." One says, ma li bihi qibal wa-la kifa', meaning, "I do not have the ability to repay him"². Hassan ibn Thabit said, "The Holy Spirit has no equal," meaning that Gabriel, peace be upon him, has neither peer nor equivalent. It is also said, "Who can

equal these people?" In the hadith of al-Ahnaf, "I do not contend with one who has no equal." Al-kafi' means a peer or counterpart. The forms al-kuf' and al-kufu', as well as the verbal noun al-kafa'a, likewise denote equivalence. One says la kafa'ata lahu, meaning that he has no equal. Al-kuf' means an equal or equivalent. From this comes kafa'a in marriage, meaning that the husband is equal to the woman in social standing, religion, lineage, family, and other respects. The expression takafa'a al-shay'an means that two things are alike. Likewise, kafa'ahu mukafa'atan wa-kifa'an means that he matched or equaled him. One also says hadha kifa'u hadha, and kafa'tuhu, kafaytuhu, or kuf'uhu, meaning that it is his equal; this usage applies to all things. Al-Zajjaj³, commenting on the Qur'anic verse, "And there is none equivalent to Him," mentions four possible forms of reading, three of which are: kufu'an, with both the kaf and fa' vocalized with damma; kuf'an, with damma on the kaf and sukun on the fa'; and kif'an, with kasra on the kaf and sukun on the fa', a form that has also been recited. A fourth form is kifa'an, with kasra on the kaf and a long vowel, although it has not been recited in this form. The meaning is that no one is equal to God Almighty.

Competency in work means the ability to perform it and to act skillfully in doing so. The modern term competency is a coined expression of Latin origin corresponding to the French term compétence. It appeared in European languages at the beginning of the second half of the twentieth century with several different meanings. In Ahmad Rida's *Matn al-Lughah* dictionary, the verb kafi is also recorded: when a person is said to have undertaken a matter competently, it means that he carried it out and assumed responsibility for it; such a person is kafi, with the plural kufat. Kafa'a also denotes what fills a deficiency or need and enables the intended purpose to be attained.

The Technical Definition of Competency:

The concept of competency is marked by considerable ambiguity and variation. Researchers in this field⁴ have noted that there are more than one hundred definitions, depending on the context in which the term is used. The present study is concerned with competency in education. Educational-system reform seeks to define educational purposes in ways that better meet the needs of individuals and society. It also seeks to achieve training objectives through effective means and appropriate methods. Ministries of education in many countries have adopted the competency-based approach as a strategy for improving, activating, and modernizing teaching and learning. The approach also emphasizes the need to combine knowledge with the ability to transfer, mobilize, and integrate it. The following definitions illustrate this strategy.

1. Competency is a system of representational and performance knowledge organized according to a practical design within a family of situations⁵.
2. Competency is a training objective whose achievement requires the integration, rather than the mere accumulation, of previous learning outcomes.
3. Competency is a comprehensive acquisition that integrates intellectual capacities, motor skills, and cultural and social attitudes. It is an integrated set of knowledge and values that enables a person to perform a role, function, or activity appropriately and effectively.
4. Competency is an organized and comprehensive system of conceptual and procedural knowledge through which capacities are mobilized in a specific field of knowledge. These learning outcomes enable the learner to identify a problem situation within a family of situations⁶ and to solve it.
5. Competency acquired at school enables a child or learner to solve problem situations encountered in everyday life.

6. Competency is a set of social and affective behaviors, cognitive skills, psychological skills, and sensorimotor skills. Together, they enable a person to perform a role, function, or activity within a complex task or undertaking in the fullest possible manner⁷.

7. Competency is a set of knowledge, enduring capacities, and skills acquired through the assimilation of relevant knowledge and integrated experiences within a specific field⁸.

8. From a school perspective, competency is an integrated set of specific objectives that mobilizes capacities, skills, and knowledge. These resources are used effectively in problem situations and in varied circumstances that the learner has not previously experienced. It is achieved at the end of a period of instruction or a stage of schooling⁹ and appears in meaningful communicative situations related to the learner's life.

9. Educational competency is the set of knowledge, concepts, and skills acquired by the learner through preparation and support within a specific educational program. It guides behavior¹⁰, raises performance to a level of mastery, and enables the learner to carry out a profession with ease and without undue difficulty.

The Concept of Competency in Educational Dictionaries:

A. Definition in the Dictionary of Educational Science Terminology:

This dictionary does not define competency independently. Instead, it links the term to communication and communicative competence. In this sense, communicative competence refers to an individual's knowledge of the rules of language in a social context and the ability to use them to fulfill communicative intentions with others.

B. Definition by François Raynal and Alain Rieunier:

For these two researchers, competency is "a set of possible behaviors (affective, cognitive, sensory, and motor) that enables an individual to perform an activity, often regarded as a complex activity"¹¹.

C. Definition by Philippe Perrenoud:

Perrenoud defines competency as "a person's ability to mobilize different cognitive resources in order to deal with a specific type of situation"¹². Perrenoud considers competency to have four basic aspects:

- Competencies are not, in themselves, knowledge, skills, or attitudes. Rather, they integrate and coordinate all these elements.
- Mobilizing these resources has meaning only within a defined situation. Each teaching-learning situation has its own features that distinguish it from other situations.

These and other definitions suggest that competency represents a level beyond isolated skills and knowledge. Skills and knowledge, when combined and coordinated, form a solid foundation for competency. Most definitions identify these elements as central components of competency. A competency must integrate several skills and forms of knowledge and must be expressed through observable activity. Competencies can also be applied in different domains, including personal, social, and professional life.

Characteristics of Competency:

An acquired competency is characterized by several important features¹³.

A. Mobilization of resources: Competency generally requires the mobilization of different possibilities and resources, including scientific knowledge, personal experience, capacities, and behavioral skills.

B. Goal orientation and finality: Resources are not mobilized randomly. Their mobilization gives competency a meaningful social and practical function for the learner. The learner uses different resources to produce an outcome or solve a problem in school or everyday life.

C. Situational relatedness: Competency is linked to a set of situations belonging to the same domain. A competency is realized only in the situations in which it is exercised. Developing a particular competency therefore requires identifying the situations in which that competency can be activated.

D. Relation to subject matter: In most cases, a competency mobilizes knowledge and skills drawn mainly from one subject. It may also involve several subjects. Developing a competency can therefore require mastery across different areas. Oral expression, for example, requires several language skills beyond speaking itself, including grammar, morphology, writing, and reading.

E. Assessability:

Competency can be assessed on the basis of the outcomes achieved because its formulation requires observable and measurable actions. This differs from capacities. Assessing a competency requires placing the learner in a problem situation that calls for the integration and mobilization of several resources. These resources are referred to as the components of competency:

1. Content (contenu): This refers to what the learner engages with. It includes three broad types. The first is theoretical knowledge, such as knowledge of a grammatical rule. The second is procedural knowledge or skills, such as using vocabulary appropriately in a given situation. The third is behavioral knowledge or attitudes, such as maintaining concentration in order to overcome difficulties in use.

2. Capacity (capacité): Capacity is what makes an individual able and qualified to do something or to display behavior appropriate to a particular situation. It is not tied to the content of one specific learning activity. It can appear across different activities, such as defining objects, comparing them, analyzing information, and drawing conclusions. All these activities involve capacities. Capacity develops through intelligence, innate predispositions, and acquisitions from a given environment¹⁴. It has four main characteristics:

- Transversal: it can be mobilized across different resources and school subjects.
- Developmental: it grows and develops, and it may also decline, as in the ability to concentrate.
- Transferable: it changes and adapts according to the situation and context. Negotiation, for example, involves speaking, listening, and argumentation.
- Not directly assessable: it is difficult to judge with precision.

3. Situation (situation):

A situation is a problem that is defined and structured to help the learner mobilize available resources. It places the learner in a position of active, sustained engagement. It also gives learning material greater vitality and usefulness. A situation is meaningful¹⁵ if and only if the following conditions are met:

- It enables the learner to use acquired knowledge to address lived reality.
- The learner perceives its effectiveness and usefulness in dealing with a complex task or problem.
- It allows contributions from different subjects to be activated and integrated in order to solve complex problems.

Capacity and Competency:

Capacity and competency are two central components of the strategic development of the pedagogical approach introduced in school education. Within this framework, capacities and competencies interact harmoniously along an integrated pathway. Their concepts and terminology may appear to overlap, which can make them difficult to distinguish. A brief comparison can therefore clarify their main characteristics and features¹⁶:

Capacity	Competency
Both interact through internal and external relations. Both are transversal and can be operationalized. Both are influenced by the internal and external educational environment, and both influence the school and its surrounding environment.	
▪ It represents the foundation. ▪ It follows a general developmental process. ▪ It has natural and cognitive components. ▪ Capacity develops. ▪ It develops through the emergence of competencies. ▪ It is not tied to time. ▪ It develops naturally and through learning. ▪ It is affected by internal and external influences. ▪ Its resources include knowledge content and competencies. ▪ It cannot be assessed directly. ▪ It can be integrated within the same domain and across domains. ▪ It is mobilized in learning and social practice. ▪ It extends across several developmental domains. ▪ Its development is continuous and open-ended. ▪ It weakens when it is not developed or used.	- It represents the structure that is built. - It follows a specific formation process. - It has a cognitive and performance component. - Competencies are constructed. - They are constructed from learning outcomes. - They may sometimes be time-bound. - They are formed through learning (external influences only). - Their resources include different forms of knowledge content. - Their resources include different forms of knowledge content. - They can be assessed through behavioral indicators. - They are integrated within the same domain and in relation to other domains. - They lead to learning and social practice. - They draw on multiple sources. - Their purpose develops progressively. - They fade and may disappear when they are not used because of neglect and forgetting.

Competency and Learning Objectives:

If competency consists of actual capacities grounded in knowledge, including curricular content, procedural knowledge, whether intellectual or psychomotor, and behavioral knowledge, whether social or affective, then learning objectives specify the knowledge that demonstrates competency once mastered. Success is judged through observability, measurability, and performance in learning situations.

Popham defines an objective as what a learner should know, be able to do, prefer, or believe as a result of a particular learning experience. It refers to a change that the teacher intends to produce in the learner and that can be described in behavioral terms¹⁷. Louis D'Hainaut divides educational objectives into five levels:

- Level of educational ends.
- Level of aims.
- Level of general objectives.
- Level of specific objectives.
- Level of operational objectives¹⁸.

Competency Indicators and the Operational Objective:

Within the competency-based approach, observable behavior and measurement are used to determine competency indicators and assessment criteria. The meaning of an indicator can be understood through the operational objective (objectif opérationnel). An operational objective is a verbal formulation that contains a behavioral action. It is derived from the general objectives stated in the prescribed curriculum. Its components must be clear, observable, and measurable. It must also specify one or more conditions for performance. These characteristics make it possible to verify achievement at the end of a lesson. For example, a lesson objective may state that the learner will construct a correct verbal sentence within five seconds.

A competency indicator (indicateur de compétence) is a sign or result showing that learning has occurred at a predetermined level. It makes it possible to judge whether the objective of a learning activity has been achieved. It therefore serves as a measure of the learner's mastery of acquired competencies and of the degree of behavioral change produced by learning. It concerns actions that are observable and measurable¹⁹.

The operational objective in competency-based pedagogy has a transitional function and is formulated behaviorally. It is used to address sub-elements and details of the learning topic. It contributes to developing a capacity, building a competency, or specifying a particular competency indicator. The indicator, by contrast, measures the behaviors performed by the learner. It reflects the learner's mastery of the acquired competency or the change achieved in the level of capacity development after learning. It is therefore linked to assessment. Although an operational objective focuses on observable behavior, competency is grounded in procedural and behavioral knowledge. Accordingly, a competency statement does not merely ask the learner to "be able to perform an activity." It asks the learner to perform the activity itself.

Types of Competencies:

Because competencies are important, their types²⁰ and forms vary according to their orientation. They include the following:

A. Knowledge competency (compétence connaissance):

Knowledge competencies are not limited to information and facts. They also include competencies for lifelong learning, the use of knowledge tools, and knowledge of how such tools are applied in scientific fields.

B. Performance competencies (compétence de performance):

These include the learner's ability to demonstrate behavior when facing a problem situation. Competency concerns individual performance rather than knowledge alone. The criterion for achieving competency is therefore the ability to carry out the required performance.

C. Achievement or outcome competencies (compétence des résultats):

Possessing knowledge competencies means having the knowledge required to perform a task, but it does not necessarily indicate an ability to perform it. Possessing performance competencies means being able to demonstrate abilities in practice, but this alone does not show an ability to produce a desired outcome in the learner's performance. A teacher, for example, is considered competent when able to produce change and growth in the learner's behavior.

Specific Competencies:

Mohamed Drijj defines them as "competencies related to a specific cognitive, skill-based, or affective domain. They are specific because they are associated with a particular type of task. A specific competency is therefore linked to a task or a category of tasks that falls within school subjects, educational fields, or areas of training"²¹. Examples include:

- The ability to listen attentively.
- The ability to read effectively.

The following section presents practical examples of specific competency.

Specific Competency in the Language Domain:

A comparison between the French project developed by C.E.P.E.C. in 1991 and the Belgian competency project of 1991 shows that both focused on the same competencies in language learning. These appear to be basic competencies for learning any language. The relevant elements can be summarized through the Belgian project. That project was distinguished by its precise definition of the competencies to be developed in learners across different school subjects, including languages. It also specified the conditions under which these competencies are acquired and the means used to develop them.

Reading Competency:

Reading competency means enabling the learner to construct meaning as a reader who receives a written message, such as a story, tale, novel, play, poem, song, letter, or article, or a visual message, such as a still or moving image, drawing, painting, or poster. The meanings constructed result from an interaction among the following elements:

- The characteristics of the message, including its subject matter and structure.
- The reader's prior knowledge, including linguistic, literary, artistic, and historical knowledge.
- The characteristics of the situation or context in which the reader processes the message.

Writing Competency:

Writing competency means the learner's ability to produce or reproduce meaning through an interaction among the following elements:

- The characteristics of the message, including its dominant focus and the types of structures that compose it.
- The learner-writer's prior knowledge and accumulated resources, including linguistic, literary, artistic, and historical knowledge.
- The characteristics of the situation or context in which the sender or receiver processes the message.

Dialogue Competency:

Dialogue competency is the ability to speak and express ideas through words and body movement. It therefore involves producing meaning, with the speaker or learner acting as the sender of a message.

Levels of Competency Along the Learning Process:

A. Basic competency (compétence de base): This is a set of essential learning outcomes linked to learning units. It specifies precisely what the learner will do or be able to perform under particular conditions. The learner must master these outcomes in order to move into subsequent learning without difficulty. Basic competency is therefore the foundation on which later learning is built²².

B. Stage competency (compétence d'étape): This is an intermediate competency that clarifies terminal objectives and makes them easier to implement. It may relate to a month, a term, or a specific domain and consists of a set of basic competencies. An example is the learner's ability to read aloud with appropriate performance while understanding the text.

C. Terminal competency (compétence finale): This describes a complete and finished performance. It has a broad and comprehensive character and integrates a set of stage competencies. It is developed over a school year or educational cycle. For example, by the end of middle school, the learner should be able to read and engage with texts appropriate to their level in ways that respond to personal, school, and social needs.

D. Transversal competency (compétence transversale):

This consists of learning attitudes and intellectual and methodological procedures shared across different subjects. They must be acquired and mobilized while different forms of knowledge are being developed. Mastery of transversal competencies is intended to help learners become increasingly autonomous in learning. Reading and writing, for example, are performance tools used across activities and subjects. Developing transversal or cross-curricular competencies supports two major transformations in the learning process:

1. A shift from learning centered on subjects and their content toward learning centered on the learner.
2. A shift from learning centered on acquired knowledge as a means toward learning centered on the ability to act as an end and on possibilities for action in a given context.

E. Educational Competency:

The term competency is relatively recent in educational and pedagogical discourse²³. Educational competency means that the learner acquires varied knowledge and learns how to use it in life. The learner may, for example, produce meaningful texts in different forms of expression for communication with others. The learner should not merely acquire knowledge about the environment but should also be able to act to preserve it. This enables the learner to adapt to and interact positively with the surrounding environment.

This includes the content and organization of experiences, teaching methods, and assessment. At the same time, the theory of objectives cannot be generalized to every stage of education or to every subject. Primary education is among the most demanding and sensitive stages of schooling. It is not possible to specify every type of behavior a child may display during a lesson or learning unit. The child's concrete mode of thinking allows the use of all the senses to acquire linguistic, social, physical, and emotional experiences. These experiences cannot all be reduced to behavioral objectives.

Despite this limitation, the theory of behavioral objectives can be applied to many subjects, including languages, geography, and science. It cannot, however, be assumed that the purpose of education ends at this level.

2. Pedagogy of the Competency-Based Approach

The competency-based approach is considered a second generation of objectives-based teaching and an evaluative extension of it. It emerged as a corrective movement within objectives-based pedagogy because of the limitations that developed within the behavioral school. That school became heavily focused on technical procedures and fragmented behavioral units, at the expense of a holistic view of teaching²⁴. It subjected learners to standardized instructional mechanisms and restricted their freedom to create, choose, and engage in self-education.

Defining objectives and operationalizing them, that is, expressing them as behavioral procedures, places the main emphasis on describing the final outcome as observable behavior to be performed by the learner. This outcome, however, does not reveal the internal changes produced by the activity in the learner. Although objectives may be clear, limited, and acceptable, their formulation does not fully show which knowledge and acquisitions the learner controls or which mental processes will be mobilized. Objectives-based teaching, grounded in a behavioral philosophy, reduces learning gains to a sequence of behavioral objectives. This can fragment pedagogical activity to the point that learners may not understand what they are trying to achieve or the meaning of the activity. The competency-based approach, by contrast, does not treat behavior as a reflex or conditioned response in the behaviorist sense. It focuses on behaviors that reflect an acquired ability to perform and to address problems. Viviane De Landsheere therefore defines competency as the expression of an ability to carry out a particular task satisfactorily²⁵.

3. Characteristics of Competency-Based Pedagogy:

Competency-based pedagogy is characterized by the following features:

- A competency represents a terminal point in a course of study, an educational stage, or a training program.
- Competency is a comprehensive and integrated concept. It requires learning across the three recognized domains: cognitive, affective, and sensorimotor. The relative importance of each domain depends on the individual's social, cultural, and economic needs.
- Competency can be assessed through observable behaviors and operational indicators. Assessment therefore focuses on the individual's actual performances that demonstrate the acquisition and realization of competency.

Thus, we can conclude, without any doubt, that competency-based pedagogy, like objectives-based pedagogy, arose within an industrial and technological framework that seeks effectiveness and efficiency. It can also be said that the adoption of competency-based pedagogy by many educational systems, including Algeria, Tunisia, Morocco, France, Belgium, and others, is an important step. This adoption responds not only to society's needs for human and economic resources but also to the learning gaps that education scholars identified in objectives-based pedagogy.

From this perspective, competency-based teaching is a natural extension of objectives-based teaching. Defining objectives, operationalizing them, and working toward their achievement ultimately aim to develop competency in the learner. The relationship between competency and the operational objective can be illustrated through the following model of lesson planning based on competency pedagogy:

Example of How Learners Can Develop Textual Competency:

Textual competency: Reception and acquisition
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By the end of the learning unit, the learner will be able to identify the distinctive features of narrative discourse.

Reception and acquisition:

Level 1: Starting from a narrative text, the learner identifies the characters who perform the actions and the context of their interaction in time and place.

Level 2: After reading a narrative text, the learner can produce a diagram showing the structure and development of the event.

Level 3: When reading a narrative text, the learner can interpret the social and psychological meanings suggested by the event.

Level 4: The learner can extract from a story the distinctive features of narrative language.

Level 5: When given a narrative text, the learner can identify its narrative characteristics and distinguish it from other forms of discourse.

Competency-based pedagogy is not concerned only with what the learner achieves at the end of a single lesson, as is commonly emphasized in objectives-based pedagogy. It is concerned with what the learner will be able to do by the end of a learning unit. The learner moves from one level of capacity to the next. This shows that competency is achieved over a broader and longer time frame rather than at an immediate level.

The Difference Between an Objective and a Competency:

An objective indicates success within school, regardless of what follows beyond it. A competency extends beyond the school setting. A competent learner can mobilize acquired knowledge and experience in complex or unexpected situations. The criterion for an objective is whether it can be acquired and understood in the immediate learning context. The criterion for competency is whether learning can be transferred and invested in complex or unexpected situations.

This fundamental difference shows that educational objectives focus on describing the final outcome of learning within the classroom, with attention to external behavior. Competency, by contrast, also concerns the internal changes produced by performance in the learner. This allows the effect of learning to extend beyond the lesson. The main differences are summarized in the following table:

Objectives-Based Pedagogy	Competency-Based Pedagogy
- It starts from a specific objective. - It starts from a general objective, which is divided into specific and operational objectives. - It focuses on developing behavior. - It focuses on the effort of both teacher and learner. - The teacher is the primary holder of knowledge. - The teacher intervenes continuously. - Assessment accompanies the teaching process from the beginning. - The learner responds to stimuli in the surrounding instructional situation. - The learner is passive.	- It does not reject the need to define objectives. - It does not start from general objectives called competencies (comprehension competency, analysis competency, synthesis competency, etc.). - It focuses on the learner's effort. - The teacher acts as a mediator between knowledge and the learner. - The teacher facilitates self-directed learning. - Assessment considers the learning process from beginning to end.

- Motivation is controlled by reinforcement from the external environment and is characterized by fragmentation.	- The learner contributes to constructing knowledge or competency and is active and engaged. - The learner's motivation is related to how the task is perceived and to personal capacities. Objectives are achieved according to the effort invested.
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¹Mohamed Al-Saber, Lesson Strategies, Casablanca, Morocco, Dar Qurtuba Publishing, 1st ed., 2000, pp. 7-8.

²Muhammad ibn Mukarram Ibn Manzur al-Ifriqi al-Misri, Lisan al-Arab, Dar Saber, Beirut, n.d., vol. 1, p. 140.

³See: Fatima al-Zahra Boukarma, Competency: Concepts and Theories, previously cited, p. 135.

⁴Among the best-known researchers on the concept of competency is the Pédagogie en développement group, which works with Université De Boeck in Brussels and coordinates with Francophone universities in Canada, France, Switzerland, and Belgium. Its research focuses on pedagogy, and many of its publications are collective works.

⁵See: Fatima al-Zahra Boukarma, Competency: Concepts and Theories, previously cited, p. 135.

⁶See: *ibid.*, p. 109.

⁷*Ibid.*, p. 109.

⁸*Ibid.*, p. 110.

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²³See: previously cited source, p. 139.

²⁴See: Fatima al-Zahra Boukarma, Competency: Concepts and Theories, p. 8.

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