

Language Teaching through Objectives and Competencies: A Critical Study with Practical Applications

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Abstract:

This article examines teaching by objectives, focusing on its three domains, or the so-called procedural specific objectives that it seeks to achieve: cognitive, affective, and skill-based objectives. It critically evaluates this approach by highlighting its limitations and its insufficiency for developing grammatical competence. It then demonstrates that competency-based teaching represents a continuation of teaching by objectives, but with a more effective methodology that enables learners to move beyond linguistic competence toward communicative and textual competence. This approach seeks to help learners solve the linguistic problems they encounter both within and beyond the school through training based on comprehensive, purposeful, and project-oriented situations.

The competency-based approach is also examined critically in terms of its theoretical proposals and the difficulties involved in its practical implementation. The article concludes with several findings, the most important of which are that teaching by objectives represents the first generation, whereas competency-based teaching represents the second generation, and that excessive emphasis on performance and on what learners are expected to achieve at the expense of knowledge may cause the competency-based approach to reproduce the limitations of earlier approaches.

Keywords: Teaching; Objectives; Competencies; Criticism; Learners.

Introduction:

Teaching by objectives seeks to free the learning process from the continuous accumulation of information and the excessive filling of students' minds with knowledge. It also seeks to move away from evaluation based primarily on memorizing and reproducing knowledge without understanding. This is achieved through the teacher's planning and preparation, the identification of the general objective, and the formulation of specific intermediate objectives that the teacher intends to achieve. These objectives may also be expressed as procedural objectives that students are expected to achieve in the form of observable behaviors during the lesson or while completing assignments and examinations. They are classified into three domains: cognitive objectives (the cognitive or mental domain), affective objectives (the emotional domain), and sensory-motor objectives (the motor-skill domain), following the classification of Bloom and Krathwohl.

However, cognitive development and innovation have continually encouraged humanity to develop new educational curricula and approaches to improve the quality of education and raise learners' levels. To achieve this purpose, competency-based pedagogy has emerged from an important principle: the teacher should not provide learners with ready-made knowledge and skills in a way that prevents them from learning independently. In other words, involving and guiding learners in constructing their own knowledge and skills, rather than merely transmitting knowledge to them, is the strategy that should be adopted to achieve effective educational competence. This approach aims to develop linguistic competence that enables learners to apply what they have learned and use what they have acquired as resources for mobilizing their knowledge and abilities to solve situations and problems at school and beyond, within new social contexts and situations.

Research Problem and approach

The problem worth raising in this context, which the research seeks to address, is the following: What is the status of the two approaches in language teaching and learning? What are the shortcomings of the teaching-by-objectives model? Is the competency-based approach, which emerged to address what was missing from teaching by objectives, itself free from criticism? To address these questions, I relied on descriptive and critical approaches. The first was used to describe teaching by objectives and competency-based teaching and to discuss their objectives and characteristics. The second was used to analyze and critically examine the two approaches in order to identify their limitations and evaluate them.

Teaching by Objectives Model:

There is no need to provide an extensive definition of the teaching-by-objectives model or to trace the earliest attempts at its emergence. However, it should be noted that Benjamin Bloom and David Krathwohl classified educational objectives into two main domains. The first classification was published in 1956 under the title *Taxonomy of Educational Objectives, the Cognitive Domain*, while the second, concerning the affective domain, was published in 1964. Since the beginning of the 1970s, interest in objectives has increased considerably, and they have been classified into three domains through the addition of the psychomotor or skill domain to the two previously established domains. These three domains constitute procedural objectives.

1- Procedural Special Objective Areas:

It should be noted at the outset that behavioral learning theories, among the earliest learning theories, contributed to the development of traditional teaching methods and established a conception of language learning based on the achievement of behavioral objectives—cognitive, affective, and skill-based—that appear in the form of observable behaviors or abilities during lessons and are referred to as specific procedural objectives. The use of this latter term is associated with Frederick Skinner, the theorist of operant learning, who proposed observable behaviors as specific objectives formulated in the present tense when preparing

lessons before presenting them in the classroom. Once these objectives are achieved during the stages of the lesson, they become procedural objectives.

2-1 Cognitive Objectives (Cognitive or Mental Domain):

This domain includes five levels: knowledge, remembering and memorization, comprehension, application, analysis, synthesis, and evaluation. In order to understand a grammatical rule, learners must first remember it and then comprehend it. At a third stage, they apply it to specific cases by producing new examples and sentences; that is, they employ what they have acquired. Once the teacher has confirmed their understanding, learners move to application, bearing in mind that examples and applications that are not new merely constitute a reminder of what has been memorized without genuine understanding. After application, the learner analyzes the material into its constituent parts in order to understand its structural and systemic organization. This is followed by synthesis, which involves linking the parts in a manner that produces a structure that did not previously exist (Al-Dreij, 2003, p. 96), such as writing a topic, story, or poem. Finally, evaluation involves making judgments, such as distinguishing, comparing, or criticizing (Wahida, 2007, p. 31). These levels are interrelated and arranged hierarchically from lower to higher levels, with each higher level depending on the preceding ones. It is therefore not possible to replace one level with another, eliminate certain levels, or limit instruction to the initial levels because of their relative ease while neglecting the higher levels.

3.1 Affective Objectives (Affective Domain):

This domain is concerned with achieving behavioral objectives that are reflected in observable changes in learners' attitudes, feelings, and values. It also includes five levels: acceptance, response, valuing, organization of values, and internalization of values.

At the first level, the learner's willingness to learn leads to a response, such as answering the teacher's questions. At the second level, this response develops into valuing, through which the learner recognizes, for example, the value of using and preserving the standard language. Through valuing, the organization of values takes place by constructing and arranging a system of values. For example, the student may develop an appreciation of reading and use fluent Arabic when communicating with classmates in the classroom. Finally, internalization of values is achieved at the fifth level, whereby the learner abandons negative practices and criticizes them or modifies their behavior. Examples include criticizing those who do not care about environmental cleanliness, those who do not adhere to moral and ethical standards, those who do not use eloquent Arabic in their speech, or those who write signs and slogans in French rather than Arabic.

4-1 Skill Objectives (Sensory-Motor):

The sensory-motor domain is concerned with speech, physical, manual, and sensory skills, which are more explicitly manifested as behaviors or objectives in physical education, drawing, calligraphy, handicrafts, pronunciation, music, and reading. It is also referred to as the skill, motor, or performance domain. Its levels include observation, imitation (simulation), practice, and modification (creativity). (Wahida, 2007, pp. 39–40).

Observation refers to the learner's attention to a phenomenon, listening to questions and answers, or observing a model or individual reading. Based on what the learner observes, they move to imitation by reproducing the teacher's or another student's performance in reading or writing, for example. In this sense, the learner repeats, practices, or attempts to reproduce the model. Once the objectives of imitation have been achieved, the teacher moves to the third level, practice, in which the student repeats the pattern or model more effectively. This may involve improving the reading of a text or writing while reproducing the model according to the teacher's instructions. Once these objectives have been achieved, the learner proceeds to modification (creativity), in which the student modifies the model practiced in order to produce something better than what was initially observed and practiced.

5.1 Critique of the Teaching-by-Objectives Model:

Regarding cognitive objectives, educational practice shows that most teachers are satisfied with achieving the first level, namely knowledge or remembering, because it is relatively easy, whereas the subsequent levels become progressively more difficult, moving from the simple to the complex. In the best cases, teachers may proceed only to the third level because they rely heavily on direct instruction, face large numbers of students, have limited opportunities to question and encourage their participation, and face difficulties in classroom management and time organization. Al-Drej (2003) states that “educational systems, in general, and especially those that are still clinging to traditional methods of education, tend to focus on the level of knowledge, so that the period allocated for memorization and memorization exceeds what may be allocated to the rest of the other mental processes combined. The student is asked to memorize a conversation and the date... and save the poems, calculations and the mathematical rules... To the extent that this goal prevails over the rest of the other goals, which creates in the student a tendency to link to texts and dependence on the recorded data at the expense of his intellectual independence, initiative and creativity” (p. 94). The same tendency may be observed in the competency-based approach, as more time may be devoted to transmitting information and knowledge than to applying it and developing skills of analysis, thinking, inference, comparison, integration, and problem-solving.

With regard to affective objectives, Krathwohl himself explicitly criticized this domain and acknowledged several difficulties in formulating and implementing it:

1. Ambiguity of the concept: Attitudes, attention, and values are psychological matters that are difficult to understand or explain, and sometimes even psychology itself encounters difficulties in interpreting them.
2. Overlap between the cognitive and affective domains: The boundaries between the two are artificial. When an individual acquires particular knowledge, factors such as attitudes, acceptance, and appreciation inevitably interact with that learning.
3. The third obstacle: Values and attitudes are personal matters that individuals may keep to themselves and may be unwilling to disclose. They may also reject having such matters subjected to evaluation. Consequently, measuring the achievement of affective objectives is difficult.

4. Lack of understanding of the process of affective learning: It is difficult to determine how affective elements are formed and organized. Most practitioners therefore hesitate to employ the levels of learning associated with the affective domain (Al-Touri, 2004, p. 44). For example, the learner does not necessarily demonstrate a response simply by raising a finger, completing a project or homework assignment, appreciating the value of time or knowledge, defending rights or moral values, or changing their behavior so that they criticize those who write advertising signs and slogans in French instead of Arabic or intervene when they see someone damaging another person's property. Moreover, this domain, which is closely related to the psychological dimension of learners, remains ambiguous and difficult to understand and interpret. Even psychology encounters difficulties in predicting and accurately interpreting human behavior.

These criticisms demonstrate the difficulty of achieving all procedural objectives. Even within a single domain, teachers may be satisfied with only some of its levels. Sharqi (2007) states: "The dominance of the first side related to knowledge will be observed, and the almost total neglect of the other two sensory, kinesthetic, and emotional sides, which will constitute the impoverishment of human selves as a reduction to one field, which is the field of knowledge at the expense of mental, moral, and aesthetic skills. Even at the first level, the phenomenon of fragmentation, derivation, and transition from general goals to procedural goals will break the link between the original goal and the parts that we evaluate" (p. 36). This occurs because teachers are reluctant to move from teaching cognitive content to teaching through objectives, and consequently they may abandon affective and skill-based objectives as well as many of the higher levels of cognitive objectives.

In addition, procedural objectives consist of specific behaviors and responses that may occur in an automated and mechanical manner without sufficiently engaging with learners' experiences, needs, and interests. They cannot, in themselves, serve as a criterion for the quality of education or for the achievement of broader educational objectives. As Sharqi (2007) explains, "The achievements of students for painted behaviors are not conducive to good education because we do not know how this education was done. It may be a weak education that focused only on preparing students to answer questions while the individual in life is called upon to solve problems and adapt to situations that cannot be predicted in advance. This requires that we teach the individual how to produce behaviors that he has never produced before" (p. 43). This requires envisioning a competency model based on developing long-term competencies that learners can rely on when confronting the problems they encounter in their daily lives (Sharqi, 2007, p. 43). What is achieved through teaching by objectives may remain temporary and confined to the school context, dependent on stimuli and responses such as answering the teacher's questions and repeating information without genuine understanding. According to behavioral theory, what students learn may quickly disappear because it is not continuously applied in new situations arising in their practical lives. This constitutes a major imbalance and a significant limitation of teaching by objectives.

In response to this deficiency, the competency-based approach emerged as a project or strategy aimed at preparing and training learners over the long term, both inside and outside the school. In language education, learners are expected not merely to solve situations and exercises or

answer questions within the classroom, but also to address situations that they may encounter in their professional lives. These include writing a job application or report, communicating fluently and accurately with a foreign tourist, delivering a speech or sermon on an important occasion, and writing and understanding different types of texts.

With regard to the classification of objectives, it can be observed that they are divided into general objectives and specific or procedural objectives, although these terms may overlap. The former concerns the realization of the teacher's intentions and assumptions within the classroom by the students. These objectives could be reduced to a single concept. "Attention to private and procedural goals in each lesson may lead to their multiplicity and diversity, and it is very difficult to determine the relationships between public and private goals, and the latter asks: How can separate behavioral achievements accurately clarify whether we have reached the public goals?" (Al-Touri, 2014, p. 35). If the specific objective is for the learner to pronounce three letters in a word correctly, while the procedural objective is to pronounce a set of words without pronunciation errors or to produce four words, all of whose letters are vowelised, within three minutes with an error rate of one word, such objectives remain partial and cannot adequately reflect the broader goal of preserving and promoting Arabic, the general objective of enabling learners to pronounce Arabic fluently, or the objective of giving students the ability to express themselves eloquently (Hathroubi, 2007, pp. 29–30). This means that procedural objectives may be achieved as partial elements automatically by the end of lessons, without fluent pronunciation necessarily becoming an enduring ability. Classical Arabic may therefore not improve or be preserved, as demonstrated by the considerable linguistic weakness observed among learners and their inability to express themselves fluently and communicate effectively with others. Consequently, there remains a significant gap between procedural objectives on the one hand and general goals and objectives on the other.

The gap between procedural and general goals and objectives also extends to the separation of objectives among academic subjects, or what is known as the separate curriculum, in which each subject has its own objectives that are insufficiently connected to those of other subjects. With the emergence of the competency-based approach, the curriculum became more integrated, with the aim of avoiding the separation of language from other subjects such as history, philosophy, and the natural sciences, all of which are taught by students through the standard language. Teachers in these subjects therefore contribute to or share responsibility for achieving this linguistic objective. Learners of Arabic, for example, may be required to complete projects related to the natural sciences, such as influenza or COVID-19, or projects related to geography, such as representing ancient Arab tribes on a geographical map, or discussing eclipses, evaporation, condensation, and precipitation as topics related to the natural sciences. All of this takes place within an integrated curriculum that does not isolate subjects from one another. Hence, the competency-based approach completed what remained incomplete in the objectives of the Arabic-language curriculum under teaching by objectives without abolishing it. In other words, it moved from the limitations of the separate curriculum toward what is known as the integrated curriculum.

In addition, separation is also evident in the content of what students learn. This separation is problematic because the content of linguistic instruction is disconnected from students' lived

realities. As a result, students may fail to recognize the practical importance of the language when studying grammatical rules of inflection and syntax, particles of emphasis, reading texts, or writing an essay, such as a request or a report, whose relevance to their daily lives they may not perceive. Separation between objectives and educational content also results from treating knowledge as fixed information to be memorized rather than as knowledge that learners can apply. Such knowledge remains disconnected from other skills, leaving learners unable to write a job application, formulate a complaint in appropriate language, or understand the content of a text or message. Thus, objectives tend to move in a rigid, linear direction rather than developing vertically through their connection with broader goals and objectives. At the same time, linguistic content remains disconnected from students' lived realities. In general, such objectives are immediate and primarily designed to prepare students for examinations, even though students may later be unable to solve problems outside school, and sometimes even within it. "It seems that educational practice, which is not concerned with short-term goals and is mainly related to preparing students for exams, will have difficulties for students in transferring their knowledge to daily life." This type of education does not reflect quality; rather, it tends to produce limited learning outcomes. Therefore, the competency-based model emerged to address this deficiency (Lakhzami, n.d., p. 99).

Third: The Competency-Based Approach:

The competency-based approach emerged at the end of the 1960s and was influenced by cognitive, structural, and even transformational-generative theories. Its strategies aim to enable learners to deal with different situations and problems by relying on three main foundations: knowledge, the ability to apply and use that knowledge, and appropriate behavior when confronting problems through the effective use of previously acquired knowledge and skills.

Core Competence:

Competence has been defined in many ways. Since an exhaustive discussion of these definitions is beyond the scope of the present study, only a few will be considered. Philippe Perrenoud defines competence as "the ability to mobilize a range of cognitive resources (knowledge, abilities, information, etc.) in order to appropriately and effectively address a range of situations" (Gonteil & Pincini, 2004, p. 41). For Le Boterf, competence involves the ability to mobilize, activate, or recruit resources when confronted with a new problem situation belonging to the same family of situations in which the competence was initially developed. A similar idea had already been advanced by Gagné and Jean Piaget. Gagné refers to it as promoting the transfer of learning (*promouvoir le transfert de l'apprentissage*), whereby the teacher encourages learners to use what they have learned in several different situations rather than restricting its use to the original situation in which the competence was developed. Piaget, in turn, refers to external generalization (*généralisation externe*), which involves transferring concepts from the theoretical domain to different fields and practical situations (Al-Touri, 2004, pp. 120–121).

Competencies depend on enabling learners to mobilize, use, and apply their acquired knowledge and skills and to integrate them intentionally and coherently in order to solve a

problem situation, whether through exercises conducted in the classroom or situations encountered outside it. Such integration constitutes the actual criterion for assessing the extent to which competency objectives have been achieved.

Situational Integration, Educational Competence, and Communicative Competence in Language Teaching and Learning:

The competency-based approach is founded on the achievement of integrated and purposeful situations. If a learner knows the characteristics of descriptive and narrative patterns, for example, the learner is expected to integrate this knowledge and mobilize available resources to produce a paragraph that follows the appropriate pattern. Similarly, the learner may be asked to write a paragraph employing particular grammatical structures or particles of emphasis. When producing such purposeful texts, the learner integrates knowledge acquired from grammar, rhetoric, morphology, and textual studies simultaneously and coherently within increasingly complex situations. If the learner is able to do this successfully, the learner can be considered competent, and such performance provides evidence of competence. The process is comparable to that of a competent driver who integrates several coordinated operations without error. When intending to turn right, for example, the driver activates the indicator, reduces speed, checks the rear-view and side mirrors, stops when necessary, and then continues driving safely. These actions constitute several intentional and coordinated operations carried out in accordance with traffic and driving regulations. Integrated performance is therefore the principal criterion for assessing learners' competencies and a means of developing them continuously through practice rather than through theoretical knowledge alone. In other words, the competency-based approach is practical and applied, and it seeks to address the limitations of teaching by objectives, which tends to emphasize theoretical knowledge provided by the teacher rather than its application by learners through the development of related skills.

Therefore, training learners to employ linguistic rules and rhetorical techniques in producing texts and engaging in textual communication has become essential to language teaching, learning, and comprehension. It is also a key factor in developing the competence to understand and produce original texts, which represents one of the principal objectives of language education within the competency-based approach. This objective cannot be achieved through memorizing grammatical rules and understanding them in isolation without practicing their use in new contexts. This is what Philippe Perrenoud points out when discussing the limited value of learning grammar and vocabulary as formal systems detached from their communicative use in authentic and realistic speech. He states: "It can be admitted with Bouterf that the process of transferring knowledge resources is still unknown... For example, we spend many hours learning a language or a number of foreign languages in school, but what do we benefit from these efforts when a tourist asks us to help him in his search for a certain way, or when we are forced to manage our livelihoods in a foreign country? Certainly, this difficulty in communication is not caused by a lack of vocabulary and expressions. Does this mean that we have learned nothing? Or have we forgotten everything we have learned? Simply put, we have not practiced conversation in the foreign language, so that we can practice employing its

lexicon and structures consciously, appropriately, and in real situations?” (Al-Touri, 2004, pp. 30–31).

In fact, what Philippe Perrenoud proposes here does not constitute a rejection of language learning or grammar. Rather, it concerns the traditional teaching methods that prevailed at the time, and that continue to persist in some contexts, as well as an objectives-based approach that seeks to develop grammatical competence without enabling learners to use it in different linguistic contexts and social and communicative situations. Such an approach is largely grounded in behavioral theories of learning, which rely on automatic memorization, stimulus, response, and repetition without sufficient understanding. It is also related to transformational-generative theory insofar as language is viewed as an autonomous linguistic system, separated from its primary function in authentic communication between speakers. Chomsky was primarily concerned with one dimension, namely the acquisition of grammatical competence, without extending it to encompass the effective use of that competence for communicative purposes.

The theory of applying and using linguistic rules in expression and in integrated, purposeful situations inside and outside school is one of the areas that the competency-based approach sought to develop through active teaching methods. Previously, teaching was largely based on memorizing rules and storing them in learners’ minds, particularly under traditional objectives-based practices influenced by behavioral learning theories. Such practices need to be reduced in favor of the competency-based approach, active learning methods, and the integrated approach, which organizes language activities around the text when the aim is to develop textual communicative competence or address the type of linguistic problem raised by Philippe Perrenoud.

The process of mobilizing and applying knowledge requires considerable time and develops through several stages. Resources are transferred from the short term to the medium and long term. The short-term stage involves applying a grammatical rule immediately after it has been introduced by completing isolated oral or written exercises. The medium-term stage consists of using the same rule in the analysis of a passage or text. Long-term transfer involves mobilizing the rule together with other resources, including linguistic knowledge and procedural abilities, in order to address a complex problem situation, such as writing a newspaper article, drafting a letter, or writing a novel (Al-Touri, 2004, p. 43). An example can also be drawn from a field outside language. Western medical laboratories were able to respond to a real-world problem by developing vaccines for COVID-19. In doing so, they addressed a new situation by reusing previously acquired medical knowledge and resources in a new and more complex context. The same principle applies to language learning. Learners continually encounter complex situations that require them to mobilize, adapt, and reorganize their previously acquired knowledge, experiences, and skills.

1. **Preparedness:** an innate or acquired capacity.
2. **Ability:** Within the competency-based approach, the general objectives of teaching correspond to objectives such as:
 - Training pupils in correct and fluent pronunciation.
 - Training students to write letters correctly.

- Developing the ability to conjugate verbs and parse sentences.
- 3. **Skill:** This refers to ability combined with proficiency and accuracy. It relates to the three domains of action or objectives, namely:
 - Cognitive skills.
 - Affective skills.
 - Kinesthetic skills.

It should be noted that the concepts of general goals, specific goals, and procedural objectives are numerous, sometimes vague, fragmented, and disconnected. They become clearer and more concise when expressed through the concepts of competence, skill, ability, and preparedness. This provides further evidence that the competency-based approach is a continuation and development of objectives-based teaching rather than its complete rejection. In this context, some scholars have argued that the first two levels, knowledge and understanding, are central to the cognitive domain. Pierre Dechi emphasized these levels, while Abdelkarim Gharib added application to Bloom's classification of the cognitive domain in a manner consistent with the pedagogy of objectives. As for application, analysis, synthesis, and evaluation, these represent higher levels that enable learners to create, produce, and generate knowledge, making them particularly relevant to the competency-based approach (Al-Atwi, n.d., p. 38). It should be noted that these three or four higher levels of educational objectives often constituted a difficulty for learners and were frequently neglected because they are more complex than the first two levels. Yet, they require learners to produce and apply knowledge, which is precisely what the competency-based approach seeks to achieve.

Criticism of the Competency-Based Approach:

Linking school learning to real life, training learners to accomplish situations and projects, abandoning traditional methods based on indoctrination, and replacing them with active methods that encourage learners to participate, develop communicative competence, and address linguistic problems are theoretically significant principles of the competency-based approach. However, its proposals are also open to criticism. Like previous approaches, it is not free from shortcomings, particularly with regard to its conceptual foundations, the difficulties involved in implementing it in practice, and some of its objectives. The most important criticisms include the following:

- Traditional methods based on indoctrination and transmission, together with the teacher's monopoly of unilateral explanation, often leave little room for students to participate in constructing their own learning. Such practices hinder the development of learners' expressive abilities and prevent them from regularly applying the knowledge and skills they acquire. As a result, these resources may be forgotten, making learners unable to retrieve them when needed to solve a problem inside or outside school. Indoctrination therefore represents one of the major obstacles to implementing the new approach. Teachers may be reluctant to abandon these methods or may find it difficult to adapt to competency-based teaching through active methods, in which the learner becomes an active participant and the teacher assumes the role of facilitator. The authority of the teacher may therefore continue to be exercised through

the transmission of knowledge to learners, who memorize and reproduce it during examinations, while the actual application and mobilization of that knowledge in linguistic situations arising in social and professional contexts remain insufficiently developed.

Although the competency-based approach does not reject theoretical knowledge, it places greater emphasis on its application and on learners' performance. This emphasis itself constitutes one of the criticisms directed at the approach. If we examine the textbook at its different educational levels, we find that student performance occupies a prominent place in accordance with the philosophy of competency-based teaching. However, performance-based activities may also encounter difficulties arising from learners' negative attitudes or individual differences, which teachers may find difficult to accommodate or integrate within the larger group. In such circumstances, teachers may be compelled to transmit knowledge and return to indoctrination rather than focus on learners' performance. This represents a departure from competency-based teaching procedures and a return to content- and objectives-based instruction. At the same time, learners' failure to respond to instructions requiring them to perform and accomplish tasks, particularly writing activities, can constitute another educational difficulty because of the large number of such activities, the strict conditions imposed on their completion, and learners' limited ability to complete them.

These problems are particularly evident in the integration activities scheduled at the end of each lesson and in the educational tasks assigned at the end of each unit. They also appear in written expression and project work, as well as in paragraph-writing activities designed to determine text structure or examine cohesion and coherence. In such activities, students are expected to produce a coherent or cohesive paragraph that conforms to the characteristics of the textual pattern they have studied. The following example from the second-year secondary-school textbook for Literature and Philosophy, pp. 78–85, confirms this.

النص التواهي

4. إحكام موارد المتعلم وضبطها:

(أ) - في مجال المعارف:

– استخرج أسماء الأفعال من الأمثلة التالية وبين نوعها:

1. قال تعالى ﴿... فلا تقل لَهُمَا أَفْ ولا تَنْهَرُهُمَا وَقُلْ لَهُمَا قَوْلًا كَرِيمًا﴾ سورة الإسراء، الآية 23
2. قال أيضا: ﴿قُلْ هَلَمْ شَهِدْتُكُمْ الَّذِينَ يَشْهَدُونَ أَنَّ اللَّهَ حَرَّمَ هَذَا﴾ سورة الأنعام، الآية 150
3. حيّ على خير العمل، وإليك عن كلّ ما يقف بك دون آمالك العظام.
4. شتان بين الثرى والثريا.

قال الشاعر:

هي الدنيا تقول بملء فيها حذار حذار من بطشي وفتكي

(ب) - في مجال المعارف الفعلية:

أعرب ما يلي:

قال تعالى ﴿يَا أَيُّهَا الَّذِينَ آمَنُوا عَلَيْكُمْ أَنْفُسَكُمْ﴾ سورة المائدة، الآية 105

(ج) - في مجال إدماج أحكام الدرس:

وظف أسماء الأفعال التالية في جمل مفيدة:

[صه، حيّ، إليك، شتان، سرعان، رؤيدا]

قواعد اللغة:

أحرف العرض والتحضيض

1. عد إلى النص ولاحظ قول الشاعر

هلا أبادر هذا الموت في مهل هلا أبادره ما دام لي نفس

2. تعلمت أن الأسلوب الإنشائي له صيغ كثيرة، اذكرها.

3. أكتشف أحكام القاعدة

* ما مصير من يتبع هواه و يطلق العنان لنفسه؟

* ما موقف الشاعر من نفسه؟ و علام يحضنها؟

النهض التواصيلي

* الشاعر كبح جماح نفسه و ألزمها الزهد . هل استعمل معها اللينة أم الشدة ؟
* ما الذي يفيد الحرف " هـ " ؟ و هل ينتمي إلى الحروف العاملة ؟
* اذكر أحرف التحضيض الأخرى .

لاحظ المثال :

ألا تزورنا فنكرمك .

* هل يتضمن الطلب الشدة أم اللينة ؟ لماذا ؟
* بم يسمى هذا الأسلوب ؟ اذكر أدوات العرض الأخرى .

4. أبني أحكام القاعدة

العرض طلب بلين ورفق، وأدواته : ألا، أما، لو، مثل : ألا تغرس اليوم شجرة لتنتفع بها غدا.
التحضيض طلب بعنف و شدة و أدواته : لولا، لوما، هـ، ألا، ألّا.
إذا دخلت هذه الأحرف على فعل مضارع أفادت التحضيض، مثل : لولا تؤدي الأمانة إلى أصحابها.
وإن جاء بعدها فعل ماض أفادت التوبيخ ما عدا لو، مثل : هـ ساعدت المحتاج.

5. في مجال إحكام موارد المتعلم

(أ) - في مجال المعارف

ميز بين أساليب العرض و التحضيض
لولا حملت المصاب في سيارتك
لو تغرس اليوم شجرة فتاكل من ثمارها غدا
هـ تضرع لفجورك نهاية

(ب) - في مجال المعارف الفعلية

أتمم الجمل بأحرف العرض أو التحضيض المناسبة
.... تعطف على الصغير و تحترم الكبير
.... أكرمت الضيف
.... ترافقني إلى السوق

النهج التواصلي

ج- في مجال إدماج أحكام الدرس

قرأت مقالا حول فلسفة الزهد، فاثار لديك مجموعة من المواقف.
حرر نصا توضح فيه رأيك الخاص معتمدا النمط المناسب موظفا أدوات العرض
والتحضيض.

البلاغة:

الاقتباس والتضمين :

تأمل المثالين التاليين:

قال عبد المؤمن الأصفهاني:

«... لا تغرنك من الظلمة كثرة الجيوش والأنصار، إنما تؤخرهم ليوم تشخص فيه الأبصار». وقال أبو جعفر الأندلسي:

لا تُعاد الناس في أوطانهم كلما يرمى غريب الوطن
وإذا ما شئت عيشا بينهم خالق الناس بخلق حسن

* اشرح قول عبد المؤمن الأصفهاني؟

* من أين أخذت العبارة المحصورة بين مزدوجتين؟

* هل صرح صاحب القول بأنها من القرآن؟

* هل هناك علاقة متينة بين هذه العبارة وقول القائل؟

* كيف يسمى هذا النوع من التعبير؟

* تأمل المثال الثاني، لماذا وضع عجز البيت الثاني بين مزدوجتين؟

* ما مصدر هذه العبارة؟

* هل أشار صاحب القول إلى أن العبارة ليست له؟

1. أستنتج الخلاصة:

الاقتباس والتضمين: هو أن يُضمّن المتكلم كلامه كلمة أو آية من آيات الكتاب العزيز خاصة. وهولثلاثة أنواع:

(أ)- محمود مقبول: وهوما كان في الخطب والمواظ والمهود ومدح النبي والأئمة من أهل البيت.

(ب)- مباح مبدول: وهوما كان في الغزل والقصص والرسائل ونحوها...

النهن التواهي

(ج) - مردود مرذول: وهو على نوعين:

1 - ما نسبته الله عز وجل إلى نفسه - قال أحد الأمويين موقعا على مطالعة فيها
شكاية عن عماله: ﴿إِنْ إِلَيْنَا إِيَابُهُمْ ثُمَّ إِنَّ عَلَيْنَا حِسَابَهُمْ﴾. اقتباس من الآيتين
الكريمتين (25-26) الغاشية

2 - يقول شاعر الثورة الجزائرية مفدي زكرياء:

تَأْذَنُ رَبُّكَ لَيْلَةً قَدَرٍ وَأَلْقَى السَّتَارَ عَلَى أَلْفِ شَهْرٍ (1)

وقال أيضا:

نُفْمِزُ غَيْرَتِ مَجْرَى الْحَيَاةِ وَكُنْتُ - نُوفَمِزَ - مَطْلَعِ فُجْرٍ (2)

2. إحكام موارد المتعلم وضبطها:

(أ) - في مجال المعارف:

- حدّد مواطن الاقتباس والتضمين فيما يلي:

1 - قال الشاعر:

رحلوا فلست مسائلا عن دارهم أنا باخع نفسي على آثارهم

2 - كتب القاضي الفاضل في الرد على رسالة:

"- ورد على الخادم الكتاب الكريم فشكره" وقرّبه نجيا، ورفع مكانا عليا" وأعاد
عليه عصر الشباب" وقد بلغ من الكبر عتيا".

3 - اغتنم فودك الفاحم، قبل أن يبيض، فإنما الدنيا "جدار يريد أن ينقض".

(ب) - في مجال المعارف الفعلية:

اقتبس الآيات الكريمات الآتية مع إجابة الاقتباس وإحكامه.

1 - ﴿إِنْ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ﴾ سورة الحجرات، الآية 13

2 - ﴿قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ﴾ سورة الزمر، الآية 09

3 - ﴿إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ﴾ سورة الحجرات، الآية 10

(ج) - في مجال إدماج أحكام الدرس:

- جاء في الحكمة: "اعمل لدنياك كأنك تعيش أبدا واعمل لآخرتك كأنك تموت غدا"

- اشرح المقولة في فقرة من إنشائك موظفا ما أمكن من الاقتباس.

النهج الثاني

مثال تطبيقي في بناء وضعية مستهدفة . .

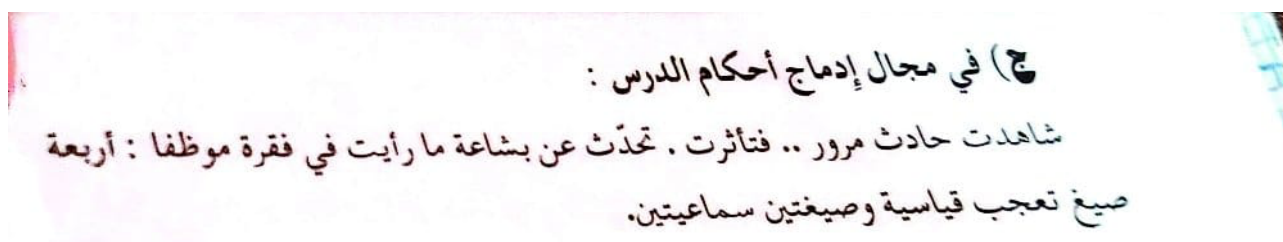
الخطوة إلى الإصحاح

ابن جارك غليظ الطباع خشن المعاملة،
كثيرا ما يمزق بتصرفاته هدوء أسرته في
وقت متأخر من الليل . فكرت في تخليص
هذه الأسرة من معاناتها.
هيّرتهم الحوار الذي دار بينكما مستعملا
الأسلوب الخبري والإنشائي مقتبسا
مجملك من القرآن والسنة والأقوال
المأثورة.

The model presented on pages 80–81 shows that discovering and constructing the rules constitutes the acquisition of knowledge, particularly knowledge of the letters and structures used for presentation and development. However, the focus is clearly placed on mobilizing the learner's resources through performance and application rather than on theoretical knowledge. The second model, presented on pages 82–83, is devoted to rhetoric, particularly citation and

inclusion, and follows the same orientation toward performance. On page 84, the learner completes Project No. 2, as illustrated in the accompanying figure. Finally, page 85 presents a more complex target situation involving integration. Prior to these pages, specifically on pages 78–79, learners study a communicative text. Their discovery of its features and their discussion of its content also constitute forms of performance. Based on this model and other activities oriented in the same direction, it is clear that the competency-based approach places considerable emphasis on performance and application, sometimes at the expense of theoretical knowledge. This raises an important question: Is this emphasis a weakness of the approach, or is it in fact an appropriate pedagogical choice?

- The educational and integration situations in which learners are trained represent hypothetical versions of the communicative and textual problems they may encounter in imagined sociolinguistic contexts. However, these situations do not necessarily correspond to the authentic problems and real-life language situations that learners encounter in their professional and social lives. In this sense, they may conflict with the assumptions underlying the training for which learners have been prepared. The following example, presented on page 36 of the second-year secondary-school textbook for Arts and Philosophy, and specifically on page 78, illustrates this point.



Based on this example, can we reasonably expect students to encounter real and authentic situations in their social and professional lives in which they will need to employ the same types of integration and analogy that they practiced in the classroom?

- The lack of effective institutional frameworks for teacher training, with professional development often limited to occasional seminars, constitutes another difficulty. Teachers are asked to move away from indoctrination and to place the learner at the center of the learning process, yet they are not adequately shown how to implement this principle in practice. As a result, teachers may continue to rely on traditional methods. The same problem arises when they are asked to move away from memorization and memory-based questions and replace them with questions involving comprehension, application, analysis, synthesis, comparison, and inference (Ali, 2007, pp. 20–21). These activities are intended to develop and strengthen learners' skills rather than merely fill their minds with information, but teachers are not always provided with sufficient practical guidance on how to achieve this transition.
- The problem of assessment is another major difficulty, as current assessment practices remain largely traditional and are not fully consistent with the competency-based approach. Philippe Perrenoud states that "it is easier to assess students' knowledge than

their competencies, because assessing the latter requires examining them through complex tasks, which opens the door to disagreement” (Perrenoud, n.d., p. 24). Therefore, if the competency-based approach is to be effectively implemented, assessment must move beyond the evaluation of knowledge alone toward the assessment of skills and abilities. This shift is necessary to improve learners’ performance and strengthen their language learning. Examinations should therefore assess skills such as deduction, analysis, commenting, comparison, discussion, and the expression of opinions. Open-ended questions that allow for multiple possible answers should be favored over closed questions requiring a single predetermined answer, as well as over leading questions in which the teacher provides or strongly suggests the expected answer.

- Assessment should not be restricted to conventional examinations. Students should also be required to complete tasks and projects outside the classroom, with appropriate follow-up and monitoring. Assessment should provide a comprehensive and accurate description of learners’ performance, identifying their strengths and weaknesses and suggesting appropriate ways of addressing areas that require improvement.

Conclusion:

At the end of this study, the following conclusions can be drawn:

- Teaching by objectives represents the first generation, whereas the competency-based approach represents a later generation because it is a practical and applied approach that complements what was lacking in objectives-based teaching rather than rejecting it. It can therefore be viewed as a continuation and development of the objectives-based approach, but with a more realistic and rigorous methodology in which the learner becomes an active participant rather than a passive recipient, while the teacher assumes more of a facilitating role than that of a mere transmitter of knowledge.
- If objectives-based language teaching is primarily concerned with developing grammatical competence, the competency-based approach seeks to go beyond this level by developing communicative competence.
- The competency-based approach sought to reduce and reorganize numerous concepts in order to make them clearer and more practical. The general and specific goals and objectives of objectives-based teaching are reformulated in the competency-based approach in terms of skills, abilities, and preparedness. Nevertheless, the competency-based approach is not free from limitations and shortcomings. The most important is its excessive emphasis on performance and application at the expense of knowledge. The extensive demands placed on learners to perform and complete situations, projects, and classroom activities within the integrated curriculum on which the competency-based approach relies may therefore make the approach itself subject to criticism and future reconsideration.

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