Chapter 2
Competency-Based Language Teaching: Opportunity or Imposition?

*Gloria Carolina Pallanez Dávila

Abstract

This qualitative case study analyzes teacher agency within the competency-based language teaching model (CBLT). Competency-Based Education (CBE) evolved with an interest in establishing a link between schools and the wider world, trying to relate theory and practice (Díaz-Barriga & Rigo, 2000). I conducted this study in a BA in English Language Teaching Program in northwestern Mexico.. In this chapter, I analyze the attitudinal aspects of teachers towards the model and how it permeates in the educational practice in classrooms. The results show compliance with the educational policy and its ideological foundations. I analyzed the results through Critical Discourse Studies.

Key words: *Competency, critical discourse studies, language policy, curriculum design, ideology.*

Resumen

Este estudio de caso cualitativo analiza la agencia docente dentro del modelo de enseñanza de idiomas basado en competencias (CBLT). La Educación Basada en Competencias (EBC) evolucionó con el interés de esta-

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* PhD in Applied Linguistics. Lecturer in English Language Teaching at the Foreign Language Department at Universidad de Sonora, Mexico. ORCID: https://orcid.org/0000-0002-4703-4879

blecer un vínculo entre las escuelas y el mundo, tratando de relacionar la teoría y la práctica (Diaz-Barriga & Rigo, 2000). Este estudio fue realizado en una licenciatura en enseñanza de inglés en el noroeste de México. En este capítulo analicé los aspectos actitudinales de los docentes frente al modelo y cómo este permea la práctica educativa en las aulas. Los resultados muestran el cumplimiento de la política educativa y sus fundamentos ideológicos. Los resultados fueron analizados a través de Estudios Críticos del Discurso.

Palabras clave: *competencia, estudios críticos del discurso, política del lenguaje, diseño curricular, ideología.*

Introduction

Competency-based education is a recurring theme in international educational policies. The link between school and work is gaining more and more significance in the global educational panorama. Programs within the teaching of English have addressed the issue, echoing the aforementioned policies. Richards and Rodgers (2001)explained that Competency-Based Language Teaching (CBLT) is the implementation of the Competency-Based Education Model in a Language teaching context. That is to say, when competency-based education takes place in a language learning context, it is called CBLT.

A competency is a learner's capacity to perform specific skills in complex and authentic contexts. According to Andrade (2008), a competency is based on integrating and activating knowledge, skills, attitudes, and values for holistic development. In this context, teachers, as key agents in the learning and teaching processes, play a crucial role in facilitating the activation of these competencies by effectively operating within their educational environment (Kalaja *et al.,* 2015).

Furthermore, a comprehensive definition of *agency* is "a sociocultural capacity to act" (Ahearn, 2001, p. 112).

Thus, Agency is not only concerned with what is observable, but it also involves not visible behaviors, beliefs, thoughts, and feelings; all of which

must be understood in relation to the various contexts and affordances from which they cannot be abstracted. (Mercer, 2012, p. 42).

The objective of the present study consists of *analyzing teacher agency in the implementation of the model to understand the impact on classroom practices.* Hence, this study investigates how Competency-Based Language Teaching impacts teacher agency. The present research attempts to understand how this international policy has permeated until reaching the main educational stakeholders, teachers. From their perspective, educators describe how they understand this policy and explain the features of the CBLT model.

However, it is essential to know how such top-down policies have impacted the classroom and its interactions. For this reason, I decided to study the subject as part of my doctoral studies. This topic yielded complex results about educational policy in Mexico and its implications for academic practices in classrooms. Even though the main objective of my study was to understand how these measures impacted teachers' agency, I also sought to explore their attitudes towards these policies and their knowledge of the subject. To align with this, the research questions I considered for my qualitative study were the following:

Primary question:

- What impact does the CBLT model have on teacher agency, as observed in a Mexican BA in ELT program?
  Specific questions:
  1. What elements of CBLT are carried out?
  2. How has the CBLT model been understood and interpreted by teachers?
  3. What underlying notions of the social model implicit within CBLT are found?
  4. Do teachers resist CBLT? If so, why?
  5. What features in my particular case study indicate a custom-made adaptation of the model?
  6. What kind of students' learning outcomes are presented?

In this chapter, I will answer two key questions: *What elements of CBLT are being implemented?* and *What attitudes do teachers present towards the model?* The analysis of these questions will help to determine whether the educational policy has truly permeated educational agents or if it represents a mere simulation of policy implementation.

Literature Review

In this section, I will briefly present the key ideas that guided this study. The most fundamental of these is *competency*, which involves the ability to act and develop effectively in response to specific circumstances. It represents a combination of attitudes, values, knowledge, and skills that enable individuals to perform tasks appropriately and meet contextual demands.

The concept of competency is "a dynamic combination of cognitive and metacognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, and ethical values" (Lokhoff *et al.,* 2010, p. 52). Argudin (2010), simplifies the term by summarizing it as knowledge in execution and explains that being competent implies comprehending how to interpret and perform in different sceneries.

Competency-based education is a methodological guide for the teacher where the target competencies are indicated according to the labor needs of the market. The target competencies are developed in the classroom within a structured evaluation demonstrating their acquisition and proper application. Competency-based education is based on Vygotsky's constructivism. According to its advocates, the competency-based education model defeats some conservative principles where students are regarded as receivers of the information. Assuming a competency view aims to go far away from behaviorist philosophies and to go nearer to constructivist concepts where the learner is the key character. Learning is concentrated on performance (Andrade, 2008).

Saadi *et al.,* (2016) describe Competency-Based Language Teaching (CBLT) as an interaction between the realities of language, the social context, and the communication needs of students. Additionally, Bader

Bataineh and Tasnimi (2014) emphasize that CBLT prioritizes what students are expected to do over what they are expected to learn. Furthermore, Auerbach (1986, p. 413) notes that "CBAE/ESL reflects the shift from viewing language learning as an end in itself to viewing it as a means for learners to achieve their own individual goals." These definitions collectively highlight the importance of using language for communication, rooted in the social context. They all emphasize "doing with the language" rather than merely "learning about the language," focusing on performance.

Additionally, *constructivism* is about what individuals are capable of doing with what they know, not only focusing on the information acquired by the student. In other words, it is a promoter of the application of the acquired knowledge. Constructivism focuses on collaborative learning that allows students to be more autonomous in their learning. Competency-based education promotes a shift from a teacher-centered paradigm to a student-centered one, where the main star is the learner. This is done through the *Zone of Proximal Development (ZPD),* where a scaffolding process is presented among classmates and the facilitator so that the student can take and exceed their current level of knowledge and skills. Competency-based education is primarily guided by the assessment and demonstration of skills through evidence of learning.

Furthermore, *agency* refers to the actions that the individual performs in a certain area. The agency is influenced by beliefs, ideologies, and values that make a person act in one way or another. Emirbayer and Mische (1998) mention that agency is the interplay between the following dimensions: routine, which is the acquired pattern of action; purpose, which is the motivating force of the individuals; and judgment, which shows engagement with the actual situations in the moment of action (p. 963). Additionally, *agency* is not an attribute that individuals own; it is an action that people take based on their situation and their viewpoints of what fits best to each problematic. As Priestley *et al.,* 2012, p. 3) state, "agency is not something that people have, is something that people do". Furthermore, agency is based not on the objective reality but the subjective reality, their reality (p. 14). In this study, I focused on teacher agency to observe how the ideology of educational policy permeates the main educational actors: teachers in classrooms.

Methodology

This qualitative case study involved seven female teachers and seven students, all of whom participated in the research. Among the teachers, two held doctoral degrees, while the remaining five possessed master's degrees. All teachers were observed in their classrooms, and they also participated in semi-structured interviews. The students contributed through focus group discussions.

The study was conducted at a university, which will be referred to as Metropolitan University in this research to uphold ethical principles concerning anonymity and confidentiality. The methodology comprised data collection through face-to-face classroom observations, interviews with university instructors, and the analysis of students' learning outcomes to demonstrate the methodological approaches utilized by the teachers.

I opted for a case study methodology, as it is well-documented in the literature for its capacity to "portray, analyze, and interpret the uniqueness of real individuals and situations through accessible accounts" (Cohen *et al.,* 2011, p. 129). Additionally, case studies are regarded as a meaningful and reliable research method (Adelman *et al.,* 1980).

I developed this study in a BA in English Language Teaching program at a public and autonomous university in northwestern Mexico. The bachelor's degree program lasts four years, and the average class size is 25 students. The goal of the program is to prepare students at all educational levels. All the programs at this university have already been restructured using the competency-based model, and it has nearly 13 years of experience using the model, which indicates that it is a well-established program. This university has been considered an example for other institutions in the country regarding the implementation of the competency model. This study was necessary because there have been no previous studies about the operation of the model and its practical aspects.

I carried out the analysis of the data collected through critical dis-

course studies (CDS). This type of analysis served as a methodological tool to describe the ideological root of teachers' agency. Critical discourse analysis seek to look beyond the obvious and unmask hidden intentions behind different policies. As mentioned in the introduction, the focus of this chapter is to discuss teachers' attitudes towards the educational policy of competency-based education.

Findings

Firstly, I discuss the attitudes teachers present about the model and the elements of CBLT that they carry out. I describe the features that teachers comply with about the CBLT model. By *compliance,* I mean what they verbally manifest in support of the model and what they performed through their teacher agency during the classes I had the opportunity to witness. Compliance also implies that teachers have internalized the neoliberal ideas underlying CBLT, as evidenced through this chapter. I will observe other compliance elements in the materializations of the competencies, which are the students' learning outcomes. This chapter starts by answering the first research questions that imply approval of the CBLT ideology inherited in education.

CBLT *Elements in Practice: Teachers' Attitudes towards the Model*

Throughout this section, I describe and analyze the aspects that respond to my research questions: What elements of CBE are carried out? What attitudes do teachers present towards the model? First, I explore whether participants see CBLT as an opportunity or imposition. This aspect is to know teachers' attitudes about the CBLT model as a good starting point to observe if practitioners are willing to embrace the model or they question it. Also, I explore what CBLT approach elements were observable in classes in order to see how the precepts of the method are reflected in classroom practice. In addition, I discuss the humanistic elements involved within

the CBLT curriculum which were part of the elements that teachers approve about the approach.

CBLT: Opportunity or Imposition?

Almost all participants in this study mentioned they perceived CBLT as an opportunity instead of an imposition. Only one participant said it was an imposition. However, she mentioned the beneficial aspects of the model. In the following excerpt, I present some examples and analysis through CDS of such acceptance of the CBLT policy.

Gabriela "For me is an opportunity, from the beginning… it probably was because we were in the English area, we have already learned to work with the development of skills. Then, when they started to train us to move to competencies and talk about how to develop skills, we already had training, we understood… What do I have to do to develop one skill or another? It was then an opportunity to apply it to English Language Teaching and any other subject you could teach. And, it was not an abrupt transition where you say: how do I do this? Then, opportunity? Yes. You can do many things inside and outside the classroom, as opposed to traditional teaching that did not allow for it any times."

In this excerpt, Gabriela expresses her approval of the CBLT model. She confirms that CBLT is an opportunity for teachers to do a better job during their classes. Gabriela emphasizes that being an English teacher enables working with CBLT since they develop and demonstrate the four skills (reading, writing, speaking, and listening). For her, it was not a difficult transition. She mentions that it was an opportunity to open her vision to other subjects using the model she works within the English classes. This aspect relates to the results shown by Aziz (2016), stating that having a BA in ELT does not guarantee that teachers know how to work with competencies. It is a fact that teachers received training in CBE, and they related what they were learning to their experience developing skills because of their constructivist backgrounds. Also, Gabriela expresses her approval towards CBLT when she compares CBE to traditional teaching

mentioning that traditional education did not allow her to take out her students outside the classroom. Her statements suggest that adopting a constructivist framework, such as Competency-Based Language Teaching (CBLT), allows her to break free from traditional educational methods and adopt a different approach to teaching. The following excerpt illustrates how, in Patricia's view, CBLT presents an opportunity to enhance instructional practices.

> Patricia: "Oh, yes, it (CBLT) is a growing opportunity when used appropriately. With enough tools for the student to achieve…the student can self-regulate and manage his knowledge during the whole semester. Then, if there is no facilitator, it would be easy to enrich the knowledge. For that reason, I believe the model is an opportunity to be used with all it has." Patricia also mentions that she sees CBE as an opportunity to grow. She explains that the model provides all the elements students need to learn. Patricia emphasizes and puts a condition when she mentions the expression *"if the model is used appropriately;" "when used with all it has"*.

According to Patricia's perspective, these two expressions might suggest that not all students take advantage of the CBLT model that presents all the elements students need. She clearly expresses her approval of the constructivist ideas underlying CBLT. She believes the model offers a range of opportunities for students to learn, and she even mentions that students do not need the facilitator because all the knowledge is there for them. In the following quotation, Patricia talks about the attitudes that teachers hold about the CBLT model:

> Patricia: "I believe there is no resistance to the model at this moment. It is now in an observation stage of what is good and what does not work. We will start revising and upgrading the study programs since the topics have become obsolete. Then, in that way, all programs from 2014 will have a modification. I believe this modification will help us see what the model provided and what has to be modified."

Patricia expresses that she does not believe that there is teachers' resis-

tance towards the model now. She even mentions a revision stage of the programs to analyze the contents and renew them. When she talks about the program, she refers to the didactical sequences and the curriculum modules. So, the next upgrade of the program will continue using CBLT but with upgraded content. She reaffirms that she does not find resistance in the following quote:

> Patricia: " I do not think there is resistance at this moment. It was probably at the beginning; I do not remember. When I got here in 2011, I did not resist because I was new in the institution and adapted to what the institution provided, but I think that a teacher who had more years in the institution could have noticed that resistance."

Again, Patricia mentions that she does not believe there is resistance to the model. However, she also states that she did not show any resistance in her case since she was new to the institution. She instead adapted to what the institution asked. Here again, the approval of CBE in teachers' perceptions is observed. This participant holds a master's degree in Competency-based education. It allowed her to practice and evolve her ideas on this topic in the institution. She also mentions that she did not show any resistance in her case but believes she might have noticed that resistance for teachers who had more years working for the institution. In the case of teachers of the BA in ELT, there was no resistance to implementing the CBLT curriculum since teachers were hired with the CBE-specific profile. The BA in ELT was created simultaneously with the educational model. Patricia explained her position when she was hired at first, mentioning that she adapted to what the institution required of her. In the following quote, Clara explains her attitude toward the CBE approach:

> Clara: "I always see it (CBE) as an opportunity; as an administrator, it was an opportunity to do things differently and make my institution grow. I never saw it as an imposition."

I was able to observe a compliance attitude towards CBLT through all the interviews. Almost all of them mentioned it was an opportunity, and in general, they noted that v brought them the chance to do things differ-

ently. The following excerpt exemplifies this aspect:

> Flor: For me, it is an opportunity that my institution allows me to view my student as a complete individual for me is an advantage; I love it. Yes, I work a little more because teachers' commitment is higher; you see more facets of students. You see more colors, and you must attend to all of those colors. You wait if the student had a situation at that moment until he catches up, then you accept it and see how you evaluate that aspect that he has been losing. It is more work, but I think it is better. You are considering the individual and not only a group. We are people".

Flor's excerpt shows how the teacher believes that CBLT is much better than teacher-centered education. She expresses that it is advantageous to see students as human beings and to have this framework to be sensitive to students' problems. She also mentions that it is much more work; nevertheless, she maintains this commitment with an optimistic attitude. She uses the words or phrases: *"I love it", "colors", "attend", "accept", "better", "individual"," people"*. From here, one can deduce that Flor's approval of the essence of the model is high. As could be observed in the examples presented, teachers seem to hold an accepting attitude towards the model, and they highlight favorable aspects of CBLT addressed in the following excerpt:
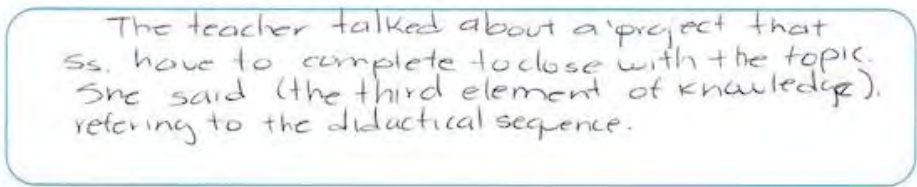
> Alejandra: "I think I am more in favor than against; I see that it has many advantages… When evaluating, it is more specific for students; it is easier to know what they must do and what they have to achieve. I think that is good."

CBLT *Elements Reflected in Classes*

Another element of approval found in the interviews is that CBLT is more specific when assessing and what is expected from students becomes clearer. In this way, Alejandra sees CBLT as an opportunity. In addition, it is also evident that teachers and students manage the terms referred to in the v curriculum, as observed in the subsequent two figures:

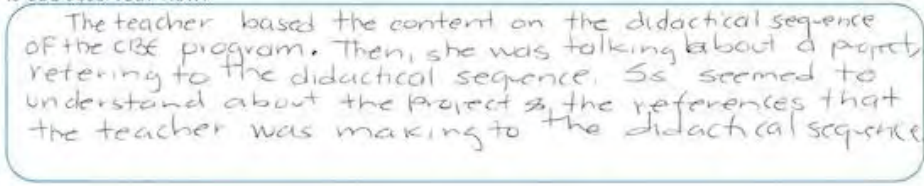Figure 1. *Observation note: Flor 1*

Use of Assessment

Note: (Transcription). The teacher talked about a project that students must complete to close the topic. She said (the third element of knowledge referring to the didactic sequence).

Figure 2. *Observation note Flor 2*

Is CBE observed? How?

Note: (Transcription). The teacher based the content on the didactic sequence of the CBE program. Then, she was talking about a project, referring to the didactic sequence. Students seemed to understand about the project and the references that the teacher was making to the didactical sequence.

Flor explained the activities the students would carry out and reviewed the didactic sequence. According to advocates of the model, CBE presents a standardization of concepts that indicate the way as a map to accomplish the desired competencies. It is the map of achieving outputs of desired student performance (Richards, 2013). While reviewing the didactic sequence, Flor referred to the integrative projects that students were going to hand in, and she based on the didactic sequence that she was holding. This aspect reveals that students are aware of the kind of learning and assessment they are going through, as observed in the last two figures. The teacher follows the path traced by the didactic sequence established by the Metropolitan University. I chose to conduct this research at Metropolitan University because it has an established Competency-Based Education (CBE) program that has been in place for over 10 years. The university's educational model has been systematically implemented, with a strong focus on embedding CBE principles into both faculty and student practices.

This long-term commitment to CBE made it an ideal context for exploring how the model has been understood, adopted, and integrated into teaching and learning, providing a solid foundation for examining its real-world application and impact.

This aspect reveals acceptance of the CBLT ideology and how it has been carried out in classrooms. It also reveals a reproduction of the CBLT didactic sequence. It shows how the policy efforts in training the model have been implemented in classrooms.

It can be observed how teachers try to follow the program established by the education entities and how, at the same time, in this case, what the teacher can bring to the class based on his ideology and experience has been diminished. Hawkins *et al.,* (2015) speculate that teachers are focused on the instrumental spectrum and are worried about completing the tasks needed. This situation could distance teachers from their intellectual commitment to their profession and their responsibility to students, the school, and society. This aspect is evident when the participant talks about the CBLT curriculum, didactic sequence, and the elements students need to complete the project required. In the next section, the humanistic side of the CBLT approach will be discussed.
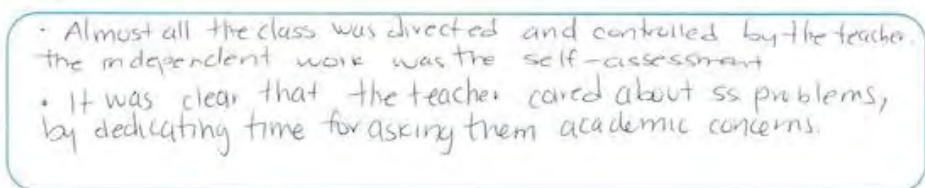
CBLT: Humanistic Side

Another element of the CBLT approach that teacher participants highlighted about the model was that within this approach the students are seen as whole entities. That is to say, students' personal issues are taken into account and teachers become mentors in order to help students in an integral way. These CBLT elements are part of the approval attitudes that teachers hold about the model. In the following excerpt, Flor explains the humanistic side of the approach:

> Flor: "I love it because we see the student as a human being. I like to think that I am working for humans and would like to contribute to being happier. If people are happy, we will live better, be more self-confident, and live and produce. Even when you push your students to give an extra, they perform

better if you do it and know that you are interested in them. It is a win-win relationship. I do not get involved a lot with students. I do not think they need another friend, but I like that they feel that they interest me a lot, that their being and their happiness is important to me."

Teachers seem to approve of CBLT because it sees students as integral beings. Moreover, this aspect comes up in the different interviews, which take this humanistic approach to teaching, and forgets about the coldness of the numbers and statistics of traditional education. It brings the teacher closer to the student and breaks that barrier between teacher and student that the conventional education stereotype had. Although she mentions that she worries about students, Flor also says that they do not need an-

Other comments

- Almost all the class was directed and controlled by the teacher, the independent work was the self-assessment
- It was clear that the teacher cared about ss problems, by dedicating time for asking them academic concerns.

other friend, but Flor is interested in them and likes them to know that she cares about them. Another evident element while observing classes is that teachers care about students. They try to see students as a whole person and try to be flexible in case a student presents problems in their learning, as observed in the following fragment:

Transcription: Almost all the class was directed and controlled by the teacher. The independent work was self-assessment. It was clear that the teacher cared about students' problems, by dedicating time for asking about their academic concerns.

According to Ruohotie-Lyhty (2013), significant encounters, life-touching and empathic feelings towards their students' lives influence the teachers' self-perception. These were determining factors that affected their

teacher identity. Within the educational model of the Metropolitan University, the flexibility towards students' problems and academic concerns is manifested. This flexibility reflects how the educative model's humanistic side has permeated teacher agency in classrooms, as observed in the previous observation note.

"The Good Teacher Has always Worked with Competencies"

This section presents examples of how teachers relate being a good teacher with working with competencies. It is a clear example of how these top-down ideologies are influential and have penetrated teachers' minds, hence in teachers' actions. The following citation is another example of how teachers have internalized CBLT while Flor and Mariana express their opinion about what a good teacher is:

> Flor: "A very personal opinion is that the good teacher has always worked with competencies. It was accomplished to separate this vision of preparing students to incorporate them into the world of work. The student had to be treated as an integral being; I think the good teacher has always treated his students by a competency model because you not only see a grade in the student (at least that has always been my perspective). For me, assessment is formed by many things, and I have always said, the grade, the number is cold… for me, the student has a lot to teach. But I think a good teacher has always acted by competencies, it is seeing your student as an integral human being, and not only a person with reading skills, reflection and a grade, it's over. No, I think that is much more than that."
>
> Mariana: "I believe that we always have worked with competencies. They have a name now, but I feel that we have always worked by competencies. I feel that working by competencies is more organized because the teacher can see what he wants to achieve and what is wanted and could be reached. Then, if it is well organized, and the teacher understands it well, he can reach all the

competencies established in the program or the curriculum, I do not know, and obviously, reach those objectives… Another positive aspect is when one can 'read' the competencies. There is a way to follow, a direction. You are not lost because a teacher who is not working within a CBE program can often make their way or see the themes without landing them or linking them. And that is very important because you help the student see the complete picture of what he will learn and why."

Mariana and Flor believe that the "good" teacher has always worked with competencies. For them, the topics need to be linked to practical reality. Mariana likes that CBLT is a guide on where and how to go in her classes. She mentions that it gives teachers a direction on where and how to work in lessons. She said it is easier for students to see the complete picture of where they are heading and what is expected. For Patricia, the student has the opportunity to have everything structured, giving an endless world of possibilities.

Moreover, students can take their knowledge further because there are no limits to experience in practice from them. They did not mention that students take these opportunities, but they said that the structure and the knowledge are served to develop their students' competency. Having such a structured plan represents how teachers no longer have that responsibility because somebody else outside their classroom planned the didactic sequence for them. A *didactic sequence* is a suggested class plan showing how facilitators could develop classes and the learning outcomes teachers could ask students. These didactic sequences are published on the Metropolitan University webpage, and any person can have access to them, including students.

CBE presents the standardization of concepts that indicate how to accomplish the desired competencies. Such standardization is offered through the didactic sequences. The curriculum takes content (from external standards and local goals) and shapes it into a plan to conduct effective teaching and learning. It is the map of achieving outputs of desired students' performance (Richards, 2013). However, Kumaravadivelu (2008) argues that "established methods are founded on idealized concepts geared toward idealized contexts. Furthermore, they are removed from classroom

reality… no idealized method can visualize all the variables in advance to provide context-specific solutions" (p. 165).

Nevertheless, the participants in this study mentioned that they could adapt the method to their students' circumstances, which is what their agency relies upon. In addition, teachers connect being a good teacher with working with competencies. This aspect exemplifies how teachers have appropriated or internalized the CBLT by including competencies in the "good teacher" identity. As stated, *a good teacher has always worked with competencies"*.

> Patricia: "I like students can know the contents and take them further. If the teacher presents a specific topic, let us say that the international alphabet for sounds, the IPA (International Phonetics Alphabet), the student will have the opportunity to take that knowledge they see in class and investigate more and self-regulate, see more information, consult maybe with the facilitator, search other strategies, other dynamics."

Patricia likes the idea that while working with CBLT, students can take the contents seen in class and research them to enrich their learning. However, students do not seem to use this resource.

### Materialization of the CBLT ideology: Students' Learning Outcomes

Throughout this section, I will present the learning outcomes collected from the students. The learning outcomes represent the CBLT ideology's materialization that demonstrates that the pupil has acquired or not the competency. Although it is not the purpose of this study to make a direct relationship between competency and students' learning outcome, it demonstrates how the CBLT ideology has permeated into teachers' minds and has allowed the implementation of this policy. This section intends to clarify the connection between CBLT ideology and the tangibles results representing the policy's materialization.

As stated in the methodology section, I analysed the type of students'

learning outcomes presented and their relationship with the students' learning outcomes suggested within the CBLT ideology. For an accurate perspective of the phenomenon, I asked students to send me examples of their learning outcomes presented during the semester. I took a screenshot of them, omitting the students' names for privacy. The students' learning outcomes I collected match criteria that the Metropolitan University asks for, and this demonstrates aspects of the CBE policy that teachers carry out in practice. In competency-based learning models, such as the one implemented at Metropolitan University, tangible evidence of student learning is essential to demonstrate the practical application of acquired knowledge and skills. These pieces of evidence are varied and designed to reflect students' ability to perform in real-world and complex contexts, integrating knowledge, attitudes, values, and competencies effectively.

Common examples of tangible evidence include final projects or written reports, where students synthesize their work on specific topics, showcasing

Figure 3. *Students' learning outcome example: Mind Map*
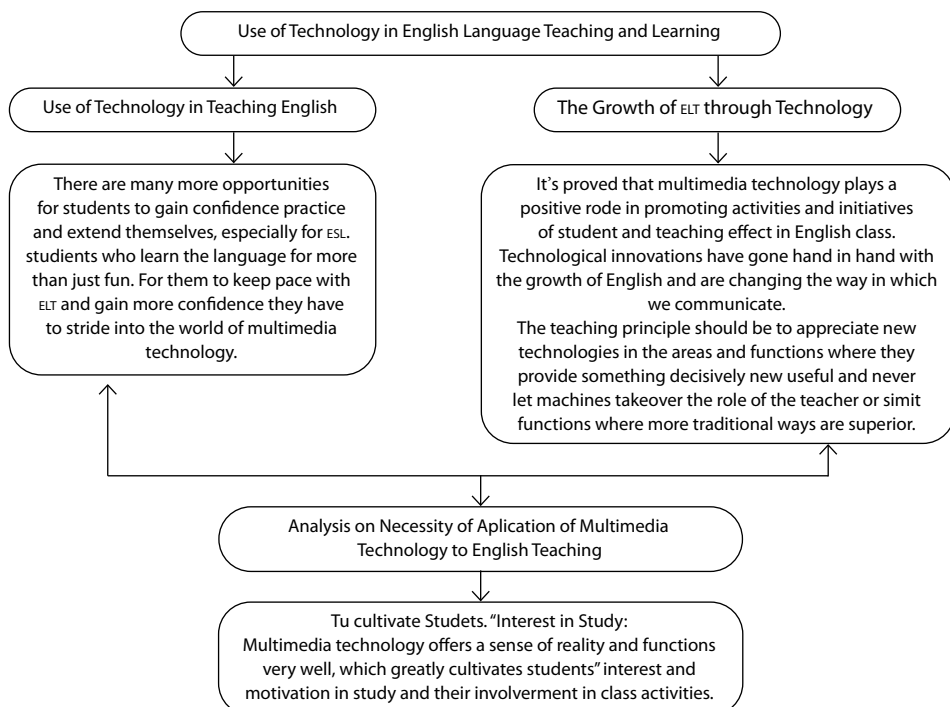
Note: This figure is an example of a student learning outcome collected from the participants of this study.

their ability to critically engage with the subject matter. Portfolios are also widely used as they offer a collection of student work throughout the course, highlighting the development of competencies over time. Oral presentations or exhibitions serve as another crucial form of evidence, where both content knowledge and communication skills are evaluated. Additionally, mind maps, timelines, and summaries, including critical summaries, allow students to organize and analyze information in a structured and insightful way, showcasing their capacity to evaluate and interpret complex material.

The following is an example of a learning outcome provided by a student illustrated in figure 3:

As can be seen, figure 3 represents a mind map, and this type of learning outcome matches with the kind of outcomes required by CBE/CBLT model. This is an example of how the materialization of the ideology of the approach has permeated into teachers' and students' agency by complying with the requirements of the model and evidencing the acquisition of the required competency. Through this section, the results concerning the attitudes that teachers present towards the CBLT approach were analyzed and discussed. In the following section, the main conclusions that arose from this section of study will be developed.

Conclusion

In this chapter, we were able to observe how educational policy has permeated the main educational agents: teachers. The main features that teachers approve of the model are its structure and organization. They mentioned that CBLT is clear and specific, also, it draws the way helping students acquire the competency as a map. Teachers also present an acceptance attitude towards the fact that students are seen integral beings within this model. Teachers also state that the "good teacher has always worked with competencies" and this is statement that brings a positive connotation about the model.

Likewise, through class observations, it was possible to observe that teachers promote and do their part in the implementation of the model.

Although derived from this study, different challenges were revealed in its implementation, this chapter was dedicated to discussing the elements that are carried out in practice and in the attitudes of acceptance towards the model. The data collected through the students' learning outcomes also portray a compliance of the CBLT ideology reflected on teachers' agency. In addition, it shows with evidence, how the materialization of the ideology takes place in the classroom. Overall, it could be observed how teachers in the Metropolitan University present a compliance attitude towards the model and they see this policy as an opportunity to help students develop and grow.

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