INTERNATIONAL JOURNAL OF ENGLISH LANGUAGE, LITERATURE AND TRANSLATION STUDIES (IJELR)
A QUARTERLY, INDEXED, REFEREED AND PEER REVIEWED OPEN ACCESS INTERNATIONAL JOURNAL
http://www.ijelr.in

RESEARCH ARTICLE

Vol. 4. Issue.3., 2017 (July-Sept.)

INTERNATIONAL STANDARD SERIAL NUMBER INDIA
2395-2628(Print):2349-9451(online)

ASSESSING TRANSLATOR EDUCATION IN THE LIGHT OF COMPETENCY-BASED APPROACHES

Dashboard Indicators and Stakeholders' Sense-making

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ABSTRACT

The effect of globalization and the increasing demands on the job market have induced many countries in the world to introduce reforms aimed at streamlining their higher education curricula. The demand for a more flexible workforce with high skills (competencies) in problem solving, team work and project management has been on the rise in recent years and the incorporation of competency-based curriculum has emerged as a necessity in the higher education sector. However, in spite of the growing popularity for the need to prepare graduates for the workplace, the actual academic culture and formative processes are still resistant to these new exigencies. The aim of this paper is to analyze in what manner competence and competence-based learning are being currently implemented in the Advanced School of Translators and Interpreters (ASTI) of the University of Buea in Cameroon. Competency dashboard indicators from best practice frameworks are used to assess stakeholders' sense-making as levers for quality assessment in translation learning. An opinion survey of 60 trainee translators and 12 instructors helped to identify factors, instructional and otherwise which promote or inhibit the success of competence-based education. The study posits that systemic and environmental issues, as well as organizational, teaching and learning, assessment, and quality assurance issues are germane to the effective implementation of generic and specific competencies. The ensuing proposals advocate for a responsive translator training and education that is more personalized and adaptive to address higher education's challenges of access, quality, and affordability for a diverse set of students.

Keywords: Translator Education, Globalization, Translation Competence, Competency- based approach, BMP system, Implementation

1. Introduction

Incrementing educational contents that correspond to today's work demands has become indispensable in educational reforms all over the world. This is the case of the Cameroon educational system which adopted competency-based approaches (CBA) as part of the Bachelors, Masters, and PhD (BMP)

reforms in 2006. These reforms address, among other issues, the needs and requirements for pedagogical methods that valorize the teaching of both subject-specific and generic skills aimed at developing market-oriented skills for improved employability of graduates. However, in spite of the growing need to prepare graduates for the workplace, the actual academic culture and formative processes are still resistant to these new exigencies.

As many professional translators continue to be employed in a wide range of contexts and in more diversified forms, their work emerges not only as an alternative to established professional practice, but also as a distinctive phenomenon, which most scholars in Translation Studies have yet to recognize as a noteworthy area of study. Very few systematic analyses of this phenomenon have been carried out; hence there is a need to increase research knowledge and bibliographical data in this area. In fact, as Pérez-González et al, (2012) opines in his seminal work on the subject, Translation Studies finds itself today at a stage where its traditional focus on translator training and on the advancement of the status of translators as professionals, are no longer sufficient to address the complexity of translators' real-life work situations. The present article takes an in-depth look at this relatively uncharted territory in translator training, which offers a number of insights into what these new developments might mean for translator training and translation practice respectively.

The aim of this study is to assess the degree of empowerment of trainees for improved work-place translation performance and in the management of increasing changes and challenges in the profession. To what extent are CBA statement of objectives in the BMP understood and implemented in ASTI? To what extent does the methodology used by Translator trainers in ASTI promote the acquisition of competences? What are the factors that promote or inhibit the success of competence-based teaching and learning in ASTI? To what extent is the assessment of the Translation curriculum in ASTI competence-based? How can the implementation of the CBA within the framework of BMP be optimized in ASTI?

2. Literature Review

Competency-based education provides orientations towards designing learning experiences and assignments that help students to gain practice in using and applying specific and life-long competences that can be applicable in different work contexts. Four areas discussed in this section include: conceptual context of competency-based education, policy context of competency-based education, competency models and standard frameworks, and competency-based teaching and assessment.

2.1 Competences: Conceptual Overview

There are common words that arise across the literature like "competence", "competency" and "competent", each of which has a unique definition and application. According to Hager & Gonczi, (1996), *competency* is the capability to choose and use (apply) an integrated combination of knowledge, skills and attitudes with the intention to realize a task in a certain context in which characteristics such as motivation, self-confidence, and willpower are incorporated. On the other hand, *competence* is defined as the capacity to accomplish 'up to standard' the key occupational tasks that characterize a profession. Lastly, a *competent* professional demonstrates a satisfactory (or superior) performance. The scholars further point out that any given profession could be described by 20 - 30 key occupational tasks that are characteristic for that profession (Hager & Gonczi, 1996).

The competences required by a profession are usually determined by studying the behaviour and actions of the field's successful professionals. In this vein, educating new professionals should ideally be a reflection of the everyday practice of the field, and students are expected to be taught how to function in the professional arena. The OECD (cited in Service Ontario, 2016: 9) contends that:

> A competency is more than just knowledge or skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competence that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating. (p. 4)

The concept of competency therefore, embraces the integration between specific and generic competence (González & Wagena, 2003). Competencies can be domain-specific, relating to clusters of

knowledge, skills and attitudes within one specific content domain related to a profession. Another group of competencies is called 'generic' because they are needed in all content domains and can be utilized in new professional situations (transfer). The name 'life skills' is sometimes used for the latter group and indicates that these competencies, because of their transferability, are the basic set of capabilities for the life of today, within and outside the profession. In this vein, knowledge is seen as an integrative capability.

2. 2 Policy Context of Competence-based Education

Competence-based Education (CBE) is described as a paradigm shift from 'classical education'. Significant developments in society in the past decades have led to different views about knowledge, accompanied by an increased attention on the acquisition of competencies and competence-based education and training (Kearns, 2001). CBE appeals to institutions for a variety of reasons, including Employability, Accountability, Affordability, and Accessibility. As Gibbons (1998) rightly points out, the acquisition of knowledge for its own sake is no longer the major aim of education and training, but the application of the acquired knowledge. These mutations are even compounded in the ever-diminishing gaps between the professional and classical aspects of education (Teichler, 1999). The need for educational contents that are designed to respond to societal demands in business and industry is increasingly becoming a global initiative, as research investigating and discussing competency-based education comes from all regions of the world.

In contrast to a long experience and background in other countries, competence-based initiatives in Cameroon are at the early stages of development. In Cameroon, the BMP and CBA paradigms were integrated in the university system following two ministerial texts: ministerial decision n° 06/0321/MINESUP/CAB/IGA/CJ of 16th May, 2006 set the framework for the implementation of the BMP, and this was accompanied by the ministerial circular n°07/0003/MINESUP/CAB/IGA of 19th October, 2007, which spelt out the general modalities relating to the framework of the BMP system in higher education. According to the above circular:

> La finalité du système LMD est tour à tour: le développement par la contribution à la croissance de l'économie nationale et à la promotion de l'emploi de ses diplômés; le développement social, culturel et humain par la formation d'une nouvelle génération de cadres dotés d'une solide formation citoyenne et aptes à répondre aux défis du millénaire…[the two alternative aims of the BMP system are to contribute to the country's economic growth and graduate employment; to foster socio-cultural and human capital development through the training of a new generation of top executives endowed with a strong moral base and prepared to face today's challenges] (My translation

Similar preoccupations in other countries have created a huge challenge for higher education institutions around the world. As Campbell (2008) rightly points out, these innovations impinge on management processes, curriculum renewal, attitudes to student centeredness, higher education scholarship, governance arrangements, professional development, and industrial relations.

Governments and the wider public are increasingly concerned about the adequacy of the quality of education and training, as well as economic and social profitability of the means invested in education (Lobanova & Shunin, 2008). The basic premise is that knowledge is becoming a primary factor of production, in addition to capital, labour and land (Morell, 2007). The distinctive characteristic of this new *knowledge-based economy* is its dependence on human capital inputs, on knowhow and skill, competence, and expertise (Choudaha, 2008).

2.3 Translation Competence Models

Models depicting the 'ideal' translator are based on the various skills and personality traits possessed by successful professionals in the field of translation. This view highlights the importance of translation competence as the goal that is pursued in the teaching-learning process. However, the development of models of translation competence is still in its infancy (Göpferich, 2011).

Table 1. Some Translation Competence Models

No.	Author	Year	Type of Model	Sub-Competences or Skills	No of Skills
1	Jean Delisle	1980	Pedagogical	*linguistic competence*, *encyclopaedic competence*, *comprehension competence*, *and re-expression competence*	04
2	Roda Roberts	1982	Pedagogical	*Linguistic, translational, methodological, disciplinary,* and *technical*	05
3	Christiane Nord	1988	Pedagogical	*text reception, text analysis, research, transfer, text production, translation quality assessment,* and *linguistic and cultural competence*	07
4	Anthony Pym	1992	Pedagogical	general professional knowledge general knowledge: *grammar, rhetoric, terminology, world knowledge, common sense* and *commercial strategies*	06
5	Daniel Gile	1995	Pedagogical	*passive command* of passive working languages, *active command* of active working languages, sufficient *knowledge of subject matter* and *knowing how to translate*	04
6	Amparo Hurtado	1996	Pedagogical	*linguistic* competence (in two languages), *extra linguistic* competence, *analysis and synthesis*, *translational* competence, and *professional* competence	05
7	Hatim and Mason	1997	Pedagogical	*source text processing* skills, *transfer* skills, and *target text processing* skills	03
8	Albrecht Neubert	2000	Pedagogical	*language, textual, subject area, cultural,* and *transfer* competence	05
9	Schäffner & Beverly	2000	Pedagogical	*Linguistic competence, Cultural competence, Textual competence, Domain/subject specific competence, (Re) search competence, and Transfer competence.*	06
10	Olivia Fox	2000	Pedagogical	*Communicative competence, Socio-cultural competence, Language and cultural awareness, Learning-how to learn and Problem-solving goals*	05
11	Dorothy Kelly	2007	Pedagogical	*communicative and textual competence, cultural and intercultural competence, subject area competence, professional and instrumental competence, attitudinal or psycho-physiological competence, interpersonal competence,* and *strategic competence*	07
12	Šeböková	2010	Pedagogical	Core Translation competence Linguistic competence: World/Subject competence Research competence Tools competence Cultural competence	06

	Stuart Campbell's	2008	Empirical	*Target language, textual* competence, *disposition*, and *monitoring* competence.	04
13	PACTE	2011	Empirical	Bilingual sub-competence Extra-linguistic sub-competence Knowledge about translation Instrumental sub-competence Strategic sub-competence Psycho-physiological components	06

There are lots of over-lapses in translation scholars' choices of subsets of fundamental competences of translation competence. For instance, Roberts' *translational competence* is similar to Delisle's *re-expression competence* just as Roberts' *technical competence* might be compared to Delisle's *encyclopaedic competence*. However, unlike Delisle, Roberts draws attention to the fact that translators need to be aware of the procedures and systems they use during translation (*methodological competence*) and the fact that translators require know-how in their respective fields of translation (*disciplinary competence*).

Conversely, Nord broke down the afore-mentioned competences into distinct sub-competences; she divided Delisle's *comprehension competence* into two separate levels: *text reception* and *text analysis*. She also redefined Delisle's umbrella term of *re-expression competence* into three different types of competence governing the process of translation: *transfer, text production*, and *translation quality assessment* competences. Nord was one of the first to include the translator's ability to write a good text in her inventory, as well as the importance of a translator's ability to assess his or her own work (*translation quality assessment competence*). On the other hand, the only translation-specific competences of translators for Pym are: l*inguisti*c and re-expression or *transfer competence*. He does not mention (*inter)cultural competence* and *professional competence* at all. Like Pym's, Gile's, inventory is not comprehensive, because no attention is given to *cultural* or *research competence*.

Hurtado was actually the first author to mention *professional competence* as a requirement for professional translators. On the other hand, Hatim and Mason's list still does not cover all the essential competences like *Professional, interpersonal,* and *attitudinal competence*. Similarly, Neubert believes that the components of translator competence are interrelated and the overall competence is characterised by "complexity, heterogeneity, approximation, open-endedness, creativity, situationality, and historicity" (in Kelly, 2005: 30). He is one of the very few authors who do not even mention *instrumental or professional competence*. Dorothy Kelly (2007) is one of the first to refer to the generic skill of *interpersonal competence*, a skill which she describes as including the "ability to work with other professionals involved in translation process", "team work", "negotiation skills" and "leadership skills" (op cit.: 33). Šeböková (2010) corroborates Melis and Hurtado's view (2001) that transfer competence plays a crucial role in translation because it brings together all the other sub-competencies. Core translation competence is central to all models, it integrates and activates all other sub-competencies, and it mediates all other sub-competency areas as a makeup tool. These models approximate the international best practice frameworks in this domain.

2.4.2 Translation Competence Reference Frameworks

The use of competency frameworks as the focus of workplace learning, serves the dual purpose of facilitating the identification of learning needs and ensuring that learning provision addresses business needs (Reid & Barrington, 1994). This explains why national governments and experts have been proactive in recognizing the benefits that can accrue from the creation and adoption of recognizable competency standards. This section reviews some competency frameworks, each designed to identify what teachers in the translation profession need to know and be able to do in order to promote learning.

A translation competency framework is a model that broadly defines the blueprint for 'excellent' performance within the profession. The reference framework for translator education in higher education should go beyond the specifically professional competences listed above and adopt the all-encompassing

multi-component model that recognizes the need for additional skills and knowledge such as IT, mediation and analytical skills, and specialist subject knowledge. Knowledge of translation is therefore, not just a matter of savoir and savoir faire but also requires savoir être (e.g. values, attitudes, motivation, resources). The sample of translation competence frameworks which are described below posit knowledge, adaptive psycho-physiological traits, regulatory skills, problem-solving skills, and the self-concept as sub-components of translation competence.

2.4.2.1 The BMP Competence Reference Framework

The BMP framework sets out to express outcomes in the form of clear and precise 'competencies', so that (a) the needs of employment can be better communicated; (b) the goals of educational programmes can be redefined and communicated with greater precision; and (c) straightforward judgments can be made about the extent to which any particular competency has been attained. The new BMP reform process requires a paradigm shift in the teaching, learning and assessment process, which reorganizes whole educational set up and a new socio-economic environment that is completely favourable to the student. The Competency-based approach seminar participant booklet (2010) emphasized that the purpose is to provide stakeholders with information about the education style which include: student-centred, teacher-guided, self-directed study, problem-based learning, task-based learning, and research-based learning, learning through laboratory practice, reflective learning, work placements, group work, individual study, and autonomous learning. It accommodates for learners' greater involvement in the choice of content, mode, pace and place of learning**.**

The CBE is based on the future occupational practice of the graduate. The curriculum has an integral set-up in which the profession is central (Boyatzis et al., 1996). Students gain knowledge and skills on their own, with the help of faculty mentors, but they can demonstrate competencies at their own pace and earn a degree based on what they have learned from a variety of sources, including work and other life experiences. They can do this by taking courses that are related to those competencies or by preparing portfolios that demonstrate mastery of those competencies through prior learning (with minimal required coursework). According to Université Cheikh Anta DIOP de Dakar (2004: 16) monograph, these visions include: mobility of students, teachers, researchers and administrative personnel; easy integration of credits earned in other universities in Europe America, Africa and Asia; a greater visibility for students upon graduation; increase in the number of courses offered; designing courses that are flexible and performant, as well as academic and professional, that would enable students to gain easy access into socio-economic life.

A growing research consensus suggests that key elements of competency-based learning include progression through demonstration of mastery, personalization, flexible assessment, and development of specific skills and dispositions (Scheopner Torres et al., 2015). Progression through demonstration of mastery requires a student to demonstrate that he or she has learned what was expected before moving on to the next level. Personalization refers to the provision of individualized support, flexible pacing, and opportunities for student choice in how to demonstrate mastery. Flexible assessment includes exposure to multiple modes of assessment, which allows students to demonstrate mastery in a variety of ways rather than through only one assessment (for example, a written test). It is clear that the implementation of a competency-based model will require a great deal of time and work.

2.4.2.2 The European Master in Translation (EMT) Framework

The EMT also aims to enhance the learning outcomes of translation training on the basis of best practice in translation teaching, and sets out to tackle asymmetrical standards. The EMT project was designed to produce the following: a generic description of the tasks and competences of translators to match the needs of the translation industry and public bodies, such as the EU institutions; draft a European model curriculum that addresses these requirements and could thereby enhance the status and quality of the translation profession (EMT 2009b: 1). .

The EMT framework comprises six minimum competences which pertain to professions involving multilingual and multimedia communication, translation, and different modes of interpreting. Its six competences are considered equally important, yet they are not entirely distinct categories as they are treated as interdependent or even overlapping: *Translation service provision competence*, *language competence*,

intercultural competence, *information mining competence*, t*hematic competence*, and *technological competence.*

Students enrolled in EMT Master's programmes acquire the above six competencies allowing them to provide translation services, including all types of multilingual and multimedia communication. Thus, they learn translation service provision competencies (e.g. how to market services, negotiate with a client, manage time and budget, handle invoicing), language competence (e.g. how to summarise texts), intercultural competence (e.g. how to understand presuppositions or allusions), data-mining competence(e.g. how to search terminology databases and familiarity with a series of databases), technological competence(e.g. how to use a particular translation tool) and thematic competence (knowledge about a specialist field of knowledge). All these six competence areas are inherent in the translation competence. Therefore, mastery of the six areas of competence leads to mastery of a transversal 'super-competence' which can be termed competence in translation. The key distinction here is between a function- or task-oriented approach and a person- or Behaviour-oriented approach.

This framework is intended to be used as a basis of a co-ordinated academic planning process at all levels within the University. It provides a basic set of criteria which is intended to serve as a template for the evaluation of translation programmes.

2.4.2.2 Tuning Competence-based Learning

This framework was endorsed in Europe by the Ministers of Education in 2005 as part of the Bologna Process (Lokhoff et al., 2010). Competences in this framework represent a dynamic combination of cognitive and meta-cognitive skills, demonstration of knowledge and understanding, interpersonal, intellectual and practical skills, as well as ethical values. From the onset Tuning made a distinction between general or generic competences and subject specific (disciplinary) competences. This was done to raise awareness about - in particular - the generic competences. The difference between the two is that a generic competence is a competence which is transferable between subject areas. A subject- specific competence is a competence that is performed in a specific subject area and typical of that subject area.

What was learned in particular was the need in society for graduates with better developed generic competences. Also more attention was to be given – in particular according to employers and graduates - to leadership and teamwork competences in the learning process. Furthermore, it was advised to offer more attention to creativity and the development of an entrepreneurial spirit. A total of 31 TUNING List of Generic Competences generic competences were provided in the annex 2. While in the original approach the focus was on identifying the core or key competences, both generic and subject specific, in the second approach the focus was on the clustering of generic and subject specific competences to derive to so-called meta-competences.

- Research Ability: capacity to apply oneself in a dedicated way to the achievement of major goals which contribute to the advancement of knowledge through research.
- Teamwork: capacity for working in a team and for assuming responsibility for tasks.
- Management ability: capacity to plan and manage projects taking into account budgetary and personnel constraints.
- Problem solving: capacity to handle stress and to deal effectively with practical problems.
- Creativity: capacity to be creative in developing ideas and in pursuing research goals.
- Communication skills: ability to communicate effectively by listening and thinking carefully,
- Communication of information: ability to present complex information in a concise manner orally and in writing,

This is important information in today's world, which requires transparency and accountability.

3. Methodology

The study adopted a qualitative descriptive approach using a cross-sectional case study design to assess the implementation of competence-based education in ASTI. The conceptual basis for a competence-based approach was worked out in an elaborate literature review. However, quantitative techniques of research were used for data analysis, presentation, and interpretation of the findings. Purposive sampling was

used as a non-probability method to gather information from 60 students, and 12 translator trainers of the MA degree programme of the Advanced School of Translators and Interpreters (ASTI) of the University of Buea in Cameroon.

This analysis was conducted based on the subjects' responses against competency indicators. For this purpose a structured questionnaire was designed based on best practices indicators frameworks including: the *Minesup BMP reference framework*, *the European Master in Translation Framework*, and *the Tuning Competence-based learning framework.* The study also employed a formal protocol in which the researcher observed and recorded class activities (08 in total). During each period the researcher recorded the classroom interactions with an audio recorder while at the same time transcribing the interactions on the observation protocol (Table). A Likert scale with response options was used to score the respondents' choices. Both questionnaires and observations were administered directly to the participants and the data were analyzed and presented in tables. Suggestions are made in the light of these survey results for competency-based teaching and management.

4. Results and Analysis

This section presents survey results on the pertinent issue of implementation of competence-based education and the major pedagogical implications evoked. Survey instruments were designed to provide answers to the five (5) research questions of this study.

4.1 The Questionnaire

Two questionnaires addressed to students and teachers were designed. The questionnaires adapted some of the questions from Schmidt et al (2009), Ryan & Cox (2016), and others from Kafyulilo, Rugambuka, & Ikupa (2012). The findings are presented below.

4.1.1 The Students' Notion Instrument

The students' notion instrument addresses the first research question in this study.

To what extent are CBA statement of objectives in the BMP understood and implemented in ASTI? The instrument comprised of some 45-survey items, which elicited students' responses to the basic notions of the competence teaching and learning approaches, the benefits of communities of practice in the classroom, and the quality and implementation of competency-based curriculum. Descriptive statistics on the findings of the students' profiles and characteristic variables are presented in the table that follows:

Table 2. Students' Assessment of CBA Principles and Practices

No	Variable	Details or Question	Description	Frequency	Percentage
1.	Students Demographics	Sex	Male	37	61.6
			Female	23	38.4
		Class	Year One	25	41.6
			Year two	35	58.4
		Nationality	Cameroonian	52	86.6
			Foreigners	08	13.4
		Linguistic Combination	English A – French B	26	43.3
			French A – English B	20	33.3
			French A –English B –Sp -C	08	13.3
			French A –English B – Ger -C	06	10.1
		Background qualification	Bachelor Degree (BA, B.Sc)	54	90.0
			Masters Degree (MA)	06	10.0
			Doctorate Degree (PhD)	00	00.0
		Duration in ASTI	1 – 2 Years	35	54.4
			More than 2 Years	25	45.6
		Type of Bilingual	Coordinate Bilingual	47	78.3
			Balanced Bilingual	13	21.7

		Linguistic orientation	Anglophone	25	41.6
			Francophone	35	58.4
2.	Students understanding of Competency	In ASTI, when teachers talk about competencies they are referring to:	The important skills and knowledge a student must learn to graduate	10	16.6
			The required credits a student must complete to graduate	04	06.6
			I'm not sure what teachers mean when they talk about competencies	06	10.0
			Teachers do not talk about competencies	40	66.6
		Has a teacher explained to you why it is important to master specific competencies to graduate from ASTI?	Yes	18	30.0
			No	40	66.6
			Don't know	02	03.3
		What are competences in Translation Studies	Completely don't know	26	43.3
			Provides a wrong definition	15	25.0
			Pointed out some components	10	16.6
			Somehow close to the concept	04	06.6
			Correct definition	05	08.3
		What do you know about the BMP and what are its major features	Completely don't know	40	66.6
			Provides a wrong definition	10	16.6
			Pointed out some components	03	05.0
			Somehow close to the concept	02	03.3
			Correct definition	05	08.3
		Students Ranking of some generic competences (means)	Problem-solving	0.5	50.0
			Ability to apply knowledge in practice	0.4	43.4
			Basic knowledge	0.3	33.4
			Innovation	0.3	30.0
			Initiative	0.2	26.6
			Team-work	0.2	25.0
			Decision-making	0.1	16.6
			Leadership	0.1	13.4
		The graduation requirements at ASTI will prepare me for what I want to do after my studies.	Strongly disagree	25	41.6
			Disagree	05	08.4
			Neither agree nor disagree	05	08.4
			Agree	25	41.6
			Strongly agree	00	00.0
		Students should get more than one opportunity to	Strongly disagree	00	00.0
			Disagree	05	08.3
			Neither agree nor disagree	00	00.0

		pass a test or exam	Agree	00	00.0
			Strongly agree	55	91.6
3.	Student beliefs about competence-based approaches	Homework is important to complete even if it is not Graded	Strongly disagree	20	33.3
			Disagree	10	16.6
			Neither agree nor disagree	15	25.0
			Agree	00	00.0
			Strongly agree	15	25.0
		My grades are a good reflection of what I have learned	Strongly disagree	15	25.0
			Disagree	03	05.0
			Neither agree nor disagree	02	03.3
			Agree	00	00.0
			Strongly agree	40	66.6
		Students in ASTI are able to progress at their own individual pace in courses.	Strongly disagree	40	66.6
			Disagree	00	00.0
			Neither agree nor disagree	05	08.3
			Agree	05	08.3
			Strongly agree	10	16.6
4	Progression through demonstration of mastery	I understand how the competencies in my courses will help me in the future	Never	10	16.6
			Seldom	00	00.0
			sometimes	10	16.6
			Often	10	16.6
			Always	00	00.0
			Not sure	30	50.0
		My teachers let me know how my work will be assessed or graded for each competency	Never	30	50.0
			Seldom	00	00.0
			sometimes	10	16.6
			Often	00	00.0
			Always	05	08.3
			Not sure	15	25.0
5	Personalization	I am able to complete some or all of the course requirements online	None	50	83.3
			Some	10	16.6
			All or most	00	00.0
			Not sure	00	00.0
		I can earn credit for taking courses at another University.	None	60	100.0
			Some	00	00.0
			All or most	00	00.0
			Not sure	00	00.0
		I can earn credit for completing an internship or job shadowing in an enterprise.	None	00	00.0
			Some	00	00.0
			All or most	60	100.0
			Not sure	00	00.0
		Students in my courses all work on the same assignment at the same time.	Never	00	00.0
			Seldom	00	00.0
			sometimes	00	00.0
			Often	10	16.6
			Always	50	83.3
			Not sure	00	00.0

		My teachers spend most of class time giving a lecture or presentation to the whole class.	Never	00	00.0
			Seldom	00	00.0
			sometimes	00	00.0
			Often	05	08.3
			Always	55	91.6
			Not sure	00	00.0
		My teachers work with students in small groups or individually	Never	40	66.6
			Seldom	00	00.0
			sometimes	10	16.6
			Often	00	00.0
			Always	00	00.0
			Not sure	00	00.0
		My teachers teach the material in several different ways in order to help students learn	Never	50	83.3
			Seldom	00	00.0
			sometimes	10	16.6
			Often	00	00.0
			Always	00	00.0
			Not sure	00	00.0
		My teachers give me written feedback on my work	Never	40	66.6
			1 or 2 times	10	16.6
			3 or 4 times	05	08.3
			5 or more times	00	00.0
			Not sure	00	00.0
6	Development of skills and dispositions	Teachers show or explain to students how to treat each other with respect	Never	40	66.6
			Seldom	02	03.3
			Sometimes	06	10.0
			Often	00	00.0
			Always	02	03.3
			Not sure	10	16.6
		If I get a low score on an assessment, my teachers help me figure out how I can still do well in the class	Never	50	83.3
			Seldom	02	03.3
			Sometimes	01	01.6
			Often	01	01.6
			Always	00	00.0
			Not sure	06	10.0
		Teachers encourage students to take responsibility for their work	Never	30	50.0
			Seldom	00	00.0
			Sometimes	20	33.3
			Often	00	00.0
			Always	10	16.6
			Not sure	00	00.0
		If I need information that I don't have in order to Complete an assignment, I know where to get it	Never	30	50.0
			Seldom	00	00.0
			Sometimes	20	33.3
			Often	10	16.6
			Always	00	00.0
			Not sure	00	00.0

		Teachers show or explain strategies students can use to work together successfully in groups	Never	40	66.6
			Seldom	00	00.0
			Sometimes	10	16.6
			Often	00	00.0
			Always	00	00.0
			Not sure	10	16.6

The demographic results of the survey reveal that a total of 60 students took part in this study. There were more males than females (61.6% as against 38.4% respectively). Conversely, there were more senior students than freshmen (58.4%) because of their experiential advantage over freshmen. Moreover, participants were predominantly Cameroonians (86.6%) and French speaking. With regards to their previous experience, most students (90%) were admitted into the programme with a bachelor's degree and they were mostly Cameroonian. Some 25 students representing 45.6% have spent more than the regular two years in their studies, while 47 (that is, 78.3%) are coordinate bilinguals, having acquired one of their working languages in school and the other at home. The number of repeaters point to the increasing level of the failure rate even in the era of competence-based approaches.

With regards to students' familiarity with the principles and practices of CBA, the results demonstrate that a majority of them (40 that is, 66%) do not know what competences are, since teachers hardly talk about them (66%). As a result, only 5 students (08.3%) can define the terms. Some students (50%) consider problem solving as the most important competence. Some 25 students (that is, 41.6%) do not consider graduation as a guarantee for success in their career as translators. They value educational outcomes in terms of achievable competences. Although they value homework and other assignments, most students (66%) cannot progress on their own without the help of teachers. An equal percentage of students does not consider their grades as a reflection of what they have leant.

The survey on students' ability to demonstrate mastery of competences shows that 37 students (that is, 61.6%) testify that they are not able to progress from one competence to another because they are compelled to work at the same pace with the rest of the students (66.6%), while 25 (that is, 50%) confirm that they have no idea how each competence contributes to their career because teachers do not demonstrate this (66.6%), as well as explain how each competence is activated or assessed (75%).

The survey also elicited the degree of students' involvement in their studies. The results reveal that online learning is hardly exploited (83.3%), and no credits are earned from other universities (100%) as prescribed in the BMP guidelines. However students earn credits from internships (100%). Group and individual work by students are rarely practiced (66.6%), hence teachers' methods do not address students' diversity problems (83.3%) and there is very little feedback (66.6%).

Lastly, statistics on students' development and dispositions reveal that teachers do not encourage mutual respect among students (66.6%). They also hardly carry out counseling activities and on the motivation of students (66.6%). The results also show that only few teachers encourage students to take responsibilities for their learning (50%). Conversely, 66.6% of teachers do not encourage group or peer review activities among students, especially out of class (61.6%). These results indicate that team work and other core competences which make the translation programme more rewarding are hardly prioritized.

4.1.2 The Teachers' Methodology Instrument

The teachers' methodology instrument addresses the second research question in this study. *To what extent does the methodology used by Translator trainers in ASTI promote the acquisition of competences?* The instrument comprised of some 58-survey items, which elicited teachers' responses to the basic competence-based indicators of the BMP reference framework.

Table 3. Teachers' Implementation of CBA Principles and Practices

No	Variable	Details or question	Description	Frequency	Percentage
1.	Teachers Demographics	Sex	Male	10	83.0
			Female	02	17.0
		Âge	25 - 35	00	00.0
			36 - 45	04	33.3
			46 and above	08	66.7
		Professional Status	Professional translators	10	83.3
			Non-Professionals	02	16.7
		Language orientation	Anglophones	05	41.6
			Francophones	07	58.3
		Qualification	M.A	06	50.0
			PhD	06	50.0
		Teaching experience	01 – 03 years	03	25.0
			04 – 07 years	06	50.0
			08 and more	03	25.0
		Teaching qualification	Trained teachers	04	33.3
			Untrained teachers	08	66.7
2.	Teachers' understanding of competency-based approaches	What are competences in Translation Studies	Completely don't know	05	41.6
			Provides a wrong definition	05	41.6
			Pointed out some components	02	16.7
			Somehow close to the concept	02	16.7
			Correct definition	02	16.7
		Teachers Ranking of some generic competences	Ability to apply knowledge in practice	08	66.7
			Basic knowledge	04	33.3
			Ability to understand professional and ethical responsibility	03	25.0
			Ability function on multidisciplinary teams	03	25.0
			Critical reasoning	02	16.7
			Problem solving	02	16.7
3	General knowledge about competency based teaching	Competency refers to knowledge skills and attitudes		07	58.3
		I know what are competency based teaching approaches		03	25.0
		I can practice competency based teaching approaches		01	08.3
		I know the characteristics of competency based teaching		02	16.7
		I can plan a lesson that is competency based		0.00	00.0

	approaches	I know how to engage students in competency based learning activities	01	08.3
.		I can easily select a suitable teaching approach for a given subject topic	01	08.3
		I can adapt my teaching based upon what students currently understand or do not understand	05	41.6
4.	Ability to practice competency based instructional approaches	I can use teaching approaches that support learners creativity	03	25.0
		I can use teaching approaches that facilitate higher order thinking	04	33.3
		I can use teaching approaches that enable learners to solve their problems	06	50.0
		I know different ways of assessing students understanding of the lesson	03	025
		I can demonstrate classroom practice that is informed by current trends, research and system initiatives	02	16.7
		I can develop, analyze and apply a repertoire of fair and inclusive assessment and reporting strategies that are sensitive and responsive to individual learning needs	03	025
		I can provide a range of planned and meaningful opportunities for students to demonstrate progress, autonomous and consistent achievement of outcomes using valid and reliable assessment methodology	03	025
5.	Practices with competency based approaches	I can negotiate explicitly criteria with students for assessment based on intended learning outcomes and provide formative information to enhance students' reflection	05	41.6
		I can engage in ongoing critical reflection to generate and apply new ideas that contribute to improvement in my teaching and leadership practices	04	33.3
		I engage student's participation in practical and project activities	04	33.3

The demographic results presented on Table 2 show that the number of female teachers is smaller than that of men, (17% as against 83%). These figures indicate that men are predominantly involved in teaching translation. The survey equally shows that most teachers are more than 45 years old (66.7%) and are trained professional translators (83.3%), which is an essential prerequisite in the teaching of translation. The figures also point out that only a very small proportion (4, that is, 33.3%) is made up of professionally trained teachers. Conversely, 50% of the teachers have a PhD and have spent at least 4 years in the field. Only 3 teachers (25%) are freshmen while three (3) have more than 8 years of teaching experience. This demonstrates that over 50% of the teachers are more experienced and reliably informed in this discipline.

With regards to teachers' familiarity with the principles and practices of CBA, the results demonstrate that a majority of them (40 that is, 66%) do not know what competences and BMP are (66%). As a result, only 2 teachers (16.7 %) can define the terms. Eight (8) teachers (66.7%) consider the ability to apply knowledge in practice as the most important competence. Some 5 teachers (that is, 41.6%) consider students' motivation for the subject matter as the main benefit of adopting a competence-based teaching and learning approach. Most teachers (58.3%) can identify knowledge, skills and attitudes as valued educational outcomes in terms of achievable competences, although they do not know how these can be materialized in class. An equal percentage of teachers (50%) can use only teaching approaches that enable learners to solve their problems.

They cannot practice competency based teaching approaches (only 08.3%), cannot use teaching approaches that support learners creativity (only 25.0%), nor practice approaches that facilitate higher order thinking (only 33.3%).

According to the results of the survey on practices with competency based approaches 75% of teachers cannot demonstrate classroom practice that is informed by current trends, research and system initiatives, or analyze and apply a repertoire of fair and inclusive assessment, and provide comprehensive information on timely and ongoing basis using formal and informal methods. However, only 33.3% of these teachers engage student's participation in practical and project activities, as well as engage in ongoing critical reflection to generate and apply new ideas. These results confirm that teachers have difficulties in implementing the CBA in the classroom. Teachers' performance is therefore inextricably linked to qualification, experience and professional training.

4.1.3 Factor Determination Instrument

The students and teachers factor determination instrument addresses the third research question in this study: *What are the factors that promote or inhibit the success of competence-based teaching and learning in ASTI.* The instrument comprised of some 37-survey items, which elicited student and teachers' responses to the factors that impede or promote the effective implementation of the BMP and competence-based approaches

Table 4. Factors that inhibit the success of CBA

No	Variable	Detailed Description	Frequency	Percentage
1.	Problems identified by students	Undefined educational goals	55	91.6
		Inadequate engagement of learners in practical and project activities	48	80.0
		Inadequate provision of basic requirements for translation studies	50	83.3
		Uncertainly on the professional goals	47	78.3
		Deficiencies in infrastructure and logistics	40	66.6
		No existing functional system for student reception/orientation	59	98.3
		No existing means to facilitate the insertion of her graduates into the labour market	60	100.0
		Lack of free wireless internet access areas for students	60	100.0
		No functional reception area for students in distress situations	60	100.0
		Absence of a unit in charge of listening to and having functional dialogue with students	58	96.6
		Lack of students exchange programmes	56	93.3
		Inadequate teaching qualifications of most translation teachers	54	90.0
		Failure of translator trainers to equip learners with skills for survival	55	91.6
		Most translator trainers' syllabus objectives are not competence-based	52	86.0
		Inadequate steps to encourage student mobility	25	41.6
		Students' inability to use available resources responsibly	06	50.0
		Students' inability to organize information	07	58.3
		Students' inability to internalize and interpret	06	50.0

2.	Problems identified by Teachers	information			
		Students' inability to work in teams		08	66.6
		Students' inability to take initiative and act creatively		09	75.0
		Inability for students to work independently without close involvement of the teacher		09	75.0
		Inadequate professional community involvement in the teaching		07	58.3
		Very few internship cooperation agreements		07	58.3
		Absence of plans of immersing lecturers in socio-professional settings		12	100.0
		Unavailability of documents on outcomes that the student is supposed to possess at the end of semester or training.		10	83.3
		No school-defined standard for the presentation of instructional material		12	100.0
		Lack of an internal quality assurance system		12	100.0
3.	Training problems	Teachers noted the following challenges in using competence-based teaching and learning approach in translation	Time given is not enough to participate in many practical activities.	10	83.3
			Learners with different learning abilities require a lot of attention and effort to teach	11	91.6
			Adopting the approach would require adequate sensitization of the teachers and learners	12	100.0
			The approach favours bright students	06	50.0
			Big numbers of students cannot be easily handled	07	58.3
			The mastery of language right from undergraduate level has remained very poor.	10	83.3
			Most of the learners lack a reading culture which is very crucial in language development and improvement	12	100.0
			There may be a lot of task-based teaching which learners may not enjoy	08	66.6

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The results of the survey reveal that with regard to factors that inhibit the success of competence-based approaches, the major areas of difficulty for students concern predominantly: training, students' rights, management or facilities, outreach and quality assurance. These include amongst others: undefined educational goals (91.6%), inadequate practical work (95.0%), failure of translator trainers to equip learners

with skills for survival (91.6%), and absence of existing means to facilitate the insertion of graduates into the labour market. From students' descriptions of their problems, no ambitious efforts have been made with regards to improving on the teaching environment for competence-based education to be effective. There is no respect for established principles of the CBA and the BMP frameworks.

Furthermore, the survey reveals that a majority of teachers (75%) attribute the poor implementation of CBA on students' inability to take initiative and act creatively, lack of a school-defined standard for the presentation of instructional material (100%), absence of plans of immersing lecturers in socio-professional settings (100%), and lack of an internal quality assurance system.

The survey also reveals that most teachers face lots of challenges in teaching due to management problems: inadequate sensitization of the teachers and learners (100%), lack of a reading culture by learners (100%), poor language proficiency levels of students (83.3%), and learners' diversity problems compounded by the difficulty of managing them (91.6%).

4.1.4. The Translational Competence-Based Assessment Instrument

The students and teachers' Translational Competence-Based Assessment Instrument addresses the fourth research question in this study: *to what extent is the assessment of the Translation curriculum in ASTI competence-based.* The instrument comprised of some 14-survey items, which elicited teachers' responses on the extent to which the assessment of the translation curriculum in ASTI is competence-base

Table 5. Extent of Translation Assessment as Competence-based

	Variable	Details	Description	Frequency	Percentage
1	Students views on Flexible assessments	I have given a presentation to show what I have learned	Not at all	24	40.0
			1 or 2 times	36	60.0
			3 or 4 times	00	00.0
			5 or more times	00	00.0
			Not sure	00	00.0
		I have completed a project at school to show what I have learned	Not at all	60	100.0
			1 or 2 times	00	00.0
			3 or 4 times	00	00.0
			5 or more times	00	00.0
			Not sure	00	00.0
		If I do poorly on an assessment on the first try, I can try again later	Never	45	75.0
			Seldom	00	00.0
			sometimes	05	08.3
			Often	00	00.0
			Always	00	00.0
			Not sure	10	16.6
		To show that I have mastered a course competency, I must demonstrate my learning in more than one way	Never	25	41.6
			Seldom	04	06.6
			sometimes	10	16.6
			Often	00	00.0
			Always	10	16.6
			Not sure	01	01.6
2.	Teachers Views on Assessme	I know how to assess students performance in a classroom		06	50.0
		I can collaborate with other teachers to provided a well moderated and balanced judgment on evidence collected over time and in a range of contexts		04	33.3
		I can assess students learning in multiple ways		05	41.0

	nt	I can use wide range of approaches for evaluating students' progress.	04	33.0
		I know a lot of different approaches of solving students learning problems	07	58.3
		I am familiar with common students understandings and misconceptions and how to handle them	05	41.0
		I know how to make a self reflection on the lesson I teach	06	50.0

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A competence-based assessment certifies student progress on the basis of demonstrated achievement of specific outcomes. Assessments are not tied to time served in formal educational settings. The survey reveals both teachers and students are far from reaching the goals of competency-based assessment: 83.3% of are not able to complete their assignments online, over 40% of them have never made a presentation, and no student has ever carried out a project on what has been learned. Furthermore, those who fail a test have never been given a second chance. On the other hand, teachers don't collaborate amongst themselves. Only 41% of them can assess students learning in multiple ways, and using a wide range of approaches (33.3%). Teachers are weak in classroom management (33.3%) , and few (50%) are familiar with common students understandings and misconceptions and how to handle them.

4.2 Classroom Observation

LeCompte and Schensul (1999a) define participant observation as "a process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the research setting" (p. 91). Classroom observation enables the researcher to have an understanding of how things are organized, prioritized, what the rules of etiquette are, and how individuals relate to one another. This section therefore reports on an empirical study of the classroom observation of eight (8) teachers of translation and examines the effects of their performance with respect to the implementation of competence-based teaching and learning principles while teaching translation. In this vein, the data was organized according to the core competencies identified as fundamental for translation teaching professionals*: planning and organization, adaptability, problem-solving and judgment, resilience and tenacity, high energy levels, motivation to maximize performance, integrity, communication, initiative and innovation*

Table 6. Classroom Observation of Eight Translator Trainers

SN	**Variable**	**Teachers**							
		A 5	**B 5**	**C 5**	**D 5**	**E 5**	**F 5**	**G 5**	**H 5**
1	Planning and Organizing	2.5	1.7	2.3	2.4	1.7	2.2	1.7	2.8
2	Adaptability	2.2	1.6	1.5	1.6	2.1	2.5	1.6	2.2
3	Problem-solving and judgment	2.2	1.6	1.8	1.5	1.5	1.6	1.6	2.3
4	Resilience and tenacity	2.2	1.6	1.8	1.5	1.6	2.0	1.6	2.8
5	High energy levels	2.3	1.8	1.5	1.5	2.1	1.6	1.5	2.3
6	Motivate and maximize performance	2.3	1.6	2.0	1.5	1.6	2.0	1.5	2.3
7	Integrity	2.0	1.5	1.6	1.6	1.5	1.6	1.5	2.3
8	Communication	2.1	1.6	2.0	1.5	2.4	2.1	1.5	2.6
9	Initiative and innovation	2.2	1.7	1.6	1.5	1.5	1.6	1.5	2.6
Teachers' Grand mean		**2.0**	**1.5**	**1.6**	**1.5**	**1.6**	**1.7**	**1.4**	**2.2**

The results on direct classroom observation highlight the features of classroom practice of some eight (8) translator trainers in ASTI. The figures reveal that, for the most important professional skills, teachers obtain mean ratings below average. *Planning and Organizing* elicited teachers' effective management of plans

for new units, students' progress, and technology use in lessons, management of unforeseen circumstances and time. *Adaptability* elicited teachers' effective factoring of different learning styles, needs of all students, differentiated instruction, and conviviality. *Problem solving and judgement* elicited teachers' ability to manage irregular students, conflict situations, provide remedial action, and take appropriate action. *Resilience and tenacity* elicited teachers' ability to manage a boring lesson, effect control, solve complaints on teaching, show respect for students, and overcome obstacles. *High energy levels* refer to teachers' ability to encourage extracurricular activities, manage backlogs of work, and invest efforts in classroom activities. *Motivation and maximization of performance* include: positive reinforcement, support to weak students, and encouragement of initiative. *Integrity* elicited teachers' ability to manage personal information, appropriately reactions, and acceptance of their strengths and weaknesses. *Communication competence* elicited teachers' ability to break down complex information, encourage sharing of ideas, adopt a subtle method to push their point of view, establish a supportive rapport with students, and sensitivity to use negative language. *Initiative and innovation* elicited teachers' ability to use innovative techniques, develop curriculum materials, improve on layout of classroom, and adopt effective methods in classroom management.

Only 5 out of a total of 37 skills operationalized under the ten headings obtain an average mean of 3 and above. Furthermore, 27 skills record an unsatisfactory mean of below 2. When calculated on the basis of the scale value of 5 assigned to the five response categories, it can be concluded that Competence-based education in translator training in ASTI is poorly implemented. It follows that only one teacher (H – 2.2) out of the eight is average (that is, 12.5%). Teacher A (2.0) and F (1.7) are however capable of improving their performance with hard work. Teachers A & H hold a PhD degree in Translation and are trained teachers. Teachers' performance is therefore inextricably linked to qualification, experience, professional training, and more importantly on teacher training.

5. Discussion of Findings

These results are discussed with reference to other findings on related topics across the globe, and how these findings are in line with other studies, or are against the findings of other studies. The study particularly focused on basic conceptual issues, system and environmental issues, organizational issues, teaching and learning issues, assessment issues and quality assurance.

5.1 Stakeholders' Knowledge-Base of the Competency-based Paradigm Shift.

The results of the survey show that the implementation of BMP and CBA is muddled with limited awareness of the basic CBA principles and procedures that guide their effective implementation. Translator trainers should spend considerate time familiarizing themselves with the occupational standards, and the curriculum guides. A foundational guide defining Competence-Based Education (henceforth CBE) in ASTI, its purposes, goals, strategies, governance, and key metrics is necessary. It is very difficult to envisage major changes in an effective implementation of CBA without a flourishing faculty sensitization and development program.

In many respects, the staff is the key to the successful implementation of the translation curricula. If translator trainers in ASTI support the changes and possess the knowledge and skills to manage the learning programme, then the transition would flow relatively smoothly. In this vein, it is very necessary to assess whether ASTI's teaching staff is prepared for the shift to competency-based education, because most teachers presently view the change from a cautious, hostile or defensive perspective. Thus, the competency-based curriculum demands orientation of teachers of higher education. Involving existing faculty in the development and implementation of the CBE program will help to embed the program within the fabric of the institution and assure that it is not merely a flash in the pan. As Wenger (1998) rightly points out, "without addressing the challenges to full implementation at the level of the teacher and learner, the promise of CBE will be difficult to realize" (p. 12).

5.2 Adopting Innovative Instructional Approaches for Competency-based Learning

Adopting CBE certainly disrupts traditional thoughts about teaching and learning, and helps stakeholders to re-examine epistemology, pedagogy, and technology, all with a focus on the student. In effect,

translator trainers are expected to explore their ability to adapt and adjust their approaches to meet different tasks and situational requirements, as well as manage and value diversity in the classroom. As Sullivan (1995) rightly points out the general principles and frameworks of competence-based paradigm shift include: competency-based education; work-based learning; situated learning; apprenticeship as a model for teaching and learning, as well as principles of adult learning, student-centered teaching, and life-long learning. In this vein, Competency-based education identifies skills and behaviour development along three distinct axes: intellectual, autonomy, metacognition and competency development.

The implementation of the BMP competency framework in ASTI, particularly in its life-long teaching, which integrates core competences is by no means secure and the CBA paradigm shift as a promoter of innovative teaching seems to be ignored by most teachers. Tilya and Mafumiko (2010) rightly contend that some teachers are unable to implement the new curriculum because there is lack of clarity among potential implementers as even some curriculum developers and book writers have yet to grasp the meaning of CBA and of the student-centered approach. The Hanover Research (2015) opines that when implementing the Competency-based Learning method (CTL) there are several considerations and best practices to consider: the need to address interdisciplinary collaboration, professional development, assessment procedures, selection of CTL courses, and collection of outcome data. This procedure is best described as an integrated approach, and it is relational in that it combines the general with the professional, as well as and the generic with the specific competences.

Lastly translation competence is not just the performance of translation tasks but the application of skills to new and different contexts. For this to occur, students must be able to apply and transform knowledge in different workplace situations. In this vein, delivering outcomes-based translator training implies that teaching and learning should mutually reinforce the interdependence between knowledge and skill. Issues about the structure of the delivery, the nature of learning activities, the location and content of learning, and the role of teachers, where different discipline areas may combine under the umbrella of competence should to be streamlined and publicised.

5.3 Garnering resources to implement a learner-centered Approach

All structured learning activities need to be supported by resources. According to (Scallon, 2004), a competency is generally defined as complex knowledge to act that calls into play the mobilization of a set of integrated resources (internal and external) for the purpose of identifying and effectively resolving problems in an autonomous manner. These resources range from basic session notes produced by individual translator trainers to complex and technologically demanding software packages and CAT tools. Resources may also be paper-based, visual or audio visual. Others include: Handouts, Worksheets, Video, Activities, Simulations, Computer-based, Interactive, Demonstrations, OHP and Pre-prepared Flip Charts. Ideally they should be chosen to stimulate all of the senses which will be used within the work environment. The principle behind the design and development of all resources is the same and is based on a thorough understanding of the learning objectives to be achieved. In skills-based training, resources may be required to replace or supplement real work activities.

Resources are mainly needed to help students engage in self-directed learning (library/on-line access), skills learning through deliberate practice with feedback or reflection on practice and observation of performance in skills labs. Detailed training materials should be keyed to the competencies to be achieved and designed to support the acquisition of knowledge and skills. A variety of support materials including print, audiovisual and simulations (models) keyed to the skills being mastered is used. Almost every component of ASTI's existing infrastructure should be impacted by CBE.

5.4 The Challenges of Assessing Student Learning Outcomes

Effective assessment is the driving force behind strong CBE programs. Assessment continues to be a weakness in ASTI. For many schools like ASTI, their concerns should relate to the nature and amount of evidence required to infer competency. Assessment at the end of a module is the general rule of thumb, where the most appropriate assessment methodology is applied, where students have to demonstrate competency through theory as well as practical applications. This means that trainees should be given

translation assignments on specific job readiness competencies, as and when necessary, to support the infusion process and to improve the consciousness on the part of the trainee translators. CBE is a student-centered strategy that relies on the core elements of mastery, pacing, and personalized instruction (Blumenthal & Rasmussen, 2015).

In order to effectively measure competencies and determine that a student has mastered them, CBE programs must offer multiple measures of those competencies and with multiple assessment methods in order to build a case for the validity of the CBE program (Drisko, 2014). In other words, each competency must be measured more than one time, and in more than one way (that is, multiple choice tests, papers, presentations, performance-based real-world assessments, etc.). Further, the focus of the assessment process shifts from an emphasis on summative to an emphasis on formative, and evaluation is criterion-referenced rather than norm-referenced (Carraccio, Wolfsthal, Englander, Ferentz, & Martin, 2002).

The tests used to measure competencies should focus on clusters of competencies as they might appear in the real world rather than on just one competency. The assessments used to measure competencies must not only measure one's knowledge and skills, but also get at one's ability to integrate, synthesize, and use the knowledge and skills necessary to become part of a community of practice. In this vein, it is important that the translation students possess the necessary underpinning skills and knowledge. Assessment is best when it is continuous, incorporates a variety of different activities and tasks and endeavours to expose students to a range of situations and contingencies (through simulation, hypotheticals, role plays etc.)

6.0 Recommendations arising From the Research

The structural reforms and the intends to modernize and democratize the universities, as well as to adapt the higher education system to the socioeconomic needs of the country could be judged as very positive (*Mora, 2005).* How can the implementation of the CBA within the framework of BMP be optimized in ASTI?

6.1 Expanding programs for faculty development

Translator education for students depends on the readiness of faculty members to execute their role as teachers. In fact, it is difficult to envisage major changes without a flourishing faculty development program. As Sorcinelli (2007) points out, faculty developers have identified three areas that are driving change and shaping the future of faculty development. The first factor has to do with the impact of the changing faculty. How can the vitality of the entire faculty (newcomers, midcareer, senior, and part-timers) be developed and sustained as faculty roles change? A second factor is the increasingly diverse student body. How can investments be made in faculty development as a means of ensuring the cultivation of more inclusive student learning environments and provide the best educational practices to all students, including those traditionally underserved by higher education? The third shaping influence is the impact of a changing paradigm for teaching, learning, and scholarly pursuits.

For most translator trainers who are accustomed to lecturing while students listen, learner-centered teaching require new and unfamiliar teaching skills and raise fears about lack of coverage of content. Learner-centered teaching, however, allows students to do more of the learning tasks, such as organizing content or summarizing discussions, and encourages them to learn more from and with each other. Teachers, on the other hand, can do more of the design work and provide more frequent feedback to students (Weimer 2002). Interdisciplinary work is often the result of individual faculty members deciding to engage in team teaching across departments or to pursue new areas in the course of their research. Faculty development programs, then, can support interdisciplinary connections by encouraging team-teaching, the development of interdisciplinary courses, and the development of learning communities for students.

6.2 State Policies to Support Competency-Based Education

For years, the traditional education system in Cameroon has focused on how much time students spend learning, what curriculum and instruction they receive, and which letter grade they earn on their assignments. But a new system based on mastering skills in sequence is entering the picture. State policy, however, doesn't always support competency-based education, which often stunts its potential.

The State may need to search for policies on dropout prevention, credit recovery, or alternative graduation requirements, for example, to find relevant policies that utilize CBE for these students. The State

may also consider ways to support school leadership and teacher professional development and capacity building at the school, and program levels. Because CBE is an emerging instructional strategy, teachers and other school personnel may need training on how to implement elements of mastery, pacing, and personalization into their instruction, assessment, and academic reporting to ensure that students are receiving an adequate education under this flexible school design. The State can support flexible school designs to encourage "anytime, anywhere" learning students. These school designs may include blended and online learning opportunities, concurrent and dual enrollment and schools that are open throughout the day, evening, weekend to accommodate diverse learning needs and nontraditional schedules.

Technology plays an important role in competency-based education because it's difficult for a teacher to personalize learning for 25 or more students who don't learn the same. Digital learning software, websites and other material identify student learning gaps and give them personalized playlists that appropriately challenge them. But without changing the system and the policies that support it, this infusion of digital learning doesn't make that much of a difference. Positive attitudes shall be encouraged and promoted. Where negative attitudes are detected, the trainee shall be the beneficiary of counseling and continuous feedback with a view to producing a modified behaviour at the end of training. The evidence should be easily retrievable and manageable such that it can be represented in a summarized format on a record-keeping or data capturing form.

7. Conclusion

The primary goal of this article is to present how the Advanced School of Translators and Interpreters (ASTI) responds to the new accreditation standards by adopting and implementing a systematic competency-based learning system in support of the BMP's mission. The ultimate goal of this work is to develop a performance management culture, an eye on the mission, a focus on faculty engagement, and commitment to program evaluation. While advances are being made in CBE and methodologies, these will not be fruitful unless they applied to the right data. Practioners and policymakers alike will need to be thoughtful in design and implementation so that old practices do not undermine the adaptations of competency-based practices.

This study concludes that teachers face a variety of challenges which impede on the successful implementation of CBC during the teaching and learning process. Since teachers are the major implementers of the CBC, the findings have shown that there is a need to provide more opportunities for their participation during formulation and/ or review of the curriculum. Also the Ministry of Higher Education should devise ways of providing quality and relevant teaching and learning resources that are consistent with competence based curriculum.

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