

- Titova, S.V., & Avramenko, A.P. (2013). Evolution of technology in foreign language teaching: from computer to smartphone. *Bulletin of Moscow University. Series 19: Linguistics and Intercultural Communication, 1*, 9-21.
- Trace, J., Hudson, T., Brown, J. D. (2015). *Developing Courses in Languages for Specific Purposes*. National Foreign Language Resource Center.
- Wuster, E. (1931). *Internationale Sprachnormung in der Technik, besonders in der Elektronik*. Berlin.

УДК 372.881.161.1

<https://doi.org/10.25076/vpl.46.05>

И. Чайбок-Тверефу  
Университет Ганы

#### **ДИФФЕРЕНЦИРОВАННОЕ ОБУЧЕНИЕ В ВЫСШЕЙ ШКОЛЕ: ПРЕПОДАВАНИЕ ИНОСТРАННЫХ ЯЗЫКОВ В УНИВЕРСИТЕТЕ ГАНЫ**

*Дифференцированное обучение учащихся (ДОУ), как правило, представляет собой форму обучения, в которой результат обучения важнее, чем время, затраченное на приобретение знаний. Таким образом, учащиеся могут тратить столько времени, сколько им необходимо, для достижения своих образовательных целей и достичь прогресса в соответствии с продемонстрированной компетенцией. Система образования представляет собой структуру очень широкого спектра, где главную роль играют возраст обучаемой группы, цели их обучения, форма и методы обучения. В этой статье основное внимание уделяется формальному обучению на уровне высшего образования. Обсуждаются трудности, с которыми приходится сталкиваться при реализации дифференцированного образования в Университете Ганы при преподавании языков на отделении русского языка кафедры современных языков. В статье показано, что, хотя в высшем образовании дифференцированное образование часто ассоциируется с образованием взрослых и/или дистанционным образованием, данный тип образования может быть реализован и в других областях. Также поднимается вопрос*

*о том, что применение дифференцированного образования как в политехнических институтах, где в некоторых случаях используется этот вид обучения, так и в университетах, может быть перспективным решением проблемы безработицы выпускников. В настоящей работе делается вывод о том, что глокализованное образование, основанное на дифференциации, было бы важным и эффективным в обучении (иностранным языкам).*

*Ключевые слова: высшая школа, система образования, компетенция, дифференциация, обучение иностранным языкам, формальное образование, неформальное образование*

**UDC 372.881.161.1**

**<https://doi.org/10.25076/vpl.46.05>**

**I. Csajbok-Twerefou  
University of Ghana**

**COMPETENCY-BASED EDUCATION AT THE TERTIARY  
LEVEL: FOREIGN LANGUAGE TEACHING IN THE  
UNIVERSITY OF GHANA**

*Competency-based education (CBE) generally is a form of education where the outcome of the education is more important than the time spent on acquiring the knowledge. As such, students can spend as much time as needed by them to achieve their educational goals and progress according to their demonstrated competency.*

*The educational system is a very broad-spectrum structure, where the age of the group being educated. This article focuses on the formal education at the tertiary level. The challenges one faces while trying to implement competency-based education in the University of Ghana in language teaching at the Russian Section of the Department of Modern Languages are discussed. The paper demonstrates that, though in tertiary education competency-based education is often associated with adult education or/and distance education, competency-based education can be implemented in other areas as well. It also argues that the application of competency-based education not only in polytechnics where in some cases competency-based training is used but also in universities may be a promising solution to the problem of graduate*

*unemployment. The paper concludes that glocalized competency-based education would be essential and effective in (foreign language) teaching.*

*Keywords: tertiary level, system of education, competence, competency, foreign language teaching, formal education, informal education*

### **Introduction**

The history of education dates back as far as the history of humanity. Education can be referred to as anything that helps in passing on culture, tradition, skills, knowledge, social values, etc. from one generation to another. Education has always played a major role in the life of different cultures. As the beliefs and values of societies have changed with time, the means and quality of education have changed alongside it, since the goal of education is to serve the needs of the society. The objective of this study is to evaluate whether there is time to reform the education system, and if yes, how it should be done for it to be able to serve the changing World. This article is made up of seven sections: Section one gives a short history of education, naming some famous educators and their contribution to the today's educational system. Section two introduces the main types of education used currently and compares them with Competency-based Education (CBE). Section three highlights some problems in the tertiary education system and the implementation of CBE in tertiary institutions. Section four presents a summarized history of language teaching at the University of Ghana and discusses the possible implementation of CBE. Section five presents Competency-Based Language Teaching (CBLT) in general and emphasizes some benefits of language learning. Section six lists some challenges of CBE and possible solutions to them. The final Section concludes the paper.

### **Summarized History of Education**

If one would follow the history of education, a clear picture can be sought out about the main principles of a particular era and its societies, like the era of the Ancient Greece, Rome, the Middle Ages, and the Renaissance etc. The view of early educators or philosophers, such as Socrates (470/469 BCE – 399 BCE), Plato (428/427 or 424/423 BCE – 348/347 BCE), Aristotle (384–322 BCE), Vittorino da Feltre (1378–1446) with his *Happy House* schools, Johann Amos Comenius (1592–1670) with his textbook of *The World in Pictures*, John Locke (1632–

1704) with his idea of the mind being *tabula rasa* and *first-hand experience learning*, Jean-Jacques Rousseau (1712-78) with his *natural development of the learner*, Johann Heinrich Pestalozzi's (1746-1827) school with *real children and not small adults*, Friedrich Wilhelm Froebel (1782-1852) with the *first Kindergarten*, Johann Friedrich Herbart (1776-1841) who has changed the *image of a teacher* from fright to knowledge and introduced the *systematized lesson plans*, Maria Montessori (1870-1952) with the *theory of freedom* (independent from other people) and *individual development* may be found in the educational systems of the 21<sup>st</sup> century (Guisepi 2014).

Throughout the history of education, the most favoured subjects were Greek, Latin, Literature, Mathematics and Religion. Overtime subjects like History, Geography, Geometry, Modern Languages and others were added. Before the mid-19<sup>th</sup> Century, education was more focused on subjects of the humanities, but since then there has been a rising emphasis placed on the science related subjects. This led to the marginalization of the humanities: in recent years projects and grants are mainly focused on areas of sciences rather than on humanities.

Apart from the weighting of Sciences and Humanities there are other major changes in education, like the mode of motivation. Before, punishment or fear of punishment were the only motivation modes and educatees were punished for not progressing as expected. Nowadays, this type of motivation has been banned and educators can be sued for punishing educatees. In other (mainly developing) countries, however, punishment (whipping with a cane, hard labour, etc.) is the “proven method” to motivate educatees, who are mostly children, or young people.

At the same time, it is important to highlight another stage of the history of education, which is when children were referred to not as small adults, but instead as real children, who love playing, running, making noise, jumping, etc. This step paved way for the development of different theories in education and psychology that are currently used in all educational facilities.

Researchers of Gender Studies will have loads of information on the history of education, since for ages, education was a privilege for boys and wealthy families only. In European secondary schools, “girl-child education” started in the mid-19<sup>th</sup> (Guisepi, 2014). In many parts of the

World, the existence of single sex schools can still be referred to as proof of those periods, where girl-child education was not important.

And the newest addition to the history of education will be the implementation of (crisis) online teaching in many disciplines during the Covid-19 pandemic all over the World (Godzhaeva & Tochilina, 2020, Katsaounis & Steinmüller, 2021, Demuyakor, 2020, Maican & Cocorada, 2021, Csajbok-Twerefou, 2022).

#### **Types of Education and CBE**

Today, the education types mostly available are informal, formal, and non-formal education. Informal education has the longest history of all, as this is the way, how most skills, traditional and social values were “inherited” from old generations to the contemporary ones. And since most of the social and traditional values can be found in the roots of many smaller and bigger communities, such as families or ethnic groups, and in societies, like villages, cities or countries, societies are interested in passing on the basics of their culture using the most obvious way of education – oral tradition and demonstrations which are the main means of informal education. One will therefore agree with Jeffs and Smith (1997, 2005, 2011) who argued that informal education starts with conversation which then leads to knowledge acquisition.

The history of formal education goes back to times when young adults and children started being grouped and taught together using some forms of education, which earlier characterized only the informal education, like demonstration, but also adding new ones, such as writing or reading. It is important to note that formal education, as it is used today, is relatively new – about 200 years old in developed countries, but in some developing countries it is even younger – about 50 years old (Guissepi, 2014). Formal education can generally be described with the word “organized”, since learners are usually accommodated in classrooms<sup>10</sup>; classes are taught by trained teachers; there is timeframe for the length of the training period as well as for the daily activities; programmes could be divided into different levels and subjects, but even as such are still part of a whole system; programmes follow systematically planned curriculum, etc.

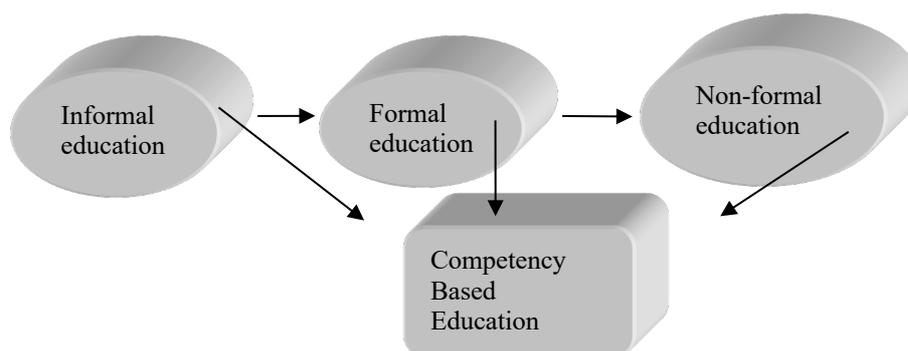
Non-formal education is the ‘youngest’ type of education, being developed in the late 1960s and early 1970s from the formal education

---

<sup>10</sup> In some developing countries classes could be handled “under trees”.

and capturing types of education organised outside of classrooms. They are often organised for specific groups on a short-term base and therefore could be easily individualized and adjusted for specific areas or environment (Smith, 2001). Non-formal education can be pre-school education, some language courses or even training programmes organised by different bodies.

Competency-based education (CBE), which emerged in the USA in 1970 as basis for vocational education and industrial training programmes (Geckil, 2010), generally is a form of education where the outcome of the education is more important than the time spent on acquiring the knowledge and where competence is defined as a combination of application of acquired knowledge, practical skills, social and behavioural attitudes, intelligence and sensitivity. CBE is a type of education that is student-friendly, since it is individualized, and therefore is flexible.



*Diagram 1. Competency-Based Education has borrowed from all: Informal, Formal and Non-formal Education*

A student can progress according to his or her acquired knowledge or skills. (Here may be interesting to refer to Jean-Jacques Rousseau (1712-78) with his *natural development of the learner* (Guisepi, 2014). At the same time CBE is “employment-led” and supports specialization since the standards are set with reference to the industrial sector and are encouraged to focus and enhance learners’ skills on things they are interested in (Foyster, 1990, Delker ,1990 and Norton, 1987, cited in: Kaya, 2012). CBE may be used at all levels of the educational system: in

preschool, basic, secondary, tertiary and vocational schools where not only the goals of education are different, but also the age of participants, their homogeneity, their interest, their already acquired skills, etc. The relation between informal, formal, non-formal education and CBE is illustrated in Diagram 1.

Looking at the characteristics of formal, informal, and non-formal education and of CBE we conclude that CBE has borrowed from each type of education, as it is demonstrated below in Table 1.

	Formal education	Informal education	Non-formal education	CBE
Purpose	Academic	To share common knowledge	Specific	Academic
Structure	institution-based, isolated from environment, rigidly structured	environment-based, community related, flexible	environment-based, community related, flexible	institution-based, not isolated from environment, flexible
Teacher/ Learner centred	teacher-centred	learner-centred	learner-centred	learner-centred
Time frame	yes (long)	no	yes (short)	no
Targeted people	age (2-30)	anybody	specific groups	anybody
Curricula	yes	no	yes	yes
Generalised/individualised	generalised	individualise	individualise	individualise
Role of teacher	trainer	consultant/ facilitator	trainer	consultant/ facilitator
Trained teacher	necessary	not necessary	necessary	necessary
Competence or	knowledge	competence	knowledge	competence

knowledge?				
Way of teaching	frontal	conversation	frontal	conversation
Teacher-student relationship	teacher is higher	teacher is higher / same level	teacher is higher	teacher is higher
Control	external/hierarchical	self-governing/democratic	self-governing/democratic	self-governing/democratic
Why to opt for it?	compulsory	in the interest of the society	in the interest of the learners	in the interest of the learners
Way of organization	government	NA	organization and curricula planning may be done by the learners	organization – by government; curricula planning – depends on the individual learners

*Table 1. Characteristics of formal, informal and non-formal education and CBE*

*Source: author, Smith (2001), Jeffs and Smith (1997, 2005, 2011), Kaaya, (2012)*

To find out whether CBE has (or has not) really borrowed from each type of education the most useful method, opens new perspectives for researchers in the area of education. However, we believe that CBE is a good approach and should be implemented in many levels of education.

#### **CBE in the Tertiary Education?**

In modern days, one should remember more information than in the earlier eras and be able to use it accordingly (Malyuga, 2016). However, traditional university education, that is the knowledge-based education, is often blamed to be the cause of the challenge in expertise acquisition, as, even though students acquired knowledge, they still do not know how

to implement it effectively. Newly graduated young men and women, therefore, who do not show enough competence in the application of the acquired knowledge, may not get jobs they want (Boateng & Ofori-Sarpong, 2002). Nevertheless, graduates, who were not only taught the information, but, also, how to apply it in different processes, will be sought after on the job market. This can be an advantage for the individual, since in many cases the economy is not able to generate enough jobs. On the other hand, the whole nation will benefit if education is not only theory but at the same time, it is practice-based. Since often, even if graduates get jobs, they are often not able to perform as they should have. A way of solving this worldwide problem may be the implementation of competency-based education in most tertiary institutions. As Levina (2008, p.189) stated, “in modern social conditions, in which higher education acts as a fundamental component of the sustainable development of the human community, competence becomes the leading criterion for the readiness of a modern graduate of higher education for unstable working conditions and social life.”

According to Kouwenhoven to solve the problem of ‘I know what, but I do not know how?’ could have been the ‘Harvard “case” method’ implemented in business administration and the ‘problem-based learning’ in medicine studies at McMaster Medical School in Canada (Kouwenhoven, 2009, p. 1). He also suggested a third method, the already mentioned competency-based education.

At the secondary level of education, in some African institutions CBE has been implemented. According to Kaaya (2012) in Tanzania most of the Technical and Vocational Education and Training (TVET) institutions started using the Competency-Based Education and Training (CBET) system in the mid-2010s. In Ghana, the Council for Technical and Vocational Education and Training (COTVET), established in 2006 after the recommendation of Government white paper on Education (October 2004) also decided on the implementation of CBET (COTVET 2010). It has been realized in November 2014 with a competency-based training curriculum on pilot basis in seven technical and vocational training institutions in the country, focusing on six areas, Electronic Technology; Electrical Engineering Technology; Motor Vehicle Engineering; Mechanical Engineering Technology; Fashion Designing Technology and Hospitality & Catering Management (Daily Graphic, Oct. 30, 2014.)

It is important to note that the implementation of CBE has also progressed in some polytechnics in Ghana (Anane, 2013). Polytechnics, which emerged and were re-designed from technical institutes, were elevated to tertiary status under the Polytechnic Law of 1992. However, though the new Polytechnics Law (Act 745) in 2007 stated that one of the main objectives of polytechnic education is to “provide tertiary education in the fields of manufacturing, commerce, science, technology, applied social sciences and applied arts, etc.”, the Bachelor of Technology (B-Tech) programmes were still not given accreditation (Polytechnic Education in Ghana, 2011). Due to this, i.e. the low recognition of polytechnics’ certificates compared to universities degrees, most graduates from secondary schools applied to universities first. If they did not obtain admission, then polytechnics became the next option. Recognising this challenge, during the 2012 presidential campaign, presidential aspirants promised to convert polytechnics into technical universities by 2016. Considering this, after the accreditation of the B-Tech programmes, the newly re-designated technical universities were expected to implement CBE using their tested and redesigned curriculum with the hope of “closing the gap between ‘classical’ disciplinary knowledge and know-how required for the job market” (Kouwenhoven, 2009, p. 2).

Though the TVET Policy Framework has been introduced in many African countries, which recommends the use of CBE, the need for competent graduates on the job market is still being critical. The readiness of academia for the implementation of CBE was tested by Wongnaa and Boachie in 2018. According to them, the perception of competency-based training (CBT) by academics in Ghana indicated that some of the academics are ready for its adoption, but it would be positively influenced by participation in CBT workshops, effective supervision of faculty members by university authorities, availability of teaching aids, and availability of incentives. This indicates that workshops and conferences, organized by the Ghana Education Service in collaboration with the Ministry of Education in the early 2010s were not able to reach out to all, especially those in the tertiary institutions. Also, most of those programmes focused on vocational and entrepreneurial training at the secondary level, and in areas, such as energy, finance, technology, health, tourism, agriculture at the tertiary level. Training programmes hardly focused on CBE in humanities, even

though more students graduate from the humanities than the sciences. Questions that arise are: Does it mean that with a degree from the humanities it is not possible to acquire skills? Or does it mean that there are many difficulties in applying CBE in those disciplines. To both questions, the answer is – no.

CBE can work in many disciplines. Its use in adult (distance) education is explained with several goals. Students learn at different rates and have different learning styles and strategies; CBE allows them to use all that background at their own tempo. It can lead to a situation where a student will get his/her certificate faster than (s)he could have gotten in the knowledge-based system. In the knowledge-based system “slower” learners often need to re-sit paper(s), which gives them frustration, stress and cost, a situation that is not observed in CBE. According to Mendenhall (2012, p.2), for the effective implementation of CBE, it is important to:

1. Measure students’ knowledge rather than time. (One can recall Pestalozzi’s child-centred education.)

2. Make use of technology since it can individualise the learning process by helping to differentiate between slower and faster learners. And even if some were not willing to do it earlier, due to COVID-19 most stakeholders in the educational sector had no choice than to try the use of different technology.

3. Recognise that the role of the faculty is not “a sage on the stage” but rather “a guide on the side.” Faculty should guide students’ learning, answer their questions, lead discussions and help them to synthesize and apply knowledge. In this direction, it is important to consider Rousseau who argues that, since the aim of education is natural development, the teacher’s role is just monitoring (Guiseppi, 2014).

4. Properly define competence and the knowledge required for students to graduate in a certain area as well as its measurement. This is the point, where the labour market should be studied critically, so graduates will have employment after completing their education. The required competencies should be revised accordingly to the changes of the requirement of the society and market.

Mendenhall’s key points for the implementation of CBE can be challenging for the University of Ghana in almost all disciplines, including foreign languages.

### Language teaching at the University of Ghana and CBE

Language teaching at the University of Ghana has a relatively long history. It started in 1960 with the French language at the Department of French which later on transformed into a new department with a broader spectrum. The Department of Modern Languages celebrated its 50th anniversary in 2014. At its establishment, the Department of Modern Languages was divided into five sections based on the languages taught: Arabic, French, Russian, Spanish and Swahili. Since its existence, thousands of students have graduated as combined or minor language students from the Department and the number of graduating students increases every year. In response to the growing interest of China in international politics and economy, the University introduced the Chinese language with the first batch of student admitted in the 2009/2010 academic year. As such, the Chinese Section became the sixth section of the Department. Being one of the biggest departments in the University in terms of the number of offered courses and number of teaching staff, the restructuring of the Department became imperative. The first step of the restructuring process was in the 2011/12 academic year when the French Section was made an independent Department, leaving the remaining five sections under the umbrella of the Department of Modern Languages (Amonoo et. al., 2014).

The number of students in various sections of the Department differs from year to year. Table 2 presents the statistics of the number of students in the Russian Section for the past 10 years.

Year / Level	L 100	L 200	L 300	Year abroad <sup>11</sup> (In Russia)	L 400	L 600 <sup>12</sup>	Total
2011/12	87	29	7	2	5	1	<b>129</b>
2012/13	67	15	28	5	2	2	<b>114</b>

<sup>11</sup> Students who go for the year abroad programme do not register with the University in that academic year; therefore, they are not included in the total.

<sup>12</sup> MA or MPhil student

2013/ 14	69	16	15	15	5	2	<b>107</b>
2014/ 15	175	15	16	6	15	1	<b>222</b>
2015/ 16	110	39	15	5	9	-	<b>173</b>
2016/ 17	134	24	40	10	9	-	<b>207</b>
2017/ 18	260	29	24	13	27	-	<b>340</b>
2018/ 19	359	42	29	5	28	-	<b>458</b>
2019/ 20	362	52	42	12	12	2	<b>468</b>
2020/ 21	368	82	54	0 <sup>13</sup>	46	2	<b>552</b>

*Table 2: Number of students in the Russian Section (2011/2012 - 2020/2021 academic years) Source: Author's data & [https://academic.ug.edu.gh/ugattendanceregister\\_v01/wfRegist.aspx](https://academic.ug.edu.gh/ugattendanceregister_v01/wfRegist.aspx)*

The differences between the number of admitted students and the number of final year students of the Section can be explained with the bouquet-system of the University, which leads to large number of students in the first year (Csajbok-Twerefou, 2022). This system is especially challenging for language proficiency teaching: classes are always overloaded, ending up with the practical course for beginners in Russian to be delivered to 50-180 students at the same time. Even though tutorial classes are organized, the tutorial class-sizes are still large – 30-50-80 students in a group, which is 2-5 times more, than recommended. According to the American Council on the Teaching of Foreign Languages (2010) “The goal of a standards-based language program is to develop students’ ability to communicate. There must be opportunities for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time.” Therefore, they recommend a class-size with no more than 15 students. For that reason, in the above-described circumstances, no wonder, students drop out from the first-year courses

---

<sup>13</sup> Due to COVID-19 students were not able to travel.

at the University and decide to continue with their other disciplines. The inadequate teaching facilities for language teaching also de-motivate students. Looking at these difficulties one may agree: the implementation of CBE, especially at the lower levels, looks impossible. We, however, argue for its effectiveness in different disciplines at the University and in language teaching as well, as some of Mendenhall's key points are in practice. They are the "guide on the side" and the course outlines that are given at the beginning of each semester. On the other hand, the measurement of student's knowledge rather than time spent on teaching and the use of technology give real challenges to students and lecturers as well.

Furthermore, since students have no previous knowledge in the new foreign language, in many cases, basic language courses start with the knowledge-based type of education (KBE). This, however, does not prevent one from the use of CBE at the higher level, when, in many cases, the reduced number of students also helps in its implementation. The implementation of CBE can start after the first semester, when KBE can gradually be substituted with CBE, since the main goal of foreign language teaching and learning is to establish and improve communicative competence of the learners.

#### **Competency-Based Language Teaching (CBLT)**

The communicative language competence is made up of linguistic, sociolinguistic, and pragmatic elements. The scope of linguistic competences includes lexical, grammatical, semantic, phonological, and phonetic and orthographic skills. All of these are necessary for the language user to express himself/herself accurately and meaningfully. Sociolinguistic competence refers to the use of language in different socio-cultural conditions. This includes the knowledge and skills that will cover the social dimension of language use. Pragmatic competence refers to the knowledge and the ability of the use of principles and applications that regulate the function of language tools (Poór, Morvai, Enyedi & Majorosi, 2005).

Competency-based language programmes focus on what students can do with a language rather than what they know about it. Skills acquired by students in competency-based language programmes at different levels of foreign language learning can be used in their everyday life in the society, because learning of foreign languages has impact on the learner in different aspects. Also, as Ariyan stated, "in the development

of critical thinking of students, the method of monitoring and evaluating their success in mastering a foreign language plays an important role, and the objects of control coincide with the objects of training” (2021, p. 135). Moreover, according to the research by the National Council of State Supervisors for Languages (USA) foreign language learning benefits:

- academic progress in other subjects,
- basic skills development,
- higher order, abstract and creative thinking,
- understanding and security in community and society

barriers narrows achievement gaps.

Foreign languages learning also

- enhances cognitive development, career opportunities and student's sense of achievement
- helps students score higher on standardized tests
- promotes cultural awareness and competency
- improves chances of college acceptance, achievement, and attainment (2007).

Even though, some of the above statements are more relevant to primary or secondary schools’ pupils, the positive influence of foreign language learning on academic progress in other subjects as well as its influence on career opportunities cannot be over emphasized. A good example of this is the way how most oral examinations are conducted in the University: they look like interviews giving students a great opportunity to practice for their future job interview.

In her study, Geckil (2010) has presented how CBE should be used for refugees in language teaching so they can get acquainted with their new home country, acquire communicative competence and fit in the society easier. For that she used “real-world task” approach, i.e. activities that reflect the real life in the field of work and “social survival”. In her class, work schedules, job applications and interviews are used which may lead through “continuous and ongoing assessments” and “individualized, student-centred instruction” to “successful functioning in the society” and adopting the necessary “life skills”. In her approach the teacher should not only “correct the student immediately”, but also “give positive feedback” and “adjust the syllables and activities according to learner needs”. To achieve the above, she recommends using “sample texts related to the competency”.

At the University of Ghana, in some Russian language proficiency classes CBE has been used. The way of its application is determined by the proficiency level of students, the assigned venue for the classes, the number of students in a group, etc. In proficiency classes at the advanced level, films were used as main teaching and learning materials. In a semester, students were given 2-4 Russian or Soviet films to watch at home after which those films were discussed in class (Csajbok-Twerefou, 2010). Using this approach, the teaching and learning process has been individualized. Topics, related to individual films are critically discussed in class, comparing the Russian/Soviet realities with the Ghanaian ones. In such cases, the lecturer does not lecture, but rather guides the discussion, as is advised by Mendenhall (2012).

Also, using the CBLT, topics organized around the themes portrayed in the films can be worked on allowing students to do meaningful actions, to master the foreign language while performing communicative tasks. During classes students have feedback on their performance, which is also supported with continuous assessment – essay writing on related topics of the discussed films. Finally, it is important to note that this course is examined at an oral examination, which is a rare practice at the University, since the University prefers written examination. During the Orals, students are assessed individually, by a 2-member panel.

#### **Challenges of CBE**

To measure student learning, rather than time spent, as recommended by Mendenhall (2012), can be a challenge to many educational institutions. The system of education all over the world is based on end of term exams. To be able to change this, there is a need to adjust the system to CBE.

The use of technology is very important in many places. However, in smaller towns or villages of the developed world and in developing countries, it is a great challenge, as was the case during the Covid-19 pandemic.

The teacher's role as a guide can be easily implemented using techniques known from informal education, though, here the main challenge can be the traditional approach to teaching in contrast to the more liberal one.

The expected outcome of the teaching and learning should be established for each level of education for each discipline, considering factors, such as age, gender, need of the nation and many more. At the

same time, local values and potentials should be considered. Therefore, it is important to understand that what can work in one part of the World may not be applicable in the other part, therefore – CBE should be *glocalised* (Csajbok-Twerefou, Chachu & Viczai, 2014).

### **Conclusion**

Competency-based education is a methodology used in formal education, but many of its methods were borrowed from the informal and non-formal types of education. As such, CBE has its limitation, consequently, its implementation in some disciplines maybe challenging.

Generally, to be able to apply CBE in most stages of the education system and disciplines, school authorities should first recognize its importance and assist in the implementation of “teaching” methods of informal education to formal education. Secondly, teachers should be ready and trained for its realization. Thirdly, school environments should be CBE-friendly: technological support, teachers’ teaching load and their supporting staff, classrooms and class size, office-space, and office equipment as well as the teaching environment should be adequate.

For introducing CBE, there is also a need for good curriculum. In preparing the curriculum one should consider several specifics, such as the age/interest of students, the objective of the course, its content, the way of examination, expected learning outcome, and the list of textbooks used during the course.

Educators play a significant role in informal education, as they help people to think further and open their feelings during conversation. And even though those moments are not planned in a curriculum, but rather set by a spontaneous situation and driven by the educator’s experience, we believe that this value of the informal education should be compulsorily used at all levels of formal education, so students and educatees are taught the knowledge together with its implementation. For this, there may be the need to redesign the system of education.

### **Abbreviations**

BCE – Before the Common Era

CBE – Competency-Based Education

CBET – Competency-Based Education and Training

CBLT – Competency-Based Language Teaching

CBT – Competency-Based Training

COTVET – Council for Technical and Vocational Education and Training  
КВЕ – Knowledge-Based Education  
TVET – Technical and Vocational Education and Training

#### Литература

1. Ариян М.А. Развитие критического мышления учащихся в контексте развивающего подхода к обучению иностранным языкам. // Вестник Нижегородского государственного лингвистического университета им. Н. А. Добролюбова, 2021. – Вып. № 55. – С. 128–141.
2. Годжаева Н. С., Точилина Ю. Н. Особенности преподавания иностранных языков в условиях всеобщего дистанционного обучения в Кемеровском государственном университете: проблемы, опыт, перспективы // Вопросы образования и психологии: монография / гл. ред. Ж.В. Мурзина. – Чебоксары: ИД «Среда», 2020. – С. 73–82. – ISBN 978-5-907313-90-3.
3. Левина Л. М. Роль читательской компетентности в самостоятельной работе студента в контексте модернизации высшей школы // Вестник Нижегородского государственного лингвистического университета им. Н.А. Добролюбова. – 2018. – Вып. № 41. – С. 189-203.
4. Чайбок-Тверефу И. Глокализация как результат диалогов культур. // Транслатология Панноника. Электронный журнал центра переводов гуманитарного факультета Печского Университета / Под ред. Э. Лендваи. – 2012. – №1. – С. 118-128.
5. Чайбок-Тверефу И. Трудности и оценка дистанционного обучения русскому языку в Университете Ганы // Вестник Нижегородского государственного лингвистического университета им. Н. А. Добролюбова. – 2022. – Вып. 1 (57). – С. 182–198.
6. American Council on the Teaching of Foreign Language. Maximum Class Size [Electronic resource]. – 2010. – Mode of access: <http://www.actfl.org/news/position-statements/maximum-class-size-0>
7. Amonoo Reginald F. et. al. A Historical Appraisal of the Department of Modern Languages and the Department of French // Journeys Through the Modern Languages at the University of Ghana / Josephine

- Dzahene-Quarshie, Ildiko Csajbok-Twerefou, Joanna Boampong (Eds.). – University of Ghana, Ayebia Clarke Publishing Limited, 2014. – Pp. 9-30.
8. Anane Caroline Aba. Competency Based Training: Quality Delivery for Technical and Vocational Education and Training (TVET) Institutions // Educational Research International. – 2013. – Vol. 12. – P. 2.
  9. Boateng K., Ofori-Sarpong E. An analytical study of the labour market for tertiary graduates in Ghana // World Bank/National Council for Tertiary Education and National Accreditation Board Project Report, 278200–1099079877269, 2002.
  10. COTVET quarterly newsletter. — Volume 2. - Issue 1. – December 2010.
  11. Csajbok-Twerefou I. The Role of Films in the Teaching of Foreign Languages // Legon Journal of the Humanities, 2010. – Vol.21. – Pp. 51-75.
  12. Csajbok-Twerefou I., Chachu S. and Viczai P. Motivations and Perceptions of Students of Russian and French towards the Languages at the University of Ghana //Journays Through the Modern Languages at the University of Ghana. / Josephine Dzahene-Quarshie, Ildiko Csajbok-Twerefou, Joanna Boampong (Eds.). – University of Ghana, Ayebia Clarke Publishing Limited, 2014. – Pp. 31-46.
  13. Demuyakor J. Coronavirus (COVID-19) and online learning in higher institutions of education: A survey of the perceptions of Ghanaian international students in China // Online Journal of Communication Media Technologies. – 2020. – №10(3). - Article e202018.
  14. Geckil E. E. Competency based language teaching. – 2010. – Mode of access: [http://www.slideshare.net/eegeckil/competency-based-language-teaching-6211502?next\\_slideshow=1](http://www.slideshare.net/eegeckil/competency-based-language-teaching-6211502?next_slideshow=1)
  15. Guisepi R. The History of Education International World History Project World History from the Pre-Sumerian Period to the Present // A Collection of World History Related Essays, Documents, Maps and Music. 2014. – Mode of access: [http://history-world.org/history\\_of\\_education.htm](http://history-world.org/history_of_education.htm)
  16. Jeffs T., Smith M. K. What is informal education? // The encyclopaedia of informal education. – 1997, 2005, 2011. – Mode of access: <http://infed.org/mobi/what-is-informal-education/>

17. Kaaya P.B. The Importance of Competency Based Education and Training (CBET) on Industrial Performance in Tanzania // TVET Institutions and Industries Collaborations Conference Programme, 12th October 2012, Arusha Tanzania. – Mode of access: [http://www.academia.edu/3346115/THE\\_IMPORTANCE\\_OF\\_COMPETENCY\\_BASED\\_EDUCATION\\_AND\\_TRAINING\\_CBET\\_ON\\_INDUSTRIAL\\_PERFORMANCE\\_IN\\_TANZANIA](http://www.academia.edu/3346115/THE_IMPORTANCE_OF_COMPETENCY_BASED_EDUCATION_AND_TRAINING_CBET_ON_INDUSTRIAL_PERFORMANCE_IN_TANZANIA)
18. Katsaounis N., Steinmüller U. Languages for specific purposes in medicine and healthcare in times of the Covid-19 pandemic: Reflections on usage-based teaching // Training, Language and Culture. – 2021. - № 5(3). – Pp. 29-40. doi: 10.22363/2521-442X-2021-5-3-29-40
19. Kouwenhoven W. Competence-based Curriculum Development in Higher Education: a Globalised Concept? // Technology Education and Development, Aleksandar Lazinica and Carlos Calafate (Eds.), InTech, 2009. – Mode of access: <http://www.intechopen.com/books/technology-education-anddevelopment/competence-based-curriculum-development-in-higher-education-a-globalised-concept>
20. Maican M.-A., Cocorada E. Online Foreign Language Learning in Higher Education and Its Correlates during the COVID-19 Pandemic. // Sustainability. – 2021. – №13(2). – P. 781. <https://doi.org/10.3390/su13020781>
21. Malyuga E. Exploiting the potential of ICT: assessment of students' knowledge // SGEM2016. Bulgaria, Albena, 2016. – Book 1. – Vol. 3. – Pp. 319-326.
22. Mendenhall R. What Is Competency-Based Education? – 2012. – Mode of access: [http://www.huffingtonpost.com/dr-robert-mendenhall/competency-based-learning-\\_b\\_1855374.html](http://www.huffingtonpost.com/dr-robert-mendenhall/competency-based-learning-_b_1855374.html)
23. National Education Association Research Regarding World Language Education. The Benefits of Second Language Study, Research Findings with Citations. – 2007. – Mode of access: <https://portal.ct.gov/-/media/SDE/World-Languages/BenefitsofSecondLanguage.pdf>
24. Poor Z., Morvai E., Enyedi A., Majorosi A. Idegen nyelvi kompetenciaterulet. SuliNova Kozoktatas-fejlesztési es Pedagogus-tovabbkepzési Kht. – 2005. – Mode of access: <https://adoc.pub/idegen-nyelvi-kompetenciaterlet.html>

25. Smith M. K. What is non-formal education? // The encyclopaedia of informal education. – 2001. – Mode of access: <http://infed.org/mobi/what-is-non-formal-education/>
26. Wongnaa C.A., Boachie, W.K. Perception and adoption of competency-based training by academics in Ghana // IJ STEM. – 2018 – Ed 5. – P. 52. – Mode of access: <https://doi.org/10.1186/s40594-018-0148-x>

#### References

- American Council on the Teaching of Foreign Language. (2010). Maximum Class Size. Retrieved from <http://www.actfl.org/news/position-statements/maximum-class-size-0> Accessed: 22.01.2015.
- Amonoo, R. F. et. al. (2014). A Historical Appraisal of the Department of Modern Languages and the Department of French. In Josephine Dzahene-Quarshie, Ildiko Csajbok-Twerefou, Joanna Boampong (Eds.), *Journeys Through the Modern Languages at the University of Ghana*, (pp. 9-30). University of Ghana, Ayebia Clarke Publishing Limited.
- Anane, Caroline Aba. (2013). Competency Based Training: Quality Delivery for Technical and Vocational Education and Training (TVET) Institutions. *Educational Research International*, 12, 2.
- Ariyan, M. A. (2021). Razvitie kriticheskogo myshlenija uchashhihsja v kontekste razvivajushhego podhoda k obucheniju inostrannym jazykam [Developing Critical Thinking in Students within the Context of the Developmental Approach to Foreign Language Teaching]. *Bulletin of the Nizhny Novgorod State Linguistic University. N. A. Dobrolyubova*, 55, 128-141.
- Boateng, K., & Ofori-Sarpong, E. (2002). An analytical study of the labour market for tertiary graduates in Ghana. *World Bank/National Council for Tertiary Education and National Accreditation Board Project Report*, 278200–1099079877269.
- COTVET quarterly newsletter*. (December 2010). Volume 2. Issue 1. December 2010.
- Csajbok-Twerefou, I. (2010). The Role of Films in the Teaching of Foreign Languages. *Legon Journal of the Humanities*, 21, 51-75.
- Csajbok-Twerefou, I. (2012). Glokalizacija kak rezul'tat dialogov kul'tur [Glocalization – a result of dialogues of cultures]. *Translatologia*

- Pannonica. Journal of the Research Centre for Translation Studies, Faculty of Humanities, University of Pecs, 1*, 118-128.
- Csajbok-Twerefou, I., Chachu, S., & Viczai, P. (2014). Motivations and Perceptions of Students of Russian and French towards the Languages at the University of Ghana. In Josephine Dzahene-Quarshie, Ildiko Csajbok-Twerefou, Joanna Boampong (Eds.), *Journeys through the Modern Languages at the University of Ghana*, (pp. 31-46). University of Ghana, Ayebia Clarke Publishing Limited.
- Csajbok-Twerefou, I. (2022). Trudnosti i ocenka distancionnogo obuchenija ruskomu jazyku v Universitete Gany [Challenges and Assessment of Online Teaching and Learning of the Russian Language in the University of Ghana]. *LUNN Bulletin, 1* (57) 182–198.
- Demuyakor, J. (2020). Coronavirus (COVID-19) and online learning in higher institutions of education: A survey of the perceptions of Ghanaian international students in China. *Online Journal of Communication Media Technologies, 10*(3), e202018.
- Geckil, E.E. (2010). *Competency based language teaching*. Retrieved from [http://www.slideshare.net/eegeckil/competency-based-language-teaching-6211502?next\\_slideshow=1](http://www.slideshare.net/eegeckil/competency-based-language-teaching-6211502?next_slideshow=1) (accessed: 23.01.2015).
- Godzhaeva, N. S., & Tochilina, Yu. N. (2020). Peculiarities of Teaching of Foreign Languages in Conditions of Universal Distance Learning at Kemerovo State University: Problems, Experience, Prospects. In J.V. Murzina (Ed.), *Questions of education and psychology*, (pp. 73–82). Cheboksary: Publishing House "Sreda", 2020. Retrieved from [https://phsreda.com/ru/article/97270/discussion\\_platform](https://phsreda.com/ru/article/97270/discussion_platform) Accessed: 23.12.2021.
- Guissepi, R. (2014). *The History of Education International World History Project World History from The Pre-Sumerian Period to The Present A Collection of World History Related Essays, Documents, Maps and Music*. Retrieved from: [http://history-world.org/history\\_of\\_education.htm](http://history-world.org/history_of_education.htm) (accessed: 9.07.2014).
- Jeffs, T., & Smith, M. K. (1997, 2005, 2011). ‘What is informal education?’ *The encyclopaedia of informal education*. Retrieved from <http://infed.org/mobi/what-is-informal-education/> (accessed 14.06.2014).

- Kaaya, P. B. (2012). The Importance of Competency Based Education and Training (CBET) on Industrial Performance in Tanzania. Conference paper, presented at the TVET Institutions and Industries Collaborations Conference Programme, 12th October 2012, Arusha Tanzania. Retrieved from [http://www.academia.edu/3346115/the\\_importance\\_of\\_competency\\_based\\_education\\_and\\_training\\_cbet\\_on\\_industrial\\_performance\\_in\\_tanzania](http://www.academia.edu/3346115/the_importance_of_competency_based_education_and_training_cbet_on_industrial_performance_in_tanzania) (accessed 30.05.2014).
- Katsaounis, N., & Steinmüller, U. (2021). Languages for specific purposes in medicine and healthcare in times of the Covid-19 pandemic: Reflections on usage-based teaching. *Training, Language and Culture*, 5(3), 29-40. doi: 10.22363/2521-442X-2021-5-3-29-40
- Kouwenhoven, W. (2009). Competence-based Curriculum Development in Higher Education: a Globalised Concept? In Aleksandar Lazinica and Carlos Calafate (Ed.), *Technology Education and Development*, InTech. Retrieved from <http://www.intechopen.com/books/technology-education-anddevelopment/competence-based-curriculum-development-in-higher-education-a-globalised-concept> (accessed 14.06.2014).
- Levina, L. M. (2018). Rol' chitatel'skoj kompetentnosti v samostojatel'noj rabote studenta v kontekste modernizacii vysshej shkoly. [The role of reading competence in the student's independent work in the context of the modernization of higher education]. *Bulletin of the Nizhny Novgorod State Linguistic University after O.N. Dobrolyubov*, 41, 189-203.
- Maican, M.-A., & Cocorada, E. (2021). Online Foreign Language Learning in Higher Education and Its Correlates during the COVID-19 Pandemic. *Sustainability*, 13(2), 781. Retrieved from <https://doi.org/10.3390/su13020781> (accessed: 23.3.2022).
- Malyuga, E. (2016). Exploiting the potential of ICT: assessment of students' knowledge. *SGEM2016 Proceedings*, 1(3), 319-326.
- Mendenhall, R. (2012). What Is Competency-Based Education. Retrieved from [http://www.huffingtonpost.com/dr-robert-mendenhall/competency-based-learning-\\_b\\_1855374.html](http://www.huffingtonpost.com/dr-robert-mendenhall/competency-based-learning-_b_1855374.html) Posted: 09.05.2012 12:24 pm. (accessed: 30.5.2014).
- National Education Association Research Regarding World Language Education. (2007). The Benefits of Second Language Study,

Research Findings with Citations. Retrieved from <https://portal.ct.gov/-/media/SDE/World-Languages/BenefitsofSecondLanguage.pdf> (accessed: 22.07.2021).

- Poor, Z., Morvai, E., Enyedi A., & Majorosi, A. (2005). *Idegen nyelvi kompetenciaterulet. SuliNova Kozottatas-fejlesztési es Pedagogs-tovabbkepzesi Kht*. Retrieved from <https://adoc.pub/idegen-nyelvi-kompetenciaterlet.html> (accessed: 22.01.2015).
- Smith, M. K. (2001). 'What is non-formal education?' *The encyclopaedia of informal education*. Retrieved from <http://infed.org/mobi/what-is-non-formal-education/> (accessed 14.06.2014).
- Wongnaa, C.A., & Boachie, W.K. (2018). Perception and adoption of competency-based training by academics in Ghana. *IJ STEM Ed*, 5, 52. Retrieved from <https://doi.org/10.1186/s40594-018-0148-x> (accessed: 07.07.2021).