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## **IMPLEMENTATION OF COMPETENCE-BASED LEARNING IN LANGUAGE ACQUISITION**

**Summary:** Competence-based learning (CBL) is a learning framework that language learners acquire a language based on their demonstration of knowledge. The approach shows learners to learn a target language at their own pace and concentrate more on command of foreign language and skills. It ensures that learners acquire knowledge and achieve mastery of a specific level.

**Key words:** Competence-based learning, language acquisition, mastery, skill. Defining CBL

Competence-based learning (CBL) is accomplished in a second language acquisition (SLA) commonly in an educational system in the world. It is considered a sort of education based on “competencies” which demonstrated knowledge of foreign language learner (FLL). Some researchers claim that competence-based learning is traditional methods of assessment in SLA.

In education CBL is a framework which can illustrate language learner’s skills and knowledge so as to reach competence. Instructor assess their learners with various competencies in various educational points and also provide with feedback continuously. Competency-based learning or competency-based education can refer to connections of instruction, including assessment, grading, academic reporting which play an integral role in the development of learners language development. Also, CBL is used to depict learners learned knowledge, skills which are supposed to achieve. CBL is widely accomplished in educational institutes to state learning standards which are main parts of academic expectations. The primary goal of CBL is to ensure that students are learning the knowledge and skills which are important to their future life, career, professional development. Competency-based learning (CBL) involves redefining program, classroom, and

experiential education objectives as competencies or skills and focusing course work on competency development (Brumm, Mickelson, Steward, & Kaleita, 2006).

CBL has different forms in reality which diversify dramatically between education institutions, in other words there is no exact model or sample to use. Each educational institute design own CBL systems which cover systems, models or strategies.

In this educational framework students are directed to acquire what they are expected to learn, consequently educators are provided with more detailed information about learners learning progress which is important to figure out more precisely academic strengths and weakness. Academic progress is reported according to learning standard in CBL which parents and instructors know precisely what knowledge or skill learners have learned or struggled with.

The term of competence-based learning focuses on main 3 key elements: learner-centric, differentiation and learning outcomes.

- a) Learner-centric. Initially, CBI focuses on individual learners. It suggests each language learner the chance to enhance skills and acquire knowledge at their own pace. Besides that, it helps to create collaborative learning as learners may work and learn together. CBI is beyond following time restrictions and creates diverse opportunities for designing learning environment.
- b) Outcome-based. Besides being learner-centric, the concept of CBI always starts with ensuring the learning outcomes. Teachers define some risks in learners' progress in achieving success and supports them with preventable measures.
- c) Differentiated. It ensures in CBI identifying and modifying to meet the overall needs of learner. Moreover, it includes learners' communications, interventions and support.

The number of credits is vital in educational institutes so as to know academic proficiency of student. Building a bridge between the educational paradigm that depends on traditional credit hour measures of student achievement and the learning revolution can be found in competency based approaches (R. Voorhees, 2001). The purpose of finding out that specific articulations of competencies is to inform and analyze the course or program and institutional level. Moreover, particular competencies support educational administration and stakeholders, including employers and policy-makers to have information about undergraduates have to master. Finally, specific competencies provide directions for designing learning experiences and assignments that will help students gain practice in using and applying these competencies in different contexts. (NCES, 2002, p. vii).

Here are some 5 main core principles of CBI:

1. Equity is implemented which each student is given what he needs to achieve. Learners are given the same instruction based on their personal strengths and weaknesses. Also, CBL helps to create an opportunity for inclusive education in order to be respected the inclusive children.

2. Classes emphasize measurable competencies that help to build skills for life. Focus is given practical understanding of learners. In order words main competencies can be measured based on grasping of key points, applying skill of problems, mastery of relevant skills.

3. Students are given an opportunity to get an individual support. Instructors work with learners through their various weaknesses and support them according to their strengths, each learner acts on a unique path which delivers to success.

4. Students move forward when they show improvement. With the support of different assessment reporting, teachers understand the level of each student. When learners depict a clear understanding of the topic what they have acquired on that topic, it is time to enhance their language skill.

5. Teacher evaluates for improvement . There are mainly 3 types of assessments which are used for CBI: 1)formative assessments which helps to teachers where their students are and adjust their learning way. 2)Authentic assessments which are acquiring knowledge for students and apply in real world condition. Furthermore, learners can enhance skills what they need in in the future. 3)Digital content assessment which includes different technical devices in the classroom. Software devices are supporters for teachers to report learners progress and analyze them afterwards.

There are some advantages and disadvantages of applying CBL in a classroom for educators. When it comes to advantages CBL is flexible for all learners in an audience without taking into account their learning background and academic literacy levels. Also, bias is deleted and also equity is reached. Students are guided how to be better learners in order to take responsibility for their education. When it comes to disadvantages of CBL determination of key competencies for each student is important which might cause some difficulties. Furthermore, assessment criteria should be more interactive as well as creative and instructors have to be aware of student's progress constantly and ready to help who has issues with grasping the topic.

## **Conclusion**

CBL is a student-centered model which helps students improve and illustrate mastery over a topic, creates equity and inclusivity. Also, it helps students with various language and knowledge backgrounds, literacy levels and other related aptitudes.

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