

# RELANG in Albania



# Foreign Languages taught in PUE

## English-French-German-Italian

Grade	1	2	3	4	5	6	7	8	9	10	11	12
L1 -English (classes per week)	2	2	3	3	3	3	3	3	3	3	3	3
L2 (classes per week)						2	2	2	2	2	2	2

Age 6

Age 11



# L1- Levels

levels grade	Pre A1	A1	A2	A2+	B1	B1+	B2
Grade 12							MATURA EXAM
Grade 11							
Grade 10							
Grade 9				BASIC EDUCATION EXAM			
Grade 6-8							
Grade 3-5							
Grade 1-2							



# L2 -Levels

Grade \ levels	A1	A2		A2+
Grade 10-12				
Grade 6 -9				



# Language Education Policy Profile process

- is assistance to countries from Language Policy Division of CoE.
- helps countries analyze their Language Education Profile
- is self evaluation.
- differs from country to country based on the needs they have.



# The steps

- National authorities prepare the country report.
- CoE sets a group of experts based on the country needs.
- The reporter of the group of experts drafts the LEPP.
- The draft is discussed by both teams.
- Once agreed, the LEPP is launched.
- LEPP becomes the main policy document for languages.



# Why LEPP (Language Education Policy Profile) in Albania? 2015-2017

According to the Country Report, Albania had four principal objectives in requesting the Council of Europe's assistance in developing a Language Education Policy Profile

- To strengthen the plurilingual and multicultural profile of Albania
- To support the development of clear policies for language learning, teaching and **assessment** in Albania
- To elaborate curricula in compliance with European standards and Albania's situation
- To set priorities for the professional development of language teachers



# Why RELANG

- The request was made in the context of the curriculum reform following the national strategies for the improvement of the educational system by the Ministry of Education and Sports.
- Competence based curricula (7 key competences)
- Language curricula based on the communicative competence.
- A great need to relate the language tests to the CEFR





# RELANG 1 - 2018

- <https://www.ascap.edu.al/lidhja-testeve-dhe-provimeve-te-gjuheve-te-huaja-me-kuadrin-e-perbashket-europian-te-references-per-gjuhet-cefr/>
- Module 4: Relating existing tests and examinations to the CEFR
- Number of participants: 25
- policy makers, teachers, teacher trainers, curriculum developers, item writers for FL exams in English, French, German, and Italian.
- Organized by IZHA (ASCAP)



# Aims of workshop

- **raising the awareness** of language testers and examiners, item writers and curriculum developers, policy makers of the need to relate existing tests and examinations to the CEFR as a must for quality assurance in assessment and national exams.
- **introducing the principles** of valid and reliable language testing in relation to the CEFR model of language use, as well as to the principles of linking examinations to the CEFR.
- Developing support materials National Examination Agency (NEA).



# Follow up

A team was set up to:

- train teachers and teacher trainers on how to link the whole process of assessment to the CEFR
- assist and train teachers in writing tests for their students based on descriptive scheme and proficiency levels of the CEFR
- support CES to adopt tests and Examinations in relation to CEFR
- design tests templates in relation to the CEFR for school and classroom use





2000+ language teachers introduced to the principles of valid and reliable language testing in relation to the CEFR



# RELANG 2 - 2019

- [https://www.facebook.com/ASCAP2020/posts/pfbid031uNZ4vV4a6ZMnMca2pNHJeRsVafu3C6wVgWC1PcVQZ4b54D6fCtuMr6zikURFwhDI?\\_cft\\_\\_\[0\]=AZXceAW9RS1bleDDaGRFKYHkomoDqCqgsdufmjRTEZsauNpChXU9aRRitmVK3Oicsu\\_d8qXDDL6rU6af4-y5mKM5xx\\_8TWSRW-PksyvfK4q5GhxSWdjrUiZetGDVmhQLEgg&\\_tn\\_=%2CO%2CP-R](https://www.facebook.com/ASCAP2020/posts/pfbid031uNZ4vV4a6ZMnMca2pNHJeRsVafu3C6wVgWC1PcVQZ4b54D6fCtuMr6zikURFwhDI?_cft__[0]=AZXceAW9RS1bleDDaGRFKYHkomoDqCqgsdufmjRTEZsauNpChXU9aRRitmVK3Oicsu_d8qXDDL6rU6af4-y5mKM5xx_8TWSRW-PksyvfK4q5GhxSWdjrUiZetGDVmhQLEgg&_tn_=%2CO%2CP-R)
- Constructing valid language tests and examinations based on the CEFR and its Companion Volume
- Number of participants: 25
- policy makers, teachers, teacher trainers, curriculum developers, item writers for FL exams in English, French, German, and Italian.
- Organized by IZHA (ASCAP)



# Aims of the workshop

- **further support item writers**, curriculum developers, teacher trainers and teachers in constructing valid tests and exams based on CEFR and its Companion Volume as a must for quality assurance in assessment and national exams.
- **developing their own items** and be assisted to construct test models and templates referring to CEFR.
- Developing support materials and adopting to the specific needs of the Centre for Education Services (CES).



# Follow up

2018

- Basic Education Exam (BEE)- A2
- State Graduation Exam (SGE)- B2

Reading comprehension	Use of language	Writing
40%	40%	20%

2019

- Basic Education Exam (BEE)- A2
- State Graduation Exam (SGE)- B2
- Real life tasks

Reading comprehension	Use of language	Writing
50%	28%	22%



# RELANG 3 - 2021

[https://www.facebook.com/ASCAP2020/posts/pfbid027Uk7b1Wo4qKhFUgWWzNw26C97PuuxLxQjGY2mRTwKvXQE1CzwagqC1TLsRyQcAGCI?\\_cft\\_\[0\]=AZVSfPrKAF-DGdXMI\\_AkVngZmMa6S1-AvTZ2KTyizTqJiWAAGuRUFOz20TpHhP0LnneHzlspBD8z6ptFVvu2isF2sEsX\\_FeX-IS-hCcX8ydf2m7yYANN\\_anTpUGY3V9C9Ks&\\_tn\\_=%2CO%2CP-R](https://www.facebook.com/ASCAP2020/posts/pfbid027Uk7b1Wo4qKhFUgWWzNw26C97PuuxLxQjGY2mRTwKvXQE1CzwagqC1TLsRyQcAGCI?_cft_[0]=AZVSfPrKAF-DGdXMI_AkVngZmMa6S1-AvTZ2KTyizTqJiWAAGuRUFOz20TpHhP0LnneHzlspBD8z6ptFVvu2isF2sEsX_FeX-IS-hCcX8ydf2m7yYANN_anTpUGY3V9C9Ks&_tn_=%2CO%2CP-R)

- Constructing valid language tests and examinations based on the CEFR and its Companion Volume (listening & speaking)
- Number of participants: 25
- policy makers, teachers, teacher trainers, curriculum developers, item writers for FL exams in English, French, German, and Italian.
- Organized by ASCAP





# Aims of the workshop

- introducing the principles of valid and reliable language testing (**listening and speaking elements**) in relation to the CEFR model of language use as well as to the principles of linking examinations to the CEFR and its Companion Volume.
- developing their own items and be assisted to construct test models and templates referring to CEFR.
- Developing support materials and adopting to the specific needs of the Centre for Education Services (CES).



# Follow up

- Real life items prepared.
- Reflected the recommendations of experts.
- Policy makers agree that including listening and speaking in exams has become imperative.
- Italian Bilingual Section introduced the listening and speaking as part of the exam.



# RELANG 4 -2022

- Constructing valid language tests and examinations based on the CEFR and its Companion Volume (listening & speaking)
- Number of participants: 25
- policy makers, teachers, teacher trainers, curriculum developers, item writers for FL exams in English, French, German, and Italian.
- Organized by QSHA (CES)



# Aims of the workshop

- **further support item writers**, curriculum developers, teacher trainers and teachers in constructing valid tests and exams ( **listening and speaking**) based on CEFR and its Companion Volume as a must for quality assurance in assessment and national exams.
- **developing their own items** and be assisted to construct test models and templates referring to CEFR.
- developing support materials and adopting to the specific needs of the Centre for Education Services (CES).





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# Looking forward

- Relating locally developed tests of foreign languages to the CEFR has become an imperative.
- Developing reliable testing tools and disseminating good practices among language teachers.
- Further reviewing the currently used tests of foreign languages in the light of the recommendations of the workshops.
- Encouraging the initiative to include the tests of listening and speaking into the national examination of foreign language as another important step towards the increase of examination quality;
- Developing new format of examinations, containing four skills,
- Standard setting of listening items and benchmarking of locally produced speaking samples



Thank you – Faleminderit!

