



# ALBANIAN LANGUAGE EDUCATION POLICY PROFILE

In partnership with the Council of Europe

*Information Leaflet*

Ministry of Education and Sport  
Directorate of Pre-university Education  
[www.mas.gov.al](http://www.mas.gov.al)

Council of Europe  
Language Policy Unit  
[www.coe.int/lang](http://www.coe.int/lang)

## **What is the Language Education Profile?**

The Language Policy Unit of the Council of Europe offers expert assistance to member states wishing to reflect on their language education policy.

The main aim is to provide member states with the opportunity to engage in a self-assessment process about their language policy in keeping with the Council of Europe principles, with a major focus on the developments of language policies in the future.

The process of the Language Profile takes into account all the languages on offer in the education system, the language of schooling, modern languages and minority languages.

The development of a language profile does not mean an external evaluation of the system. It is considered as a reflection process for the authorities, including the civil society, in cooperation with the Council of Europe experts who serve as facilitators in this process.

This undertaking for developing the language profile is also closely related to the reforms under way in the field of education, as it is the case in our country.

This process goes through several interrelated phases:

- The preparation of the country report by the authorities which describes and evaluates the language education policy and underscores new initiatives to be taken or planned in this field.
- Study visit of the Council of Europe experts.
- A round table or another forum where reflection on both report will take place.
- The production of the Language Education Profile by the Council of Europe in close cooperation with the authorities.

## **Why was this initiative undertaken?**

Within the framework of the thorough and comprehensive reforms under way in the education system, the Ministry of Education and Sport took this initiative in the belief that foreign languages play an important part in the education system.

Albanian basic and high education are under a thorough and complex reformation process. Language education and foreign language communication are one of the priority fields. This reform requires well-set and clear standards and professional teachers who will take language teaching and learning into higher levels of quality.

Currently, there is no official document providing a clear picture of the foreign language learning and teaching in Albania.

At different periods, the MoES has taken initiatives for the evaluation of specific elements such as, curricula and teacher training, or evaluation for a specific language, but not a complete and thorough analysis and self-assessment of the whole foreign language situation in the country.

Considering the importance of this document and the need our education system has for it, the MoES asked for the assistance of the Council of Europe as an institution with extensive

experience in this field and an important partner in the development of education in our country, especially in the field of foreign languages.

## **The structure of the Country Report**

Its structure was determined during the first official meeting between the MoES and the Council of Europe September 2015. Priority areas for the MoES were discussed during the meeting and they were also complemented by the remarks made by the Council of Europe experts. The proposed and approved structure covers all aspects of the language development in the country in the last twenty years, focusing on the key elements of the foreign languages, language developments in line with the country reforms, as well as Council of Europe recommendations, without overlooking the new developments such as Albanian sign language. The document will include the following five chapters:

### **I. INTROCUCTION**

- 1.1. Rationale for Language Education Policy Profile
- 1.2. Geographic position and population

### **II. CURRENT SITUATION IN ALBANIA**

- 2.1. Education system in Albania
  - 2.1.1. Legal framework of Albanian education system
  - 2.1.2. Formal education
  - 2.1.3. Adult education in Albania
- 2.2. Language Education in Albania
  - 2.2.1. Language of schooling and native language
  - 2.2.2. Foreign languages in Albania (First and Second Language)
  - 2.2.3. Foreign language in higher education
  - 2.2.4. Albanian sign language
  - 2.2.5. Minority languages

### **III. PLURILINGUALISM AND MULTICULTURALISM**

- 3.1. Cooperation with Council of Europe
  - 3.1.1. The Language Policy Unit (CEFR and ELP)
  - 3.1.2. The European Centre for Modern Languages (ECML)
- 3.2. Cooperation with Partners (Embassies and other bodies)
- 3.3. Cooperation with Phancophone Bodies
- 3.4. Education for citizenship in a multicultural environment

### **IV. CURRICULA**

- 4.1. Historical overview on curricula development
- 4.2. Early language learning
- 4.3. Pre-university foreign languages curricula changes
- 4.3. Quality in foreign language learning
- 4.5. Assessment
- 4.6. Language education and information technology innovations

### **V. TEACHER EDUCATION**

- 5.1. Historical background
- 5.2. Pre-service teacher education

### 5.3. In-service teacher education

### 5.4. Measures to improve teacher's linguistic and cultural competence

#### Who is drafting the Country Report

The Ministry of Education and Sport has set up a working group made up of three senior university professors who have experience in the field of teaching methodology and teacher training, but also in the drafting of important documents in the field of foreign languages.

The working group is preparing a descriptive report of the situation of language teaching and learning in Albania and it will also highlight the future challenges in the language education.

The members of the working group are:



**Prof. Dr. Andromaqi Haloçi**

Prof. Dr. Andromaqi HALOÇI is a senior professor in the Department of French Language, at the Faculty of Foreign Languages, University of Tirana.

She has an extensive experience in French language teaching at university, in pre-service and in-service teacher training in Albania. Her research area includes foreign language didactics and she has written a number of articles and monographs in this field. She has also delivered many papers in international scientific conferences.

She has also participated in cooperation project with the MoES and with universities within Albania and abroad. She was one of the authors of the National Curricula for Modern Languages and author of many study programs.

She has translated the CEFR into Albanian and has organised seminars to help the teachers implement the document.

She is also co-author and head of the working group which drafted the ELP for age 11-13, and the ELP for university students in Albanian, already accredited by the CoE.



**Dr. Mihallaq ZILEXHIU**

He is a senior lecturer of *Didactics* and *Psycholinguistics*, at the Department of German Language, the Faculty of Foreign Languages, University of Tirana. Previously, he has worked as a teacher of French language in Berat. He has also worked as a teacher in Waldorf school in Wisbaden, Germany. He was a member of the working group on the design and development of pre-university modern languages curricula in 2000. He is author of scientific articles, mainly in the field of didactics.



**Dr. Albert SHEQI**

He is a lecturer of *English through Prose, Introduction to Theory of Literature* and *Modern American Literature*, at the Department of English Language, at the Faculty of Foreign Languages, University of Tirana. Previously, he has also worked as a teacher of English language and ESP. He was a member of the Albanian experts team which produced the Baseline Study on English Language Teaching in Albania in 2003. He is author of scientific and research articles, mainly in the field of English language teaching and American Literature.

### **Who are the Council of Europe experts cooperating in this process?**

The Council of Europe emphasises that the European linguistic diversity must be protected because it promotes social cohesion, mobility, understanding and economic development. The linguistic diversity also provides vital support for the European cultural diversity.

The aims of the study visit (9-13 May 2016) are meetings and exchanges of opinions with authorities and stakeholders in the field of languages. To achieve this aim, an exhaustive programme of meetings has been prepared by the MoES for the Council of Europe team.

The Council of Europe team is composed, on one hand, by international experts selected by the Language Policy Unit which coordinates this activity (a Rapporteur and three team members), and two Council of Europe representatives. This team will assist our country and develop the Language Education Policy Profile in close co-operation with the MoES.

### **COUNCIL OF EUROPE EXPERTS**



**Prof David Little**  
**Rapporteur**  
Ireland

He was director of the Centre for Language and Communication Studies at Trinity College Dublin from 1979 to 2005 and head of the School of Linguistic, Speech and Communication Sciences from 2005 to 2008, when he retired. His principal research interests, on which he has published widely, are: the theory and practice of learner autonomy in second and foreign language education; the exploitation of linguistic diversity in schools and classrooms; and the use of the *Common European Framework of Reference for Languages* to support the design of second language curricula, teaching and assessment. He has contributed to the Council of Europe's work in language education since the 1980s and played a leading role in the implementation of the European Language Portfolio at European level.

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**Dr Harry KuchahKuchah**  
Cameroon/UK

He is a Lecturer in Applied Linguistics and TESOL at the University of Bath in the UK. Previously he worked for 16 years as a teacher, teacher trainer, and policy maker for bilingual education (English and French) in Cameroon and later, as a teaching fellow at the Universities of Warwick and Sheffield in the UK. He has also been involved in developing language materials as well as teacher development and research projects in countries in Central, West and Southern Africa, South East Asia and Europe. Harry's research interests include Teaching Foreign Languages to Young Learners, Teaching in Difficult Circumstances, English Medium Instruction and Teacher Development. He recently received TESOL International Association's 'Up and coming' Award for leadership in English language education research.

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**Prof Heike Speitz**  
Norway

She is a professor of language education at the University College of Southeast Norway. Her main research interests include plurilingualism, early language learning, learner autonomy, and language teacher education (pre-service and in-service). She has extensive experience in educational research and development as well as in teaching English and foreign languages at upper secondary/college level in Norway. Since 2003, she has been involved in Council of Europe work in language education, including the *Language Education Policy Profile* for Norway and the development and implementation of two *European Language Portfolios*.

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**Dr. phil. Eike Thürmann**  
Germany

Retired head of the curriculum and quality evaluation division in the Ministry of Education (North Rhine-Westphalia, Germany); part-time lecturer at the Ruhr-University Bochum and at the Karl-Franzens-Universität Graz; member of the advisory board of the Central Agency for German Schools Abroad; contributed to several projects managed by the Council of Europe's language policy Unit, in particular the "European Language Portfolio". Present main concern: subject literacies and the language(s) of schooling.

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