



Languages Other Than English

STUDY DESIGN

Albanian

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

Albanian

The following agencies have contributed to this document:

Board of Studies, New South Wales
Board of Studies, Victoria
Curriculum Council of Western Australia
Northern Territory Board of Studies
Senior Secondary Assessment Board of South Australia
Tasmanian Secondary Assessment Board

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Board of Studies
41 St Andrews Place
East Melbourne VIC 3053

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Edited by Scott Robinson
Designed by Geoff Coleman
Desktop publishing by Julie Coleman

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Languages Other Than English: Albanian

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IMPORTANT INFORMATION

Accreditation period

Units 1–4: 2002–2011

Accreditation period ends 31 December 2011

Other sources of information

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

THE LANGUAGE

The language to be studied and assessed is the modern standard version of Albanian.

RATIONALE

The study of Albanian contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of Albanian-speaking communities and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Albanian is spoken by people living in Albania and several million Albanians living in Kosova, Macedonia, Montenegro and Italy.

The ability to communicate in Albanian may, in conjunction with other skills, provide students with enhanced vocational opportunities in fields such as interpreting, translating, social services, trade, commerce and education.

AIMS

This study is designed to enable students to:

- use Albanian to communicate with others;
- understand and appreciate the cultural contexts in which Albanian is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Albanian and English, and/or other languages;
- apply Albanian to work, further study, training or leisure.

STRUCTURE

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

*INTRODUCTION***ENTRY**

Albanian is designed for students who will, typically, have studied Albanian for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCE Bulletin*. The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

MONITORING FOR QUALITY

The Board of Studies will, from time to time, undertake an audit of Albanian to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION TECHNOLOGY

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

COMMUNITY STANDARDS

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should note that they will need to seek registration as a training provider, or to enter into an agreement with a registered training provider able to offer the module outcomes to students on their behalf. For further information, contact the Office of Post Compulsory Education, Training and Employment (PETE).

The school-assessed coursework component of this study is designed to allow the integration of tasks required in Modules 2A and 2B of the *National TAFE Language Course Stage One**. The outcomes for Module 2A relate most closely to Units 1 and 2; the outcomes for Module 2B relate most closely to Units 3 and 4.

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 52–55.

Students who successfully meet all of the outcomes required for Module 2A will be eligible to receive from their registered provider a Certificate II in Applied Languages. Students who meet all of the outcomes required for Module 2B will be eligible to receive a Certificate III in Applied Languages.

It is important to note that there are significantly more outcomes to be met in both Modules 2A and 2B than in VCE Units 1 and 2, and in Units 3 and 4, respectively. Although there is considerable scope for several of the module outcomes to be incorporated into one VCE assessment task, it is possible that (unless the student has completed some of the module outcomes previously) a number of additional assessment tasks (beyond the eight required for VCE Units 1 and 2, and six required for VCE Units 3 and 4) will be required, if the student is to achieve them all for the purposes of VET certification.

Schools might therefore wish to consider incorporating outcomes from Module 2A into Year 10 programs as well as into VCE Unit 1, and outcomes from Module 2B into VCE Unit 2 tasks, in addition to tasks in Units 3 and 4.

No additional enrolment procedure is required for students wishing to follow this VET option. It is important to note, also, that students who successfully complete the outcomes for Modules 2A and/or 2B will not receive any additional credit for satisfactory completion of the VCE, or for the calculation of the ENTER.

**National TAFE Language Course: Stage One; Generic Curriculum*, ACTRAC Products, 1994, available from Australian Training Products (tel: 03 9630 9836)

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In Albanian the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent.

Areas of study

Units 1–4: Common areas of study

The areas of study for Albanian comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

- The individual
- The Albanian-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 23 and 24.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Albanian-speaking communities	The changing world
<ul style="list-style-type: none"> • Personal identity <i>For example, my memories, adolescence, my ambitions, personal opinions and values.</i> • Relationships <i>For example, relationships with family and friends, school/work relationships.</i> • Education and aspirations <i>For example, student exchange, school experience, part-time work.</i> 	<ul style="list-style-type: none"> • Lifestyles <i>For example, rural and urban life, teenage life, comparisons between Albanian communities, leisure pursuits.</i> • History and traditions <i>For example, different religions, festivals and special celebrations, famous people, migration, significant events.</i> • Arts and entertainment <i>For example, films, contemporary music, the media, literature.</i> 	<ul style="list-style-type: none"> • Family life <i>For example, youth issues, the role of men and women, family expectations, family unit.</i> • The world of work <i>For example, job prospects, unemployment, the business world, technology.</i> • The environment <i>For example, endangered animal species, pollution, recycling, natural resources, impact of tourism.</i>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program.

Advertisement	Interview	Profile
Announcement	Invitation	Recipe
Article*	Itinerary	Report*
Conversation*	Journal/diary entry*	Review*
Chart	Map	Song
Discussion*	Menu	Story/narrative account*
Email letter	Note/message*	Summary
Film	Play	Survey
Formal letter*	Poem	Table
Informal letter*	Postcard*	Text of a speech/talk*

KINDS OF WRITING

The student is expected to be familiar with, and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 31.

GRAMMAR

The student is expected to recognise and use the following grammatical items:

Verb	tense and voice	
	present	active: <i>Laj, te laj, do te laja, lafsha, lakam, laj-lani.</i> passive: <i>Lahem, te lahem, do te lahesha, u lafsha, u lakam, lahu-lahumi.</i>
	perfect	active: <i>Kam lare, te kem lare, do te kisha lare, paça lare, paskam lare.</i> passive: <i>Jam lare, te jem lare, do te isha lare, qofsha lare, qenkam lare.</i>
	imperfect	active: <i>Laja, te laja, lakesha.</i> passive: <i>Lahesha, te lahesha, u lakesha.</i>
	pluperfect	active: <i>Kisha lare, te kisha lare, paskesha lare.</i> passive: <i>Isha lare, te isha lare, qenkeshalare.</i>
	simple past	active: <i>Lava</i> passive: <i>U lava</i>
	future	active: <i>Do te laj.</i> passive: <i>Do te lahem.</i>
	future perfect	active: <i>Do te kem lare</i> passive: <i>Do te jem lare</i>
	participle	active: <i>Lare</i>
	infinitive	active: <i>Per te lare.</i> passive: <i>Per t'u lare</i>
	gerundive (present)	active: <i>Duke lare</i> passive: <i>Duke lare</i>
	gerundive (past)	active: <i>Duke pase lare</i> passive: <i>Duke u pase lare</i>
	conjugation	
	first	<i>Punoj</i>
	second	<i>Vendos</i>
	third	<i>Di</i>

	mood	
	indicative	
	imperative	
	conditional	
	auxiliaries	<i>Kam, Jam</i>
	irregular verbs	<i>Le, them, jap, shoh, rri, ha, dua, ve, ze, ble, vij.</i>
Adverb	simple	<i>Afer, keq, lart, poshte, sot, vjet, mbreme etc.</i>
	phrasal	<i>Me nate, me vrap, me pahir, me te mire etc.</i>
	comparison of adverbs	<i>Ai vrapon shpejt. Ai vrapon me shpejt se une.</i>
Noun	singular	<i>Shok, vajze, flamur, student, shoqe, harte.</i>
	plural	<i>Shoke, vajza, flamuj, studente, shoqe, harta.</i>
	masculine	<i>Libri, miku, lapsi, nxenesi, mesuesi, djali.</i>
	feminine	<i>Shkolla, banka, motra, lulja, shoqja, vera.</i>
	proper names	<i>Agimi, Zana, Marku, Albani, Londra, Parisi.</i>
	indefinite	<i>Qytet, baba, djale, moter, femije, spitale.</i>
	definite	<i>Qyteti, babai, djali, motra, femijet, spitalet.</i>
	case	
	nominative	<i>Studenti, studentja</i>
	genitive	<i>(i/e) studentit, studentes</i>
	dative	<i>Studentit, studentes</i>
	accusative	<i>Studentin, studenten</i>
	ablative	<i>prej studentit, studentes</i>
Pronoun	personal	<i>Une, ti, ai, ajo, ne, ju, ata, ato.</i>
	demonstrative	<i>Ai, ajo, ata, ato, ky, kjo, keta, keto I/e tille, i/e ketille, i/e atille Asi, aso, kesi, keso,</i>
	interrogative	<i>Kush, cili, cila, cilet, ç', çka, çfare</i>
	relative	<i>I cili/te cilet</i>
	negative	<i>Askush, kurrkush, asnjeri, asgje, kurrqje etc.</i>
	reflexive	<i>Vetja, vetvetja.</i>
	identifying	<i>Vete</i>
	reciprocal	<i>Njери-tjetrin, shoku-shokun.</i>
	possessive	<i>Imi, yti, i tiji, i saji, yni, juaji, i tyre etc.</i>

UNITS 1-4 AREAS OF STUDY

Adjective	definite and indefinite interrogative	
	comparison of adjectives	
	positive	<i>i/e vogel</i>
	comparative superlative	<i>Me i/e vogel se ... Me i vogli, me e vogla</i>
Preposition	possessive	<i>Im, ime, yt, jote, i/e tij, i/e saj, yne, jone, juaj, i/e tyre etc.</i>
	nominative accusative	<i>Nga, te, tek Deri, mbi, me, ndaj, ne, nen, neper, pa, per, permbi, qe, qysh.</i>
	ablative	<i>Afer, anembane, anes, buze, gjate, midis, per, kunder, rreze, siper etc.</i>
	phrasal	<i>Me ane, ne krahasim me, per hir, per pasoje, Per nga, ne bashkepunitim me etc.</i>
Numeral	cardinal	<i>Nje, tre, dhjete, pesembedhjete, dyzet, njqind, njemije, njqind mije etc.</i>
	ordinal	<i>I pari, e para, i dhjeti, e dhjeta etc.</i>
	fraction	<i>Nje e treta, nje e pesta, tre te pestat.</i>
Cohesive device	connectives	<i>E, edhe, por, se, sepse, per shkak se, me qene se.</i>

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary;
- use vocabulary and expressions appropriate to the topic area;
- apply conventions of informal conversation/correspondence, such as letter, fax, email, voicemail, telephone;
- use a range of question and answer forms;
- link and sequence ideas and information in written or spoken text;
- initiate, maintain and close an exchange;
- use appropriate intonation, stress, pitch/spelling and punctuation;
- self-correct/rephrase to maintain communication;
- recognise and respond to cues for turn taking;
- communicate in a range of text types, for example letter, fax, email, voicemail and telephone, as well as face-to-face;
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

UNIT 1**Outcome 2**

On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of vocabulary, structures and content related to topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
- apply knowledge of conventions of text types;
- identify key words, main points and supporting ideas;
- order, classify and link items from various parts of the text;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

Outcome 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example review, article;
- use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences;
- use stylistic features, such as repetition, contrast and flashback;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- link ideas, events and characters;
- select and make use of relevant reference materials;
- identify main ideas, events and sequences of action;
- provide personal comment/perspective on aspects of the texts;
- respond appropriately for the context, purpose and audience described.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should also be selected to ensure that, over the course of the unit, both oral and written skills in Albanian are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

Outcome 1:

- informal conversation

or

- reply to personal letter/email/fax.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Albanian or English

and

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Albanian or English.

Outcome 3:

- oral presentation

or

- review

or

- article.

It is expected that the student responds in Albanian to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Albanian, and the other a response in English.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
- apply the conventions of relevant text types;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements, come to agreement, and reach decisions;
- obtain and provide goods, services, and public information;
- link and sequence ideas and demonstrate clarity of expression in written or spoken form;
- initiate, maintain, direct as appropriate, and close an exchange;
- use gesture, stance and facial expression to enhance meaning and persuade;
- use examples and reasons to support arguments, and to convince;
- use appropriate non-verbal forms of communication;
- respond appropriately for the context, purpose and audience described.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types such as a letter or a newspaper report;
- use vocabulary and structures related to topics studied;
- infer points of view, opinions and ideas;
- classify, compare and predict information and ideas;
- extract and reorganise information and ideas from one text type to another;
- appreciate cultural aspects critical to understanding the text.

Outcome 3

On completion of this unit the student should be able to give expression to real or imaginary experience in written or spoken form.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example journal entry, story;
- use structures related to describing, recounting, narrating and reflecting upon past, present or future events or experiences;
- use a range of appropriate vocabulary and expressions;
- use stylistic techniques such as repetition, questions and exclamations;
- structure writing to sequence main ideas/events and develop ideas logically;
- vary language for audience, context and purpose.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks

should be selected to ensure that, over the course of the unit, both oral and written skills in Albanian are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

Outcome 1:

- formal letter, or fax, or email

or

- role-play

or

- interview.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

and

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Outcome 3:

- journal entry

or

- personal account

or

- short story.

It is expected that the student responds in Albanian to all assessment tasks selected.

Units 3 and 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through texts; Language and culture through VET.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class or different sub-topics may be selected for individuals or groups of students. In the former case, it will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination.

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Albanian-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 30). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Albanian-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short

films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Language and culture through VET

This detailed study allows the student to explore and compare aspects of the language and culture of the Albanian community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

The sub-topic selected for this detailed study must allow for the incorporation of study related to Outcomes 14, 15, and one or more of Outcomes 2, 5 and 13 from module 2B of the National TAFE Language Course, Stage One. For further details of this course, refer to page 9.

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- create a personal, informative, persuasive or imaginative text, focusing on an event or experience in the past or present;
- show knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose using a range of text types;
- organise and sequence ideas;
- simplify or paraphrase complex ideas;
- select and make appropriate use of reference materials, including dictionaries.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of registers and stylistic features such as repetition and tone.

UNIT 3**Outcome 3**

On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- exchange and justify opinions and ideas;
- present and comment on factual information;
- ask for and give assistance or advice;
- use appropriate terms of address for familiar and unfamiliar audiences;
- link and sequence ideas and information;
- use a range of question forms;
- self-correct/rephrase to maintain communication.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	20
Outcome 2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.	20
Total marks		50

* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- understand and convey gist, identify main points and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of different texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use a range of text types;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers and common patterns of word formation;
- appreciate cultural aspects critical to understanding the text.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of the Albanian-speaking communities.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Albanian-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion on an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;

- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

UNIT 4

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Albanian-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review and	20
	A three- to four-minute interview on an issue related to texts studied.	20
Total marks		50

* School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral examination (approximately 15 minutes)

Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Albanian.

Specifications

The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of Albanian-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.

Written examination (3 hours including 10 minutes reading time)

The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding*Purpose*

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Albanian in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example tone, register, knowledge of language structures.

Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears five to seven texts in Albanian covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes.

Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A

There will be two to four short texts, and one longer text.

Questions will be phrased in English for responses in English.

Part B

There will be one short text and one longer text.

Questions will be phrased in English and Albanian for responses in Albanian.

Section 2: Reading and responding*Purpose*

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Albanian to information provided in a text.

Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

Part A

The student will be required to read two texts in Albanian of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

Part B

The student will be required to read a short text in Albanian of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Albanian. The task will be phrased in English and Albanian for a response in Albanian.

Section 3: Writing in Albanian

Purpose

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Albanian.

Specifications

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (informative, imaginative, persuasive, etc.) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–250 words in Albanian. The tasks will be phrased in English and Albanian for a response in Albanian.

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a spoken or written exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a spoken or written exchange related to making arrangements and completing transactions.	Formal letter, or fax, or email. or Role-play. or Interview.
2 Listen to, read and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Albanian or English. and Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables, in Albanian or English.	2 Listen to, read, and extract and use information and ideas from spoken and written texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Review. or Article.	3 Give expression to real or imaginary experience in written or spoken form.	Journal entry. or Personal account. or Short story.

UNIT 4
Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Albanian-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and A three- to four-minute interview on an issue related to texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
Unit 3		Oral examination	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
Unit 4		Written examination	
Response to written texts.	5	Listening and responding Part A: Response in English Part B: Response in Albanian	10 5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding Part A: Response in English Part B: Response in Albanian	10 5
Three- to four-minute interview.	10	Writing	7.5

Overall contribution of school-assessed coursework and end-of-year examinations	%
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 35.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

METHODS

Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.


STRUCTURE AND ORGANISATION

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.


USE OF INFORMATION TECHNOLOGY

In designing courses and developing learning activities for Albanian, teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

EXAMPLE OUTLINES

The example outlines which follow are not intended to represent fully worked courses, but illustrate one way of integrating areas of study, outcomes, learning activities and assessment tasks. They include suggested sub-topics for the detailed study, and an example of how VET and VCE outcomes and assessment tasks can be aligned. The examples that make use of information technology are identified by this icon .

Unit 1

Themes	Examples of learning activities
The individual	design an ideal school timetable
Topic	read an article about school life in Albania and complete comprehension activities
Education and aspirations	watch a documentary about school life in Albania; extract main points
Grammar	 search the Internet for information about Albanian schools; summarise information in a table; discuss results
Present tense, personal pronouns, gender of nouns, numerals, future tense	
Text types	listen to interviews about participating in a student exchange program; in pairs, complete a list of pros and cons
Article, documentary, discussion, conversation, announcement	

Example assessment task

Outcome 2: Listen to, read and obtain information from written and spoken texts.

Listen to a conversation about school subjects and part-time work and complete notes.

Unit 1

Theme

The individual

Topic

Personal identity

Grammar

Present and perfect tense, interrogative and negative forms, possessive pronouns, definite and indefinite nouns, proper nouns, adjectives

Text types

Account, letter, profile, interview, presentation

Examples of learning activities

listen to and read personal accounts, such as diary entries and personal letters, about early childhood experiences; extract main points

complete a personal profile

respond to an email from an Albanian student by describing yourself

describe a pleasant memory from early childhood

listen to interviews and record personal details in a table

select a photo about your past that evokes strong memories, and present a description

in Albanian, complete a character chart about one of your early childhood friends

Example assessment task

Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience.

Take part in a conversation focusing on an important childhood experience.

Unit 1

Theme

The Albanian-speaking communities

Topic

Lifestyles

Grammar

Future, future perfect, demonstrative and interrogative pronouns, adverbs

Text types

Advertisement, invitation, questionnaire, report, announcement, chart

Examples of learning activities

read an advertisement/brochure about Albanian community activities; discuss the writing style and language used

role-play a conversation about organising weekend leisure activities

write an announcement for an upcoming sports activity/competition

prepare an invitation card for a birthday celebration

design a questionnaire about leisure activities; survey the class and collate results in a table; report the results

role-play a conversation with your parent about arranging holiday activities and negotiating the details

read a report on popular leisure activities in Albania; summarise the results in a chart

take part in a role-play about negotiating a suitable choice of venue for celebrating a major Albanian cultural event

Example assessment task

Outcome 2: Listen to, read and obtain information from written and spoken texts.

Read articles about Albanian leisure pursuits and complete a table in Albanian.

Unit 1

Theme

The changing world

Topic

The world of work

Grammar

Definite and indefinite nouns, noun case endings, personal pronouns and clitics, imperfect and perfect tense

Text types

Advertisement, résumé, formal letter, webpage, conversation, interview, documentary

Examples of learning activities

survey students about jobs they would like; collate results in a table

discuss how to search the Internet for employment opportunities

using the Internet research employment opportunities in Albania; list in a chart qualifications and useful skills for each job

in pairs, read sample job advertisements and résumés; discuss the different formats and language used

role-play a telephone conversation asking for information about an advertised job

write a résumé and a letter of application for a job

role-play a job interview

read articles about employment in Albania; summarise key points for an oral report

watch a documentary on changes in the work force in Albania; compare with the Australian situation; complete comprehension activities

Example assessment task

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

Watch a documentary focusing on skills for the future and write a review outlining what you felt to be useful or not so useful about the information provided.

Unit 2

Theme

The Albanian-speaking communities

Topic

Arts and entertainment

Grammar

Modal verbs, voice: active and passive, active and non-active verbs, prepositions

Text types

Review, synopsis, interview, conversation, story, lyrics, film, article

Examples of learning activities

watch a film such as *Gjeneral gramafoni*; role-play an interview with one of the main characters

read a review of an Albanian film such as *Gjenerali i ushtrise se Vdekur*; discuss structure and language used

write a synopsis for an Albanian short story such as *Dorutina*

listen to two songs that are different in style (e.g. *San Valentino* by L. Zhegu, and *Zogë e Gjirokastres* by Ensemble Vokal de Gjirokaster); note the vocabulary and expressions; discuss and compare the style of music and lyrics

read a short story from a magazine or newspaper; note the themes; discuss characters' motivation

write a review for an Albanian film or mini-series

read and discuss a legend/fairy tale; rewrite the ending

Example assessment task

Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions.

Role-play a discussion about deciding on a movie to go to and negotiating the details.

Unit 2

Theme

The individual

Topic

Relationships

Grammar

Simple past, adverbs, auxiliaries, reciprocal and negative pronouns

Text types

Discussion, lyrics, poem, story, letter, guide

Examples of learning activities

in pairs, list attributes for maintaining healthy relationships; discuss and classify attributes for peer and family relationships in order of importance

describe an important relationship

listen to a song about friendship (e.g. *Mikësha e huaj* by Mancaku, Kenget and Stines); discuss the relationship described

respond to a letter seeking advice about a problematic relationship

read an article about improving relationships; summarise the advice in the form of instructions

discuss the importance of friendship to the adolescent and the aged

write a guide for young people about looking after friendships

read a poem (e.g. *Kroj i fshatit* tone by Poredeci) and listen to a song (e.g. *Doli goca ne penxhere* by Halili) about falling in love; compare and discuss the writer's/ lyricist's views on love and relationships

Example assessment task

Outcome 2: Listen to, read, and extract and use information from written and spoken texts.

Read a poem and summarise the main ideas presented.

Unit 2

Theme

The changing world

Topic

Family life

Grammar

Plurals of nouns, perfect and pluperfect tense, possessive pronouns

Text types

Journal entry, article, discussion, presentation

Examples of learning activities

listen to people describing their family; note vocabulary and expressions

watch a film such as *Perralle nega e kaluara* and discuss the family relationships

read an article focusing on aspects about modern family life; extract main points

in pairs, discuss the family unit and its role in today's society; compare and contrast family life today and family life for the previous generation

read an article about changing attitudes to marriage; in groups, discuss and compare views on marriage

listen to a discussion and an interview about cultural diversity in Albania; extract main points; use the information to write a report on differences in family values and traditions

listen to young people's views of an ideal family; present your findings orally to the class

Example assessment task

Outcome 3: Give expression to real or imaginary experience in written or spoken form.

Write a journal entry about a day in the life of a family 20 years from now.

Unit 2

Theme

The Albanian-speaking communities

Topic

History and traditions

Grammar

Imperfect: active and passive, cohesive devices, conjunctions, indefinite pronouns

Text types

Commentary, article, documentary, discussion, advertisement, chart

Examples of learning activities

in pairs, make a chart of major Albanian celebrations including dates and customs associated with each one; research the origins of one Albanian festival for an oral presentation

read articles about different Albanian festivals; discuss the importance of traditions in Albanian society

watch a documentary about traditional dances and costumes; in pairs use the information to design an advertisement about it

read an article about New Year or Independence Day ceremony or celebration and complete comprehension activities

compare two festivals and describe the different customs and traditions associated with them

view slides, photos, of a festival/celebration and listen to the commentary; note vocabulary/expressions

read an article on the origin of traditional Albanian costumes; write a brief description of one of the costumes

watch a documentary/broadcast of a Albanian festival; discuss impressions of the festival and the significance of various aspects of the event

Example assessment task

Outcome 2: Listen to, read, and extract and use information and ideas from spoken and written texts.

Watch a documentary and use the information to write a segment for a brochure advertising a festival.

Unit 3

Theme

The Albanian-speaking communities

Topic

Lifestyles

Grammar

Adjectives, infinitive, imperative mood, comparison of adverbs

Text types

Table, interview, notes, account, report, discussion

Examples of learning activities

listen to an interview about the history of the Albanian community in Australia; use the information to write an historical account about its development

read texts about the Albanian communities in different countries; list characteristics of each in a table; note the similarities/differences

write a report about community services available to Albanian speakers

listen to a talk about social etiquette in Albania; use the information to write a guide for prospective visitors from overseas

discuss Albanian social customs

watch an Albanian film such as *Zonja nga qyteti* and *Shogja nga fshati* and note differences in urban and country life

role-play a conversation with one of the characters about moving from a life in the country to an urban life

Example assessment task

Outcome 3: Exchange information, opinions and experiences.

A three- to four-minute role-play focusing on the resolution of an issue.

Role-play a discussion with a prospective tourist to Albania, in which you explain why knowing something of the language and culture of Albania will be useful to them.

Unit 3

Theme

The changing world

Topic

The world of work

Grammar

Pluperfect, future perfect, conditional mood, adjectives, gerund

Text types

Interview, debate, statistics, discussion, journal entry, summary, letter, article

Examples of learning activities

read articles and reports on employment and working conditions in Albania; summarise key points for an oral report;

listen to a documentary about changes in the workplace and current work practices; complete comprehension activities

read articles/reports on youth unemployment; use the information to write a letter to the editor expressing your views on this issue

listen to an interview with an employer about areas of future demand in the employment market and record main points; present your findings to the class

read a magazine article about changes in the workforce; note and discuss main points

discuss and list the advantages and disadvantages of technological developments; take part in a debate about the continued need for technology

read and analyse statistics about the type and frequency of technology use in Albania; discuss and compare with the use of technology in Australia

Example assessment task

Outcome 1: Express ideas through the production of original texts.

A 250-word personal or imaginative written piece.

Write an imaginative account about the problems and challenges faced on the first day of work in a new job.

Unit 3

Theme

The changing world

Topic

Family life

Grammar

Pronouns: identifying, reciprocal, possessive, demonstrative, interrogative, indefinite, alternative and negative; pronouns of quantity and quality, gerund

Text types

Report, questionnaire, summary, instructions, discussion, presentation

Examples of learning activities

in groups, identify and discuss the issues that are important to youth today and whether these are similar/different from previous generations

read a report about youth attitudes towards various social issues; compare and discuss changes in youth priorities

design a questionnaire about these issues; survey the class and summarise findings in an oral report

write a personal account about three issues that you find challenging

read articles on the impact of technology on young people; note vocabulary and expressions; list the advantages and disadvantages in a chart

read an article about peer group pressure; note vocabulary and expressions

take part in a panel discussion about peer group pressure

listen to a song such as Gjebrea (e.g. *Eja – Festivali 95*); note issues raised; discuss the writer's views about these issues

Example assessment task

Outcome 2: Analyse and use information from spoken texts.

A response to specific questions, messages or instructions, and extract and use information requested.

Listen to a discussion about Albanian youth today and use the information to write a report.

Unit 4

Theme

The Albanian-speaking communities

Topic

Lifestyles

Grammar

Present and past conditional, prepositions, passive mood, relative pronouns

Text types

Survey, profile, list, summary

Examples of learning activities

list in order of priority the things in life you value; in groups, compare and discuss reasons for the priority

write a description of your ideal world

survey people's opinions about a selected current social issue; summarise the results in a report

read a report about youth attitudes towards various social issues (e.g. pollution) and write a summary

watch a documentary on attitudes towards education in Albania today

Example assessment task

Outcome 1: Analyse and use information from written texts.

A response to specific questions, messages or instructions, extracting and using information requested.

Read articles about a current social issue in Albania. Use the information to write an informative article.

Unit 4

Theme

The Albanian-speaking communities

Topic

History and traditions

Grammar

Past simple tense, comparative and superlative adjectives, negative, numerals, adjectives

Text types

Biography, interview, article, report, account, debate

Examples of learning activities

watch a film such as *Skenderbeu*; note vocabulary and expressions

read extracts from a novel such as *Shota dhe Aze Galica* by Haxhiu and discuss the historical setting; role-play an interview with one of the characters

watch a documentary about an historical event; use the information to write an article as a journalist who experienced the event

— research information on the Internet about an influential historical personality; use the information to write a biography about this person

— research the history of Albanian migration to Australia; present information on a timeline

— listen to songs (e.g. *Qeraxhiu i Greben* by Fara and read poems (e.g. *Kurbeti* by Cajupi) about migrating and living in a new country; discuss the main themes

— research a famous figure such as Kadare Fishta, Frasherri, Cajupi; use the information to write an article about his/her influence on the Albanian culture

— read a short biography of a famous Albanian and present a personal account of the person from the point of view of a family member

— using the Internet/films/documentaries, research an aspect of the history of migration of Albanian speakers to Australia; use the information to present an oral or written report

— take part in a debate focusing on the advantages and disadvantages of migration

Example assessment task

Outcome 2: Respond critically to spoken and written texts, which reflect aspects of the language and culture of Albanian-speaking communities.

A three- to four-minute interview on an issue related to texts studied.

Discuss the role and impact of an influential Albanian.

ADVICE FOR TEACHERS

Unit 4

Theme

The changing world

Topic

The environment

Grammar

Prepositions, imperative, tenses: perfect, imperfect, pluperfect, phrasal adverbs, gerund

Text types

Editorial, report, debate, announcement

Examples of learning activities

take part in a debate about an environmental issue

present a talk about the importance of recycling

write a report about prosperity versus the protection of the environment

listen to an interview with an environmental scientist; list the main issues identified

using the Internet research information about industries' impact on the Albanian environment; list the main points; discuss

in groups, compare print and television announcements about the environment; note issues raised and strategies used to inform the public about issues

read an editorial and letters to the editor about the impact of tourism; note the pros and cons in a table

Example assessment task

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of Albanian-speaking countries.

A 250–300-word informative, persuasive or evaluative written response.

Write a report about two major issues related to natural resources in Albania.

SUGGESTED SUB-TOPICS FOR DETAILED STUDY

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: The individual

Topic: Education and aspirations

Possible sub-topics for detailed study:

- Attitudes to education in Albania and Australia.
- Balancing school and work.
- An ideal education system.

Theme: The Albanian-speaking communities

Topic: Lifestyles

Possible sub-topics for detailed study:

- The impact of lifestyle on health.
- Youth issues/rural life as portrayed in music/novels/films.
- The place of Albanian-speaking community organisations in Australia.
- Adolescence now and in the past.

Topic: History and traditions

Possible sub-topics for detailed study:

- Yesterday's traditions in today's world.
- The advantages and disadvantages of migration.
- An aspect of the Albanian migrant experience through literature.
- The future of Albanian culture and language in Australia.

Topic: Arts and entertainment

Possible sub-topics for detailed study:

- The role of cinema as a form of entertainment in Albanian society.
- Folk music and its contribution to the Albanian culture.
- The role of the media in Albania.
- Man's aspirations as seen through the eyes of two writers.

Theme: The Changing World

Topic: Family life

Possible sub-topics for detailed study:

- Growing up as seen in novels/poems and/or films.
- The changing roles of men and women.
- A historical perspective on Albanian families.
- Marriage today and in the past.

ADVICE FOR TEACHERS

Topic: The world of work

Possible sub-topics for detailed study:

- The social effects of advances in technology.
- The impact of communication technology in Albania.
- Employment opportunities in Albania.
- Women in the workforce.

Topic: Environment

Possible sub-topics for detailed study:

- The development of ecotourism.
- Prosperity versus protection of the environment.
- Albania and Australia's use of natural resources.

EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES

The outline below is an example of how both the VET outcomes required for the National TAFE Language Course, Module 2B (Certificate 3 Applied Languages), can be aligned with VCE outcomes and assessment tasks for Units 2, 3 and 4.

VET Outcome 3: and	Enquire about courses at an educational institution.
VET Outcome 4:	Enquire about housing at an educational institution.
VCE Unit 2 Outcome 1:	Formal letter.
Assessment task:	You are thinking of applying to do a training course at a college in Albanian-speaking communities. Write a formal letter to the overseas education officer enquiring about types, costs, length and entry into courses related to your area of interest. Enquire also about the types, cost and availability of accommodation on the campus.

VET Outcome 1: and VET Outcome 6:	Seek medical attention at a hospital/surgery/chemist (1.1, 1.2, 1.3, 1.4) Write a thank-you letter/thank someone over the phone (6.1, 6.2, 6.3)
VCE Unit 2 Outcome 2:	Read written texts and reorganise the information and ideas in a different text type.
Assessment task:	A message has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in transit. Ring the local doctor and describe the condition of the patient, symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.

VET Outcomes 11 and 12:	Describe personality of people. Exchange information about the area where you live.
VCE Unit 2 Outcome 2:	Listen to spoken texts and reorganise information and ideas in a different text type.
Assessment task:	Listen to the interviews conducted by the students' association and write a report to be published in the students' magazine as advice for students intending to study overseas. Based on the information they provide, include details of the pros and cons of sharing accommodation, and the main things to look for in good accommodation.

VET Outcome 1: and VET Outcome 8:	Seek medical attention at a hospital/surgery/chemist (1.4, 1.5, 1.6, 1.7, 1.8) Hold a short conversation with one or more persons.
VCE Unit 3 Outcome 3:	Three- to four-minute role-play focusing on the resolution of an issue.
Assessment task:	A member of the tour group has been experiencing serious headaches and you have made an appointment with the local doctor. Assist your client to fill in the form provided. Explain their symptoms. Clarify the dosage and any side effects of the medicine prescribed for them. Ask politely about the possibilities of obtaining a second opinion.

ADVICE FOR TEACHERS

VET Outcome 5: and VET Outcome 9:	Demonstrate basic knowledge of the education system in the Albanian-speaking communities. Write a short dialogue or passage.
VCE Unit 3 Outcome 1:	250-word personal piece.
Assessment task:	You have recently returned from an exchange visit to the Albanian-speaking communities. Write an article for your school magazine focusing on your experiences of the school system in Albanian-speaking communities. Describe your views of the structure, philosophy and attitude to school, the subjects offered, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations.
VET Outcome 7:	Comprehend a simple, short conversation between two native speakers.
VCE Unit 3 Outcome 2:	Analyse and use information from spoken texts.
Assessment task:	Listen to the radio interview on changing attitudes to education in Albanian-speaking communities. Using the information provided, write a comparison between the situation for school leavers in Australia and Albanian-speaking communities.
VET Outcome 2: and VET Outcome 10:	Demonstrate basic knowledge of medical practices and sickness in the Albanian-speaking communities. Read a short dialogue or passage.
VCE Unit 4 Outcome 1:	Analyse and use information from written texts.
Assessment task:	Read the two articles related to health provision in the Albanian-speaking communities. Using the information provided, write an article for a travel magazine outlining the major features of health provision in Albanian-speaking communities, and provide key advice for potential tourists.

Detailed study

VET Outcome 13: and	Demonstrate basic knowledge of politics and government in the Albanian-speaking communities.
VET Outcomes 14, 15:	Develop some specialised language and cultural knowledge.
VCE Unit 4 Outcome 2: and	250–300-word informative piece.
VCE Unit 4 Outcome 2:	Three- to four-minute interview on an issue related to texts studied.
Assessment tasks:	<p>Write an informative article in which you outline the political figures currently prominent in Albanian-speaking communities, and one or two recent issues or events.</p> <p>Democratic elections in Albanian-speaking communities do not guarantee future unity and peace. Discuss this issue in a three- to four-minute interview.</p>

SUMMARY OF OUTCOMES: MODULE 2 OF THE NATIONAL TAFE LANGUAGE COURSE (CERTIFICATE III, APPLIED LANGUAGES)

1. Seek medical attention at hospital/surgery/chemist.
2. Demonstrate basic knowledge of medical practices, health and sickness in C2.
3. Enquire about courses at an educational institution.
4. Enquire about housing at an educational institution.
5. Demonstrate basic knowledge of the educational system in C2.
6. Write a thank-you letter/thank someone over the phone.
7. Comprehend a simple short conversation between two native speakers.
8. Hold a short conversation with one or more persons.
9. Write a short dialogue, notes or messages or narrative passage.
10. Read a short dialogue or narrative passage.
11. Describe personality of people.
12. Exchange information about the area/suburb/state where you live.
13. Demonstrate basic knowledge of politics and government in C2.
14. Develop some specialised cultural knowledge.
15. Develop some specialised language knowledge.

MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
Advertisement	Topic/product name; content (factual and persuasive information); register; style; layout.
Article (magazine)	Title; content; author (fictional name); register; style; layout.
Article (newspaper)	Title; date; place; content; author (fictional name); register; style; layout.
Brochure/leaflet	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Guide (tourist)	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Instruction/recipe	Title/topic; structure; content (equipment, method); register; style; layout.
Invitation	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
Journal entry	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content; (information/reflection/evaluation); conclusion; register; style; layout.
Letter (business)	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter/postcard (social): family, friend, acquaintance	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (to the editor)	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
Message/email	Date; salutation; body (content); farewell; signing off; (fictional name); register; style; layout.
Profile	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
Report (factual)	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
Report (newspaper)	Title; date; place; content; byline (fictional name); register; style; layout.
Report (supporting recommendations)	Topic; structure (introduction, body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
Résumé	Title; content (factual information), register; style; layout.
Review/critique	Topic; structure; content; author (fictional name); register; style; layout.
Script (speech, report, sketch)	Title/topic; structure; content; register; style; layout.
Story, short story	Title/topic; structure; content; author (fictional name); register; style; layout.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

BOOKS

General

Edukata shoqerore, 3–8, 1994, Shtepia Botuese e Librit Shkollor, Tirane.

Fox, L 1992, *Kanuni i Leke Dukagjinit – The Code of Leke Dukagjini*, Gjonlekaj Publishing Co, NY.

Fraseri, K 1979, *Lidhja Shqiptare e Prizrenit*, Shtepia Botuese 8 Nentori, Tirane.

Jacques, EE 1995, *The Albanians: An Ethnic History from Prehistoric Times to the Present*, McFarland, Jefferson, North Carolina.

Myzyri, Dr H 1994, *Historia e Popullit Shqiptar*, Shtepia Botuese e Librit Shkollor, Tirane.

Per shetepine, per familjen, 1991, Shtepia Botuese 8 Nentori, Tirane.

Language references

Bajcinca, I 1971, *Gjuha Jone, Gramatika e Gjuhes Shqipe*, Shtypshkronja Mihal Duri, Tirane.

Drizari, N 1959, *Spoken and Written Albanian*, F. Ungar, NY.

Gramatika e Gjuhes Shqipe, 1995, vol. 1, Instituti i Gjuhesise dhe i Letersise, Tirane.

Kelmendi, A & Hasimaj, M 1989, *Gjuha Jone, Gramatika e Gjuhes Shqipe (Sintaksa)*, Shtypshkronja, Tirane.

Shkurtaj, G & Hysa, E 1996, *Gjuha Shqipe*, Shtepia Botuese Toena, Tirane.

Spoken Albanian, 1980, Spoken language Service, Ithaca, New York.

Zymeri, I 1994, *Colloquial Albanian*, Routledge, London & New York.

Dictionaries

Duro, I & Hysa, R 1988, *Fjalor Shqip- Anglisht*, Shtepia Botuese 8 Nentori, Tirane.

Hysa, R & Dura, I 1995, *Albanian-English Dictionary*, EDFA Hippocrene Books, NY.

Kostollari, A 1980, *Fjalor i Gjuhes se Some Shqipe*, Shtyp-shkronja Mihal Duri, Tirane.

Stefanllari, I 1985, *Fjalori Anglisht-Shqip*, Shtepia Botuese Enciklopedike, Tirane.

AUDIOVISUAL RESOURCES

Cassettes, records and CDs.

CDs with Albanian Contemporary music (e.g. Ritfolk etj.)

Radio and television

Radio stations: free-to-air

SBS Broadcasting: Radio 3EA Melbourne

Radio 3ZZZ

WEBSITES

Albanian news magazine:
<http://alb.albaniannews.com/>
<http://www.bbc.co.uk/albanian/>

Albanian newspaper:
<http://www.albanian.com/main/news/index.html>
<http://www.kohaditore.com>
<http://www.kohajone.com/>
<http://www.shekulli.com/al/>
<http://www.zeripopullit.com/>

Albanian magazines current affairs:
<http://www.pasqyra.com/pasqyra.html>

Albanian sites with information covering a variety of areas such as media, technology, social life:
<http://www.dardania.com/>

Social issues, interviews:
<http://home.worldcom.ch/~dnerguti/index.html>

Albanian radio:
http://www.radio21.net/lajme_/lajme.htm

Albanian television news:
<http://www.alb-net.com/rtpsat/>

Albanian music and songs:
<http://members.aol.com/dinosh/muzika.html>
<http://www.khao.org/music.htm>

Albanian artists and their works:
<http://www.gr-artgallery.com/>

ADVICE FOR TEACHERS

THE INDIVIDUAL**Personal identity****BOOKS**

Kadare, I., 1996, *Dialog me Alain Bosquet*, Shtepia Botuese Onufri, Tirane.

Marku, R., 1992, *Kater femijet dhe Pogi i padukshem*, Shtepia Botuese Naim Frasheri, Tirane.

Migjeni, 1977, *Vepra*, vols 1–5, Shtepia Botuese Rilindja, Prishtine.

JOURNALS AND PERIODICALS

Vajza e Dites, 1995, edition 5, Shtypshkronja Demokracia, Tirane.

Koha Jone, 27/06/1996, *Kulture*, 'Miss Europa – Grabocka – Shqiperia' (newspaper article).

FILMS/VIDEOS

Beni ecen vete, TVSH, Tirane.

Miss Europa-1996, 1996, TVSH, Tirane.

Shi ne plazh, TVSH, Tirane.

Shoku yne Tili, TVSH, Tirane.

Pallati 176, TVSH, Tirane

Relationships**BOOKS**

Antologjia e Letersise Shqiptare, 1993, vol. 1, Shtepia Botuese e Librit Shkollor, Tirane.

Dejta, B 1995, *Heroizmat e Fatbardh Pikaloshit*, Shtepia Botuese Toena, Tirane.

Kadare, I 1977, *Dasma*, Shtepia Botuese Naim Frasheri, Tirane.

Muci, V 1996, *Perralla shqiptare 100 +1 nate*, vols 1 and 2, Shtepia Botuese Çabej, Tirane.

Zheji, G & Xhafka, N 1994, *Maja e Çelur- Antologji e Letersise Shqiptare*, vol 1, Shtepia Botuese e Librit Shkollor, Tirane.

JOURNALS AND PERIODICALS

Teuta, Wiesbaden, Germany.

FILMS/VIDEOS

Pallati 176, TVSH, Tirane.

Perralle nga e kaluara, 1985, Kinostudio Shqiperia e re, Tirane.

Shi ne plazh, TVSH, Tirane.

AUDIO

Songs by Tefta Tashko Koço, Parashqevi Simaku, Bujar Qamili, Eli Fara, Fatma Zyberi, Serenata Korçare, Kenget e Stines 1996, Festivali i Kenges, 1995.

Education and aspirations**BOOKS**

Bushaka, G 1996, *Çufoja dhe Bubi kaçurrel*, Shtepia Botuese Çabej, Tirane.

Dejta, B 1996, *Heroizmat e Fatbardh Pikaloshit*, Shtepia Botuese Toena, Tirane.

Edukata Qytetare 5–8, 1994, Shtepia Botuese e Librit Shkollor, Tirane.

Edukata Shoqerore 4–8, 1994, Shtepia Botuese e Librit Shkollor, Tirane.

Frasheri, N 1980, *Vepra te Zgjedhura I–X*, Shtepia Botuese e Akademise se Shkencave, Tirane.

Osmani, S & Abazi, E 1994, *Lexime 5-8*, Shtepia Botuese e Librit Shkollor, Tirane.

Shkurtaç, G & Hysa, E 1996, *Gjuha Shqipe*, Shtepia Botuese Toena, Tirane.

Saro, V 1996, *Nje dite pa mamin*, Shtepia Botuese Toena, Tirane.

Toma, A 1989, *Gjuha letrare shqipe*, vols 1 and 2, Shtypshkronja Mihal Duri, Tirane.

FILMS/VIDEOS

Lulekuqet mbi mure, 1980, Kinostudio Shqiperia e re, Tirane

Mesonjtorja, 1986, TVSH, Tirane

Udha e Shkronjave, 1981, TVSH, Tirane

THE ALBANIAN-SPEAKING COMMUNITIES**Lifestyles****BOOKS**

Album: Arti popullor ne Shqiperi, 1976, Instituti Etnografik, Shtepia Botuese e Akademise se Shkencave, Tirane.

Agolli, D 1975, *Nene Shqiperi*, Shtypshkronja 8 Nentori, Tirane.

Edukata Shoqerore 4–8, 1994, Shtepia Botuese e Librit Shkollor, Tirane,

Frasheri, N 1980, *Vepra te Zgjedhura I–X*, Shtepia Botuese e Akademise se Shkencave, Tirane.

Emigracioni i shqiptareve dhe vendosja e tyre ne Australi, 1995, Australian-Albanian Community Assoc. Inc., Melbourne.

Migjeni, 1977, *Vepra*, vols 1–5, Shtepia Botuese Rilindja, Prishtine.

Shkurtaç, G & Hysa, E 1986, *Gjuha shqipe*, Shtepia Botuese Toena, Tirane.

Toma, A 1989, *Gjuha letrare shqipe*, vols 1 and 2, Shtypshkronja Mihal Duri, Tirane .

FILMS/VIDEOS

Festimi i Dites se Pavaresise se Shqiperise, 1991, Melbourne, 1991

Festivali i Komunitetit Shqiptar, 1994, Melbourne, 1994

Festivali i Komunitetit Shqiptar, 1995, Melbourne, 1995

JOURNALS AND PERIODICALS

Intervista, Luan Shabani, 22–28/07/1996, Shtypshkronja Demokracia, Tirane.

Dita Informacion, 12/08/1996, Sport, Shtypshkronja Demokracia, Tirane.

Horizonti, 6, 1988 – articles ‘Beselidhja e Lezhes’ and ‘Tomori i Beratit’, Shtypshkronja Mihal Duri, Tirane.

Horizonti 1, 1989 – article Studenti – Klubi me i ri sportiv, Shtypshkronja Mihal Duri, Tirane.

Horizonti 1, 1988 – article ‘Flamurtari’, Shtypshkronja Mihal Duri, Tirane.

Horizonti 9, 1988 – article ‘Luftetari’, Shtypshkronja Mihal Duri, Tirane.

History and traditions**BOOKS**

Album: Arti popullor ne Shqiperi, 1976, Instituti Etnografik, Shtepia Botuese e Akademise se Shkencave, Tirane.

Antologjia e Letersise Shqiptare, 1993, vol. 1, Shtepia Botuese e Librit Shkollor, Tirane.

Albanian Immigration and Settlement in Australia, 1995, Australian-Albanian Community Assoc. Inc., Melbourne.

Camaj, M 1995, *Lirika, midis dy moteve*, Botuese Hylli i Drites, New York.

Frasheri, N 1980, *Vepra te Zgjedhura I–X*, Shtepia Botuese e Akademise se Shkencave, Tirane.

Frasheri, N 1995, *Vepra Letrare*, vols 1–4, Shtepia Botuese Naim Frasheri, Tirane.

Haxhiu, A 1976, *Shota dhe Azem Galica*, Shtepia Botuese 8 Nentori, Tirane.

Kadare, I 1977, *Dimri i Madh*, Shtypshkronja Mihal Duri, Tirane.

Kadare, I 1980, *Keshjella*, Shtepia Botuese Naim Frasheri, Tirane.

Kadare, I 1995, *Piramida*, Shtepia Botuese Çabej M CM, Tirane.

Konica, F 1993, *Vepra*, Shtepia Botuese Naim Frasheri, Tirane.

Muci, V 1996, *Perralla shqiptare per 100 + 1 Nate*, Volumi 1 and 2, Shtepia Botuese Çabej, Tirane.

Myzyri, Dr H 1994, *Historia e Popullit Shqiptar*, Shtepia Botuese e Librit Shkollor, Tirane.

Prifti, N 1989, *Perralla per nje muaj*, Shtepia Botuese Naim Frasheri.

Zamputi, I 1993, *Fishta-koha, njeriu, vepra*, Shtepia Botuese, Pasqyra, Tirane.

Zheji, G & Xhafka, N 1994, *Maja e Çelur, Antologji e Letersise Shqiptare*, Shtepia Botuese e Librit Shkollor, Tirane.

FILMS/VIDEOS

Anagnosti, D 1985, *Perralle nga e kaluara*, Kinostudio Shqiperia e re, Tirane.

Festivali i 34 ne RTV, 1994, TVSH, Tirane.

Festimi i Dites se Pavaresise, 1991, Albanian Community, Melbourne.

Festivali i Komunitetit Shqiptar – 1994, 1994, Albanian Community, Melbourne.

Festivali Komunitetit Shqiptar – 1995, 1995, Albanian Community, Melbourne.

Film dokumentar Shqiperia Turistike, 1985, TVSH, Tirane.

Gjaku i Arberit, 1986, TVSH, Tirane.

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