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| <p>English Language Teaching and the Common European Frame of Reference A comparison of ELT in Portugal and in the Republic of Kosovo</p> |  | <p>Linguistics</p> <p>Keywords: Curriculum, Teaching practice, Challenge, Document.</p> |
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Abstract

All of English Language (FL) teachers, whether new career teachers or those with a long-teaching experience, don't sometimes know where to begin a lesson and how to begin it. The uncertainty of appropriate balance between the learners' interests and the national curricula has sometimes made teachers dream about 'fundamentally' or 'slightly' changing various aspects of English Language Teaching (ELT) and the national curricula i.e. change of teaching. Although there are few teachers who have courage to make decisions about their teaching, for some teachers this kind of (un)fulfilled wish may have become almost habitual and no step has been taken. The study is an observation of the detailed curriculum for English learning in Portugal called The National Curriculum and Metas Curriculares de Ingles, Ensino Basico 1, 2, e 3 Ciclos, conducted by the Ministry of Education and Sciences of Portugal and a comparison with English language Curriculum of Kosovo. It examines different ELT skills and points of views all originating in the field of topics and activities conducted in a ELT class in control of a more sophisticated plan of teaching, that is the Common European Frame of Reference (CEFR) for language learning, teaching and assessment. With respect to the teachers' pedagogical responsibilities and professionalism shown in balancing teaching categories, such as the topic, the learners' background, learners' attitudes and teachers' teaching styles, the present study assesses this new act and offers possible suggestions to generate it in different countries, of course in more efficient and structured way of teaching which is based on each county's policy.

Introduction

The Common European Frame of Reference (CEFR) was designed for helping the issues that deal with learning a foreign language, FLT, and assessment. It also includes guidelines for elaboration of language syllabuses, and curricula, examinations and textbooks in Europe but it is widely used nowadays even out of Europe. When dealing with English language, the CEFR includes six levels of proficiency A1, A2-beginner and elementary; then B1 and B2-intermediate and upper intermediate, as well as C1 and C2-advanced and proficiency, with extra levels in between such as A1+, B1+ and B2+.

When discussing about English, Nunan (2003) comments the emergence of English language as a global language, supports the other influences in language planning and policy making; adds the queries about the principles that support the English language curriculum, and how are they manifested in practice. Also, referring to TESOL, Nunan (2003, p.591) favors these kinds of documents, adding that it is an initial challenge which "simply documents the nature of the educational policy responses to the growing need for English in countries where English is not a native language for the majority". Of course, this study considers that the heading as 'Needs Analysis' is the most important in conducting a national document for teaching.

If we consider Scrivener (2011, p.89) who argues that, “Needs Analysis includes not only information about why learners might need language in future, but also information about: where learners are starting from, their present language level, current problems; what learners would like to learn (which may be different from what they need); and how they want to study it (people have very different preferences about how they learn things)”, we may say that of course, these elements are crucial that need to be taken in consideration. In terms of the notion of the “National Curriculum”, the best online meaning is drawn: a common program of study in schools that is designed to ensure nationwide uniformity of content and standards in education.

Based on Final Report on the Study on Creativity and Innovation in Education in the EU Member States, Cashia et al (2010) claim that some countries develop guides, gather examples of best practices and then they publish them to schools. All for the purpose of teachers’ support on how to implement new curricula and new learning approaches. In terms of English language (EL), teachers are in charge of learners’ progress and in charge of decision-making about the teaching process i.e. the application of teaching activities and the control over them. They find themselves sometimes in stress when dealing with the curriculum goals and become more and more doubtful about their way of teaching. New challenging progressive ELT goals are of global interest and they require specific, professional support. Thus both curriculums: The National Curriculum and Metas Curriculares de Ingles, and English language curriculum of Kosovo, include books, topics, teachers and learners as part of diversity that can be considered as local concerns, but they can also be appreciated much more widespread. Therefore, local teachers, and authorities have to decide if the society who lives ‘locally’, is prepared to make a contribution to this ‘worldwide’ issue and how much can ‘local’ ELT contribute to ‘global’ ELT.

When discussing about the national curriculum and content choice and organization, the syllabus, in our case English language syllabus, Richards and Rodgers (1995, p.20,21) point out that: “traditionally the term syllabus has been used to refer to the form in which linguistic content is specified in a course or method. Inevitably the term has been more closely associated with methods that are product centered rather than those that are process centered”. Based on that, the product centered methods and with the aim of defining the relevance of Curriculums of English language learning in both countries and modern teaching components in different cycles, and to clarify the dilemmas about ELT with more detailed curriculum, the study tackles few issues:

1. What are the constitutive features of the National Curriculum and Metas Curriculares de Ingles of Portugal and the English language Curriculum of Kosovo?
 - a. What are the learners’ engagements to become better in ELT based on the curriculum goals?
 - b. How does the National Curriculum and Metas Curriculares fulfill learners’ needs without causing dilemmas in ELL based on the curriculum, and how does the English language Curriculum of Kosovo fulfill these needs?

2. What are the differences and what does the study suggest about these curricula?

Having tried to describe the CEFR nature in some details, the study examines the educative system which constitutes the subject of ELT through a broader field, detailing with the classification of each grade's ELT. Purely as a matter of convenience, the grades and ELT are treated separately as developed by the National Curricula and Metas. Then the study's attention is to the fact that the ELT features of each grade are classified and arranged in groups, such as Bloom's taxonomy. Therefore, a more detailed study should be initiated. By way of comparison, it should be noted that some ELT qualities are continuous, for instance reading, speaking, writing, etc. The study refers again to this comparison between the two documents from different countries. These considerations, however, belong to the next paragraphs. During the course of these paragraphs, the study pursues an analysis of the constitution of both documents, which will follow with a brief comment.

The National Curriculum and Metas Curriculares de Ingles, Grade 3, level A1

The child in this level in listening skills will be able to understand and identify forms of greetings, responding, praising, accepting and refusing, as well as understand simple instructions, know numbers and dates, and understand the simple topics covered during the listening activities. Reading skills are more complex. The child will read simple sentences, identify people, identify vocabulary through pictures and identify countries. Great! Wow! are used to the oral interaction. Expressions about appreciation, joy, greetings and preferences, as well as simple vocabulary used with the help of images correspond to this level of oral interaction. Spoken production in this level is based on audio-lingual activities. The child will be able to produce sounds and intonation of English known words and share personal details about their age, name, family members. When dealing with the Intercultural domain of this level, the child will be able to identify himself and the others, school objects, objects and routines at school, pets, clothes and footwear, games, means of transport, know the characteristics of the child's country, seasons and activities related to the season.

The 3rd grade English lexis and grammar, is very detailed and it thoroughly explains what will the child learn at this level: appropriate English names, English speaking countries, numbers until 20, days of the week and months of the year, some simple activities connected with the seasons and the weather, festivals, plural forms and prepositions.

The scope of grade three English language curriculum in Kosovo, (2 hours per week, 74 in total)

My school, my teacher, family and friends, my home, colours and shapes, parts of the body, shopping, animals, numbers, food and season, and clothes, are topics that the learners of the third grade in Kosovo are introduced. The learners will be able to understand and use the vocabulary to express themselves on these topics, while in spoken interaction and spoken

production they will be able to use simple sentence construction in present simple tense. They will be able to recognize holidays and festivals of English speaking countries with activities such as present and share information about their ideas and feelings, role play, singing rhymes, etc. followed by the communicative approach and task – based learning.

Study Comment: The third year aims are explained in a very detailed way that suit child capacity to acquire a FL. The learners deal with topics about knowing themselves and the others. Bloom’s taxonomy is used and verbs such as identify are often used, followed by identification of the characteristics of learner’s country and English speaking country, which seem pretty superficial. An issue to be raised in this level is whether children of this age are aware of the characteristics of their country and English speaking countries? (Why not: “The world we live in”?). For these kids the world is very small (and very big because of technology) and it can be introduced in a larger context.

The National Curriculum and Metas Curriculares de Ingles, Grade 4, level A1

As the learners already know numbers up to twenty they can now learn about the time. The fourth year learners deal with topics about knowing themselves and the others based on Bloom’s taxonomy. They will be able to identify some expressions from different songs or stories, and short, simple instructions are introduced to them. This level uses images in stories, and the learners will be able to identify and understand new vocabulary accompanied by the vocabulary that they already know. In spoken interaction, the learners will be able to agree and/or disagree, accept and/or refuse, make questions and answers. The learners will be able to make simple interactive situations and introduce personal preferences, such as likes and dislikes in spoken interaction. Concerning the intercultural domain, the learners at this level will be able to identify and learn about parts of the body, five senses, school, the world, food and drinks, as well as outdoor and indoor activities. The lexis and grammar is also very detailed. Linking words, imperatives-outdoor activities-verbs, can and cannot-modal verb, demonstrative pronouns, and more prepositions of place are presented.

The scope of grade four English language curriculum in Kosovo, (2 hours per week, 74 in total)

The alphabet is introduced in this level. Sport and games, meeting and describing people, numbers from 11 to 20, time, daily routines, school activities, seasons and weather, and countries and nationalities. In the spoken interaction, the learners will be able to recognize and recreate basic patterns, try to describe the world they know with simple phrases (spoken production), and pronounce the most frequently used words correctly. They will be able to read and understand everyday signs and notices in public places, such as streets, restaurants, comment on personal preferences, likes and dislikes and use communicative activities-role plays, discuss about the

environment, and compare countries with a simple vocabulary, favouring dictations, communicative and task based approach.

Study Comment: The 4th grade level aims are explained in a careful approach and the learners will be able to respond to the aims of this level in English language. However, the Kosovar curriculum sometimes allows the use of the mother tongue and dictation is often conducted.

The National Curriculum and Metas Curriculares de Inglês, Grade 5, level A1+

In this grade, the audio-lingual approach is still used. The learners will be familiar with new words by using songs and texts. Instruction expressions are offered, and the learners will be able to recognize simple texts/ meaning of information in public places, understand message meaning, basic informatics vocabulary. In spoken interaction, the learners will be able to ask and give information, use daily situations and adopt expressions in formal or informal greetings when speaking with their friends or teachers. They will know how to thank and apologize and make questions and answer about family members. Weight and measurements, likes and preferences, suggestions and daily routines are topics for spoken production. Intercultural Domain, of A1 level, the fifth grade (5 Ano) A1+ level, continues with more sophisticated level of Bloom's taxonomy and goals such as: identify, recognize and associate are very frequent. The intercultural domain includes English words that are used in everyday situations, and family members, relatives, rooms in the house and furniture, free activities, dates and festivals are identified. The learners will be able to identify British Royal family and English speaking countries will be introduced to them, while the grammar and lexis in this level are more complex: it includes adverbs of time, determiners, articles, irregular nouns, wh-questions which are very well explained.

The scope of grade five English language curriculum in Kosovo, (2 hours per week, 74 in total)

This level aims the learners' participation in language experiences, in different topics (such as topics about caring and sharing, rooms and pets, fruits and vegetables, holidays, favourite things, suggestions, travelling), being able to engage in different situations, understanding and using simple oral and written statements in a controlled and structured context. The focus is more on learners' oral production and developing their written skills. They will be able to, express their opinions by producing simple oral and written messages of a few statements in a controlled context about people, weather, animals, school, holidays and celebrations, identification of the presence of English (speaking) individuals and groups and concrete facts about English cultures, which show that the intercultural domain is strongly advised to use.

Study Comment: The Metas Curriculares de Inglês for Ano 5 and the scope of grade five English Language curriculum of Kosovo, deal with general English which seem as documents for multicultural school.

Analyzing these frames for the fifth grade, the focus of learning English involves the non-analytical aspect, so it involves a limited range of responses and overgeneralization of the introduced actions.

The National Curriculum and Metas Curriculares de Inglês, Grade 6, level A2

In the sixth grade (6 Ano) learners are in level A2 and by the end of this level they will be able to compare things and discuss about them. Audio-visual approach is still very often used. The learners will be able to follow instructions: signs and warnings, adverts, announcements, timetable, menu, agreements and disagreements, feelings, likes, dislikes, giving advices and role plays in shops or public places. In spoken production, the learners will be able to compare people and places, retell a story by using present continuous. The intercultural domain includes famous historical figures, school subjects, leisure activities, places we live in, means of transport while in grammar and lexis the learners will learn about adjectives, comparatives and superlatives and adverbs.

The scope of grade six English language curriculum in Kosovo, (3 hours per week, 111 in total)

Personal identification introducing and describing people, house (types of accommodation, furniture and environment with garden and school yard, active verbs in daily life (routine), sports and leisure activities, travel and transport, relation with other people, parts of the body, school subject, and jobs, shopping, city services, seasons and weather are topics introduced in this grade. By the end of this grade the learners will be able to exchange feelings and emotions, orally present a family situation, friends, school and his home, identify and discuss aspects of topics introduced about transport, clothing and food, demonstrate awareness of formal and informal greeting and expressions of politeness.

Study comment: The topics introduced in this grade help the learners to develop their cognitive skills. Even though adverbs are vastly elaborated in this level they may generate confusion to the learners, as well as continuous tense and future meaning. It is worth mentioning the use of bilingual dictionary to search the meaning of a new word at Metas Curriculares de Inglês, while the scope of grade six English language curriculum in Kosovo focuses on Wh-questions, which are both based on learners' ability to acquire a foreign language.

The National Curriculum and Metas Curriculares de Inglês, Grade 7, level A2+

Extensive reading is introduced in this level and the learners will be able to understand and discuss family issues, and know how to search words in their monolingual dictionaries. They will be able to start a discussion about a specific topic, as well as give their opinions about a problem. School activities, leisure activities are thoroughly introduced. Few English speaking countries are

introduced while grammar is explained in detail: some verb phrases, future forms, past continuous, lexical chunks and pronouns.

The scope of grade seven English language curriculum in Kosovo, (3 hours per week, 111 in total)

The learners in this level will be able to use English for basic communication, give directions and instructions and describe the immediate surroundings. In spoken production the learners will show some fluency (in reading, also), identify the main ideas of a simple text with familiar vocabulary, as well as understand, compare and contrast the given topic. Family roots, food and drinks, at the doctor's parties, school subjects, sport and hobbies, film and theatres, cities and directions, games, English speaking games are topics introduced in this level.

Study Comment: The introduction of English speaking countries in Metas Curriculares de Ingles seem a bit limited. More precisely England, Scotland, Wales, Northern Ireland and the United States of America are introduced, but they reduce the other English speaking world. In addition, the study supposes that the learners can connect English with Geography as a subject and they can gain more knowledge about other English speaking countries, except those introduced. And the scope of grade seven English language curriculum in Kosovo, with the topics presented seems very superficial, and... as an objection to the learners. The topics can be from "more globalized point of view", adding updated songs and movies for that age.

The National Curriculum and Metas Curriculares de Ingles ,Grade 8, level B1

In this level the learners will be able to interact, understand daily conversation, follow a short presentation of a known topic and conclude about a specific issue. This level introduces TV programs about family issues. Students are encouraged to use monolingual dictionaries and they will be able to make a complaint, to react in a given situation, to know quantities and prices, offers and changes. In oral production skill, the learners will be able to talk about their adolescent life and issues, describe tradition and culture, describe events, express opinions and present solution to the problem. Whereas in intercultural domain, the learners will know some actual topics and environmental problems. The lexis and grammar, as usual, is detailed: countable and uncountable nouns, relative pronouns, second conditional, connectors, quantifiers, present perfect and lexical chunks are explained.

The scope of grade eight English language curriculum in Kosovo, (3 hours per week, 111 in total)

The learners in this level will be able to link other subjects such as maths, science, history with English and understand basic concepts of these subjects, they will begin to develop understanding of fine arts, music, sport and discuss about them more accurately, and will be able

to compare and contrast geographical conditions and climate in different countries. The topics introduced in this level contain discussions and opinions about ideal schools, friends and ‘kinds ‘ of friends, excursions, special days-holidays, the world in the future, fashion, jobs and dreams, which are connected with grammar parts and the learners should put some effort to work out the rules, use more complex sentences, including coordinated and subordinated clauses, and in spoken skills the focus is on communication with some accuracy information about past events, current events and/or about the world in the future.

Study Comment: When dealing with grade eight, this study suggests that teachers should be careful when these topics are presented as it includes present, past and future, and the learners might find it difficult to understand. The main focus should be when presenting the present perfect and past tense, and quantifiers. Monolingual dictionaries are a plus. The use of verb phrases and shifting to more independent language user are the main aims of this level. This level introduces the students firmly globalization; it offers the learner the opportunity to understand the ‘diversity ‘ in every aspect of life which are very useful issues in the 21st century, not for the eighth graders but for all kids in general.

The National Curriculum and Metas Curriculares de Ingles, Grade 9, level B1+

The learners of this grade will be able to start a conversation, use polite expressions and follow conversation. The learners will be able to understand radio and TV programs in English, and identify journalistic text, understand the text and they will be able to use different dictionaries with synonyms, antonyms, idioms. They will also be able to read and understand a long text. Technology is supported and learner will be able to use it to for the purpose of reporting an event. Indirect speech, dialogues, formal and informal conversation, giving ideas, opinions, sharing experiences, as well as support, agreements and disagreements about things are all parts of interactive activities within this grade which are included in spoken production. The learners of this grade will learn some aspects of English speaking countries, such as different interesting places to visit in English speaking countries, and famous people. Lexis and grammar, as in other grades, is thoroughly explained starting with: relative pronouns, connectors, reported speech, past perfect and present perfect continuous, question tags, chunks and idioms.

The scope of grade nine English language curriculum in Kosovo, (3 hours per week, 105 in total)

The learners in this level will be free to communicate effectively, increase their language and cultural understanding, the traditions and practices of the cultures. Storytelling, retelling, giving oral presentations, offerings and refusing, agreeing and disagreeing a topic or an issue, initiate authentic discourses with classmates, are parts of spoken interaction, while in listening skills the learners focus on summarizing the topic, and they will begin to notice different English accents and recognize the multiple ways to express an idea. The topics introduced at this level

follow the previous ones, however, in a more sophisticated style. Past tense with memoirs, interesting festivals around the world, bad storms, the wild world, world famous novels, interesting experiences and media are areas where the learners have to stop and focus during the whole school year.

Comment: The last level of the last cycle is more demanding and challenging. In order to continue in the next level, the learners need deep understanding of the topics. Speaking, fluency and accuracy-communicative competence, writing, and grammar competence are the main factors that will contribute to learners' autonomy and develop their learning skills. Additionally, it is evident that all these learning/teaching phases are elaborated within each grade and within each level of English knowledge considering learners' age and their beliefs. The learners have the ability to visualize and understand (probably manipulating) the language input with the language output which will also manifest learners' learning. The Kosovar curriculum allows listening to a text in English and summarize the main points in the mother tongue, which from the point of view of the researcher should not, reasoning that nine grade learners have some kind of input of English language and they are able to give some kind of output in English; of course trying to focus on fluency and accuracy, as well. Another objection noticed here is the use bilingual dictionaries (why not monolingual ones??). As the learners have already used bilingual dictionaries, now it is time to shift to a more challenging book – to monolingual one, with synonyms, antonyms and/or homonyms.

English Language Teachers' Interviews in Portugal and Kosovo

Cafeteria style interview was conducted with six English language teachers from different lower secondary and upper secondary schools in Porto, Portugal. They all agree that the administrative work is a burden to them. They have to pay more attention to paper work than to teaching practice. The National Curricula and the Metas are national documents that try to help the English teaching process. The effort to balance and to overlap these two is complex. However, the Metas does not explain the approaches and skills to use. That is, what to teach in each grade are elaborated in details, but how to teach those topics are left aside. Therefore, the teachers consider that the documents are acceptable for reading, for extra ideas for teachers; while preparing the study plan, the combination of both documents is a real hindrance.

1) On the other hand, five Kosovar teachers were interviewed online. Following the same procedure about the Kosovar National Curricula and English Language Teaching (ELT) in grades three to nine, three teachers have no complains about it. Two other teachers added that the National Curricula needs to be modified: different topics, more interesting ones that would fit children's desires, are a must. Based on these two teachers, the National Curricula is a copy-paste of each grade. Approaches presented at the document do not fulfil the teaching level criteria, although there have been ELT training programs, workshops, seminars, plus they have KETNET - Kosova English Teachers' Network. Teacher C also added that lesson plans for the following

months are also based on foreign (Oxford, Cambridge) EL teacher's course books. This combination of the National Curricula and the 'extra' teachers' course book helps her to better cover her paperwork, as the institution requires.

Perhaps the most fundamental advance that this study has made in both documents, has been the elucidation of the relationship which exists between two county's National Curricula. As noticed, the distinction drawn by the researcher is much more 'technical'. The present view of the study is that there is no absolute difference. However, there is a need of non-Portuguese English language teachers to investigate the relationship of the National Curricula and the Metas in a greater detail. For now, it only suffices to remember that these official documents (the National Curricula and the Metas) cannot be regarded as entirely separate documents. Nevertheless, the distinction still remains, and accordingly this study considers the teaching effect towards learning. On the other hand, there is this single document, the National Curricula about Kosovo, in which the teaching process can be accurately transferred* into the other grade. (* Transferred - except different topics, the National Curricula is copy-paste description of skills to be used in the following ELT grades).

In addition to what has already been presented, the study brings the discussion of both documents that might have a different (or the same) effect upon each society group. Based on that, both the National Curriculum and Metas Curriculares de Ingles of Portugal, and English Language Curriculum of Kosovo are based on the Common European Framework learning objectives, about English language teaching and learning. The Metas Curriculares de Ingles of Portugal-as an extra support to Portuguese National Curriculum for English teaching and learning -is divided into listening, reading, spoken interaction, spoken production, writing, intercultural domain, lexis and grammar; whilst the English Language Curriculum of Kosovo as a whole, is more expansive: it is divided in Communication-listening, speaking, reading, writing, Understanding and Using English which include spelling and sound system, vocabulary, language structure, discourse, making connections, subject matter connections, English in the world, and understanding of daily life, tradition and perspectives.

No matter which one is it, they both seem to seek balance between FLT factors and the level of English which the study associates with Ellis' (2008) FLL factors such as motivation to learn a FL, language learning styles, learning strategies, language aptitude, etc. The emphasis is therefore put on stabilizing the amount of topics in English among teachers and learners, and the challenge is to provide adequate teaching ideas to achieve in practice the objective of English language learning as a part of challenge of the triangle: The Portuguese National Curriculum and Metas Curriculares de Ingles of Portugal, the English Language Curriculum of Kosovo, and of the Common European Frame of Reference (with its limitations and generalizations).

The both Curriculums' tendency is to rationalize and harmonize ELT according to the Critical Period Hypothesis. ELT phases within the curriculum are conducted by corresponding learner's critical period development. i.e. the curricula are based on the learners' age and the

ability to acquire, as supported by Ellis (2008, p.529), “the age when a learner starts learning an L2 has been found to impact strongly on a learner’s ultimate level of achievement”.

Whatever is the EL teachers’ viewpoint about the curriculum of Portugal or the curriculum of Kosovo, it should be noted that the Common European Framework of Reference for language learning and teaching, and assessment, firmly emphasizes **the tolerance**” One thing should be made clear right away. We have NOT set out to tell practitioners what to do, or how to do it. We are raising questions, not answering them. It is not the function of the Common European Framework to lay down the objectives that users should pursue or the methods they should employ.” This indicates that the EL teachers can and should elaborate their teaching based on the learners’ interests. The framework has given the teachers free hands to make changes in the choice of topics, the area of introduction, the skills and activities that should be used in an EL class. The study is in line with Cashia et al (2010) claim that “curricula content should be regularly reviewed and updated, taking into account the changing learning needs. Current revisions should take into account transversal, cross-curricular, intercultural and digital competences as key competences for society and economy in the 21st century”, which are also evident in both countries’ curricula. Since the Metas Curriculares de Ingles scheme is detailed and easy to set up, teachers can make a choice between all existing ELT goals within the same level. It is important to look first at the goals of ELT of the grade and the cycle, keeping in mind that these goals imply three very different groups: 1st, 2nd, and 3rd cycle. Depending on a specific goal, whether 1st cycle, 2nd or the 3rd cycle, several approaches can be used to make sure the language input will be learners’ future output. Stefani (2009) agrees that whatever institution teachers are working in, they should understand the mission and the regulations. These are factors not within their control. However, the control over the teaching/learning classroom climate is teacher’s responsibility.

The accessibility to the students, students’ support, are issues that matter. They influence students’ responds and engage them with learning. All in all, this document just relates what stays from the traditional national curriculum, what is changed and what might be subject to changes in the near future. On the other hand, the English language curriculum of Kosovo is also detailed, and it is not divided in cycles, but follows the grades from three to nine. The theoretical part takes most of the curriculum with deep explanation reasoning topics, skills that are introduced and the cognitive aspect of the learners.

Conclusion and Suggestions

Both curricula have been formulated at the level of CEFR, and clarify the main goals of each cycle and/or each grade, as an ongoing process of ELT. i.e. The study reflects the impact of ELT observer’s debate and suggests how institutions intend to deal with these acts in terms of teacher-institution-child framing.

The authors of the outline of the Portuguese curricula - Metas Curriculares de Ingles, that was prepared in July 2015, and that was framed according to the Common European Frame of Reference about English language learning and teaching, are generally being praised for the work that they have done. It is considered as a huge challenge and a huge step forward which is especially useful for early career teachers and it has an effect to replace the traditional national program. It can help teachers what to do in class, but not necessarily do everything in sequences as in the frame of reference. As seen, this single document: Metas Curriculares de Ingles of Portugal is new in Portugal and when comparing with the English language Curriculum of Kosovo, they both state the learning objectives in terms of Common European Frame of Reference which are becoming as a Bible or Curranfor the whole educative system. However, we should be aware that the CEFR does not stand for the implementation of a centralized and predetermined curriculum, therefore the study concludes that teachers are those who can and should make changes in ELT by seeking for effective ELT and in line with learner interests on ELT basis. Furthermore, learners' attitudes towards English language positively change and from time to time new teaching topics should be introduced. It is supported by Nunan's claim (1986, p.11) that "teachers need greater professional skills, they are responsible for all phases of planning in the learner-centered curriculum and they have to be flexible enough to teach in a variety of learning arrangements. In addition to the skills required to be a competent classroom practitioner, teachers need skills in needs-assessment, counselling, objective setting and evaluation".

The first question of the study about the constitutive features of the National Curriculum and Metas Curriculares de Ingles of Portugal and the English language Curriculum of Kosovo are fully described above. While when dealing with the learners' engagements to become better in ELT based on the curriculum goals, the study concludes that all skills such as demonstration, projects, reading, listening, technology, models, discussion, lectures, group work, communication, writing, critical thinking, problem solving, evaluating are integrated in ELT programs.

Based on the teachers' interviews, the National Curriculum and Metas Curriculares do try to fulfill learners' needs. However, they do cause dilemmas in ELT planning. While, the conclusion about Kosovar teachers' interviews about the English language Curriculum of Kosovo, is that the teachers seem more relaxed when preparing lesson plans for ELT class.

As discussed, there are differences and similarities in ELT in both countries. The study agrees that due to major social changes, the teaching curricula should always be under revision. The maintenance of the status of being free of the rigid national curricula, modification and adaptation of the curricula is considered as necessary. Referring to the reflection of the present study, it is suggested that policy makers, from time to time should involve more English teachers' surveys and interviews. The inclusion of new career teachers as well as those with a long ELT experience in such surveys, interviews, as well as classroom observations would help the policy makers, to define ELT problems, make plans for solutions to the problems in ELT and then apply the newly planned ELT methodology. What should be taught, how to teach and when, are issues

that need thorough investigation and be careful on what bases is the national curricula developed, and then occasionally changed. This is also supported by Scrivener (2011) who mentions the influence of CEFR that has encouraged teachers and examiners, as well as course designers to focus on real life tasks for successful communication which would lead to more accurate language use as the main wanted goal nowadays.

In conclusion, the researcher - a teacher, not a specialist in the field of Curricula preparation, agrees that apart from 'officially written Kosovar Curricula or Portuguese Curricula', when students are in school, they do not learn only official curricula, but the hidden curriculum too. The hidden curriculum being the attributes that have to do with values and norms acceptable in society such as cooperation with others, punctuality, body language, socializing, cultural awareness, intonation and accent of the language, as well as modeling in terms of leadership and managerial skills.

All these 'hidden features should be elaborated by *locally appropriate methodology*, strategically planned and strategically performed, based upon the current society needs and locality setting.

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