

Cultivating communicative competence: Evaluating the Kosovo primary and lower secondary education curriculum impact on English language proficiency



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Abstract

This research critically assesses the effectiveness of the primary and lower secondary education curriculum in Kosovo in developing English language skills among students. In a dynamically oriented world towards a global mindset, proficiency in English is increasingly essential for communication, academic success, and participation in the global economy. As such, it is necessary to evaluate the alignment of the curriculum with the communicative competence needs of students at an early age. The study employs a multifaceted approach, analyzing curriculum documentation, instructional methodologies, assessment practices, and empirical data to ensure a comprehensive assessment. Drawing on theoretical frameworks from applied linguistics and curriculum development, this research identifies strengths and weaknesses in the curriculum approach to English language development.

The analysis focuses on several key aspects, including the coherence of curriculum objectives, the appropriateness of instructional materials and activities, and the effectiveness of assessment methods in measuring language proficiency. Additionally, the study examines the integration of language skills (reading, writing, listening, speaking) and the development of socio-cultural competence necessary for effective communication in diverse contexts.

Findings from the research will highlight areas for improvement, and recommendations are provided for curriculum designers, policymakers, and educators to enhance the curriculum's responsiveness to the linguistic and communicative needs of students. By aiming to bridge the gap between curriculum goals and language learning outcomes, this research seeks to contribute to the continuous improvement of English language education in primary and lower secondary schools in Kosovo, ultimately preparing students for success in the globalized world.

Key words

assessment practices, communicative competence, curriculum alignment, curriculum evaluation, English language proficiency, instructional methodologies, language education, Kosovo education system

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