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ФАКУЛТЕТ ЗА ЈАЗИЦИ, КУЛТУРИ И КОМУНИКАЦИЈА

POSTGRADUATE STUDIES - SECOND CYCLE

MASTER THESIS:

“The Role of Teachers’ Cultural Background and Experience in Teaching English. Research Conducted with Primary School Students in Ferizaj, Kosovo”

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Tetovo, 2021

Thesis:

**“The Role of Teachers’ Cultural Background and Experience in Teaching English.
Research Conducted with Primary School Students in Ferizaj, Kosovo”**

Teza:

**"Roli i Sfondit Kulturor dhe Eksperienca e Mësimdhënësit në Mësimdhënien e Anglishtes.
Kërkimet Janë Bërë me Nxënësit e Shkollës Filllore në Ferizaj, Kosovë "**

Теза:

„Улогата на културната позадина на наставниците и искуството во наставата по англиски јазик. Истражување спроведено со ученици од основните училишта во Феризај, Косово “

Acknowledgement

By this short piece of writing, I would like to acknowledge and thank all the ones who helped me in accomplishing this master thesis.

First of all I would like to acknowledge my family because they acted like accelerants on me, reminding me to study more and more in order to achieve something better in life. Secondly, I want to thank my friends who were supporting me all the time when I needed their help. My research wouldn't be complete if students of primary school in Tërrn wouldn't help me, so I would like to acknowledge them too. Special thanks goes to my mentor, Arta Toci (PhD), who was obviously the main resource that showed me techniques to write this master thesis.

At the end, I would like to thank also all the members, teachers and staff of SEE University.

Abstract

The purpose of this master thesis is to help future teachers understand the importance of an experienced teacher versus an inexperienced teacher, the role of teacher's cultural background and the relationship between teacher and students in the form of multicultural society. My experience with American employers in Kosovo and the USA for more than four years, helped me a lot to enrich the experience in the field of English language. The fact of being an English teacher for a decade is another reason that prepared me with my English teaching skills. Working in the same school, helped me know the community better and at a wider range. So even the research study that I conducted in this school is not as a result of some days or months, but as a result of more than ten years. I believe that this academic piece of work will guide future English teachers how to best equip their knowledge before becoming an English teacher. At the same time I hope that this academic writing will help English teachers understand the importance of an experienced teacher.

Key words: *experienced teacher* *enrich* *field* *range* *guide*

Parathënie

Qëllimi i kësaj teze të masterit është të ndihmojë mësuesit e ardhshëm të kuptojnë rëndësinë e një mësuesi me përvojë kundrejt një mësuesi me më pak përvojë, rolin e sfondit kulturor të mësuesit dhe marrëdhënien midis mësuesit dhe nxënësve në aspektin e shoqërisë multikulturore. Përvoja ime me punëdhënësit amerikanë në Kosovë dhe në Sh.B.A. për më shumë se katër vite, më ndihmuan shumë për të pasuruar përvojën në fushën e anglishtes. Fakti i të qenit mësues i anglishtes për një dekadë, është një arsye tjetër që më përgatiti me aftësitë e mia mësimore në anglisht. Duke punuar në të njëjtën shkollë, më ndihmoi që ta njoh komunitetin më mirë dhe në një gamë më të gjerë. Pra, edhe studimi kërkimor që kam kryer në këtë shkollë nuk është rezultat i disa ditëve ose muajve, por si rezultat i më shumë se dhjetë viteve. Unë besoj se kjo punë akademike do të shërbejë si udhërrëfyes për mësuesit e ardhshëm të anglishtes si të pajisin më mirë njohuritë e tyre përpara se të bëhen mësues të gjuhës angleze. Në të njëjtën kohë shpresoj që ky shkrim akademik do të ndihmojë mësuesit e anglishtes të kuptojnë rëndësinë e një mësuesi me përvojë.

Fjalët kyçe: *mësues me përvojë pasuron fusha gamë udhëzon*

List of Abbreviation

CALDER - Center for Analysis of Longitudinal Data in Education Research

PD - Professional Development

EFL – English as a Foreign Language

NETP - National Education Technology Plan (US Department of Education)

T1 – Teacher 1

T2 – Teacher 2

T3 – Teacher 3

T4 – Teacher 4

T5 – Teacher 5

T6 – Teacher6

T7 – Teacher 7

RQ – Research Question

RH – Research Hypothesis

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CHAPTER 1

Introduction

The ease of traveling, worldwide social media, multiculturalism interaction, and the vast number of communication between people from different parts of the world increased the need for communication in different foreign languages. English as a language of technology, art, economy, and so on, helped this development circulate worldwide. Nowadays, the rhythm of acquiring a foreign language is increasing rapidly and the need for a good teacher is by no doubt obvious. Day after day English is becoming a language of science, social media, business, economy, technology etc. This vast and rapid development of English in almost every branch of science and technology, surely has created and developed an impact on students. The problem of receiving the use of English from different sources without filtering it, can have a negative impact on students which is followed by other substantial consequences. In such cases a teacher with experience in the field of English Language can be one of the key factors in helping students acquire English and become proficient at it. Teacher can also play the role of a guide while filtering the information that students gather from different sources. Regarding my perspective there are many English teachers who need additional trainings and experiences in the field of English to fulfill the goal of teaching English properly. In order for a non-native English teacher to be more prepared, it is obvious that experience with English native speakers is required. My interest on finding out whether a non-native English teacher with an American culture experience has a significant impact on students rose to me many questions. How is an experienced teacher going to reflect his knowledge on students? What is the importance of teacher's cultural background and degree of impact on students? How is the teacher going to incorporate the experience with the syllabus in use? Answering these questions require a lot of research. Undoubtedly it is not enough only to bear experience, but also to share it to students in such a way that it incorporates the main message to them. On the other hand we have to be aware of whether or not the school syllabus will leave open doors for teachers to incorporate their experience to students as a criteria of achieving the goal of a successful teaching.

1.1. English as an important factor in the world and ways to best acquire it

As previously described, today's world has an English language that is spread all over the globe and this process of English language acquisition is in motion in almost every corner. Ways of acquiring it vary from the use of technology, business, science, media, etc, to the traditional way of teaching. Students build their house of knowledge by borrowing information from all these learning resources. Other ways of learning a foreign language is the motivation of communicating with others. We may wonder why we need English to communicate with the world or why is it so important to learn English to fulfill our needs. The answer may lie on the rapid development and the use of this language in many aspects of life.

One of the strongest weapon to easily acquire a language is motivation, which is a key factor for students who want to learn a foreign language. One of the main sources of motivation for students of primary school is teacher who brings them knowledge in different ways. Teachers may also be an important factor why many students may like English as a second language. In order to understand the importance of teachers in motivating students we should also be aware of the role of teacher's cultural background and experience on students.

At this point, I have evaluated and tried to find the best results of the role of teachers' cultural background and experience in achieving students' motivation in English language learning in primary schools of Ferizaj. From the searches that I have done through internet and literature, I have seen that there are many topics and researches made on the culturally diverse classrooms, students cultural background effects on learning English, but there are very few studies made on the role teachers' cultural background and experience effect on students' efficiency to acquire English. Teachers' cultural background might impact students' topics. For example, if an English teacher is religious, he/she may include religious topics when teaching English, or if he/she belongs to a specific party or organization, that teacher might include his/her activities while teaching different topics. Some teachers might tend to include their personalities while teaching English whereas others might not. At this point I evaluated the effects of both types of teachers on students' achievement results. Teachers' experience may play a key role on students learning process. It is very crucial to understand how teachers include their experience while teaching

English, the frequency they use it while teaching topics that might have a relation with teachers' experience.

My interest on thesis research is not only subjecting students as participants but also English teachers of primary schools in Ferizaj.

1.2. What is the role and effect of teachers' cultural background and experience?

According to National Institute for Urban School Improvement "Teachers bring themselves their life experiences, histories, and cultures into the classroom. They bring their assumptions and beliefs about what a good teacher is and does..." (2005, p.2). In this way teachers are prone to sharing their inner nature with others, in this case students. Teachers' role in reflecting English language to students is very high. They carry different cultural backgrounds and experiences with themselves. Today we live in a multicultural world where every English teacher has his or her own experience in the field of English. We may wonder how culture and experience may affect students and their achievement when diversity of teachers' cultural background and experience is obvious. Albanian culture and history is different from American or English culture. Taking a deeper look, within Albanian culture, teachers may belong to different religious, political, intellectual, or moral views, at the same time carrying their experiences with themselves. A typical example for explaining the advantage of an experienced English teacher is when there is a topic about New York City, Washington D.C, London etc. The lesson can be more interesting if the teacher gives additional information about these places if they have already visited these places. In general, leaning on my own experience as a teacher, I have found out that most students want to hear stories rather than read about a specific topic. Knowing the features of these cities can be also very helpful for an English teacher to explain students more about the culture, English accent, population varieties of these places, etc. In the third Edition of New Headway Student's book there is a topic about "Describing a place" (L.J.Soars, p.121). This topic is about London city and if the English teacher has experienced the British accent and the way of living, the lesson would be more interesting to students because they would be interested to hear teacher's personal perception about London. In Exploring English 4 Student's book (8th grade-the old book) there is a topic about "An American Vacation" which describes

about a vacation in America and its wonders such as: Grand Canyon, Mount Rushmore and Yellowstone National Park (Harris, T. & Rowe, A., p. 58-59). Whereas on Live Beat Students' Book 4 (9th grade) a topic about "The longest journey to school in the world" describes the story of a high school student who lived in Queens, New York who struggles to go to school by different means of transportation in New York (Ingrid Freebairn, Jonathan Bygrave, Judy Copage, Liz Kilbey, p.18). A teacher who might have visited these places may include his or her own experience to students and at the same time the story would be much more complete and engaging.

1.3 Dealing with unmotivated students

Motivation is one of the most incomparable instrument towards learning English as a second language. According to Dişlen Dağgöl, Gökçe, "Motivation has been center of attention among teachers throughout the years because it constitutes the backbone of learning process. Learning is a complicated and dynamic process, and learning in real sense gets completed through motivation." (2013). English teachers are indebted to their students to deliver them the best teaching techniques in order for them to achieve motivation towards learning a nonnative language. Students come from different regions and have different parental guidance. Some of them don't even have time to share their problems as kids with their family members because their parents are occupied with their work and other duties. Life has become very dynamic in today's age, which allows parents contribute a very trivial amount of time with their children. In this case these students are somehow abandoned and left in the hands of fate. In most cases such students forge the process of an unmotivated student. How can an experienced teacher deal with all these social problems that they face while implementing new teaching techniques and gather all students as shepherd gathers sheep in a huddle? Sometimes it may seem to be unachievable for teachers to implement their own expertise in the field of language learning. Therefore it is clearly depicted that teachers will have to know who they will work with and later on prepare their teaching program and strategy in depth. It is also crucial for teachers to know how to deal with the process implementation of these new techniques. They will have to be aware of many different consequences that might arise while in-classroom activities. As an English teacher in

many private and public schools of Kosovo mainly in the region of Ferizaj city, I have noticed that there are two main reasons why most of the students lose their motivation: social and economic background. Society in Kosovo is largely diverse, starting with their political and religious beliefs to different ways of living. Society in general has lost hope for a better future because of the presumable bad political governments in the last 20 years in Kosovo. This devaluation of optimism has effected young students in mass. I have witnessed many cases when a large number of primary school students have told me that “even though we learn there will be no good job waiting for us” or “why learn when family or party acquaintance is at the peak level”. Sometimes it is challenging for teachers to disconnect students’ educational cogitation from the political one in order to achieve motivational surroundings. As from the economic perspective, students in general have come to a conclusion that living and working in Kosovo is not as good as in western countries such as USA, UK, Switzerland, Germany etc. The lack of equipment in our schools is another evidence that many English teachers are enforced to lecture as Teacher-Centered approach to learning. This is another matter that brought many students of primary schools reason their claims about the lack of motivation on learning English as a second language.

1.4 Teacher’s experience in the field of English language as an additional resource

As the improvements in teaching techniques increase, so does the teacher’s experiences and trainings develop. According to Jennifer King Rice: “Experience matters, but more is not always better” (2013). Quality in teaching is the goal of a successful teacher. Furthermore, Jennifer King Rice claims that: “A number of CALDER¹ studies confirm findings from existing research that, on average, brand new teachers are less effective than those with some experience under their belts (Clotfelter, Ladd, and Vigdor 2007a, 2007b; Harris and Sass 2007; Kane, Rockoff, and Staiger 2006; Ladd 2008; Sass 2007).”

In Kosovo there are many English teachers who have already experienced many English-speaking countries bringing with them their experience. Some may ask, Why an English teacher

¹ CALDER - Center for Analysis of Longitudinal Data in Education Research

who has been in United States or United Kingdom could reflect his or her experience more than the one who hasn't experienced American or British culture? The answer may sound simple and clear when we say that, "Without tasting the crystals we don't know if it is sugar or salt", but this is not the final hypothesis that we can rely on. There are many reasons why an English teacher can reflect his or her experience on students more than the one who doesn't possess such background. We should also be aware if experienced teachers reflect their experience on comprehensive teaching strategies.

CHAPTER 2

Literature review

There are a number of researches made about the impact of an experienced teacher on students but by this master thesis I will try to explore my own experience as an English teacher and the consequences that might follow over generations as well. According to O. Al-Nawrasy “Learning to speak English fluently is a difficult skill for students to develop and learn, especially in EFL context, where exposure to English is limited to few hours per week, and where chances to speak communicatively are also limited.”, (2013). By this statement we can conclude that despite the fact that students rarely communicate in classrooms, the fact of being a non-native English teachers makes the communication in classroom much harder than first thought. On the other hand, how can an experienced English teacher overcome this issue? In the past, English teachers in Kosovo used to speak most of the time in native language, whereas nowadays it is different. English teachers are more prone to speaking and explaining in English rather than using only the native language to describe a topic. And this has come as a result of teachers’ experiences and trainings in the field of English language.

2.1 Teacher’s and student’s cultural background and its impact in classroom

It is obvious that a classroom cannot be homogeneous and the diversity can be very high when it deals with students’ cultural background. According to Tracy, A, M (2009), “To understand the development of the individual, there must be an examination of the social world in which that individual interacts.” (p. 5). As for knowing student’s cultural background Basha Krasnof discloses, “A teacher’s learning about a student’s past experiences, home and community culture, and world in and out of school helps build relationships by increasing the use of these experiences in the context of teaching and learning.” (2016, pg.2). An English teacher will have to be aware of the community and student’s cultural background before sharing his or her own cultural background to them. At the same time, an English teacher’s experience will have to reflect its most valuable capability to students. As an English teacher at the primary school of

Törrn, I have witnessed myself that understanding students' cultural background is very important factor in effective teaching since their cultural background and learning needs have a strong link within them. Being an English teacher in a slight familiar community, makes the teacher vulnerable to their teaching impact on students. From my own experience as a teacher, knowing the community is a must, in order not to make any potential injustice to students. I have had cases when some students refused to cooperate with each other in a specific project, but later on I got informed that their families had a dispute with each other, which left me no other choice but to change their groups to fulfil their learning needs. As Basha Krasnof sates, "Reasonably, teachers can only be held accountable for student outcomes if they are adequately prepared to be culturally responsive to their students' learning styles and needs." (2016, pg.2). It is not a good idea for teachers to focus their ideology in a specific field or belief since the students come from different cultural background. Furthermore Basha Krasnof continues, "A teacher's affirming attitude toward students from culturally diverse backgrounds significantly impacts student learning, belief in themselves, and overall academic performance. By respecting cultural differences and using curricular and instructional practices related to the cultures of their students, schools and classrooms become inclusive." (2016, pg.2).

2.2 The benefits of teachers' travel experiences

Every teacher has travel experiences but it only varies on the amplitude, if they experienced a long distance travel experience or short distance travel experience. Teachers who have travelled a lot in different countries have experienced different cultures, languages, mores, cities, architecture, types of food, etc. According to Matthew J. Stone and James F. Petrick "Many studies have shown educative outcomes due to the travel component of study abroad, while others have found that experiences as a traveler led to learning." (2013, p.7). Travelling is a very powerful weapon in achieving general knowledge which shows that sometimes seeing is believing. Being and looking at a specific place is not the same as only reading or hearing about it. On the other hand travelling enriches a person's educational background as Laubscher is paraphrased by Matthew J. Stone and James F. Petrick: "Both travel with a learning objective and objectiveless travel generated educational benefits including personal development, new

perspectives, and many generic skills, such as autonomy, independence, and self-confidence, which may be best gained through independent travel.” (2013, p.7). Whenever we travel, we learn new things despite the fact that it may not be a part of our learning goal. As an English teacher for almost a decade, I have observed that almost in all 6th, 7th, 8th and 9th grade English books there is at least a topic that talks about New York City. English books aren't the only source of information that I convey students about New York but also my own experience. I still remember very clearly when I first went out of the underground from JFK airport to Manhattan, New York City in 2010. It was a strange feeling and at the same time a shock for me when I looked at the tall buildings for the first time directly. I was holding my breath for couple of seconds while staring at the buildings and thinking to myself “I didn't expect this”. Whenever I give students extra information about New York City, I mention them such experience in accordance with the topic. On the other hand, whenever other major cities or places are found in English books such as: Washington DC, Miami, Fairbanks, Atlanta, Key West, Paris, London, Rome, Amsterdam, Berlin, Copenhagen, Split, Istanbul, Antalya, etc., I try to share my own experiences about the people, their culture, architecture, food of these cities. Visiting those places, helped me a lot in developing my professional teaching skills along with the increase in teaching and learning efficacy. Talking about these places made students curious to ask other questions even after the lesson. They wanted to know more about their population, culture, leisure activities, games, buildings, etc. In such a manner students gain more knowledge about the world in general and their topics in particular while expanding their scope of information around history and language of that country.

2.2 Implementation of teacher's experience

A typical example for explaining the advantage of an experienced English teacher is when there is a topic about New York City, Washington D.C, London, etc. The lesson can be interesting if the teacher gives additional information about these places if they have visited these places. In general most students want to hear stories rather than read about a specific topic. Knowing the features of these cities can be also very helpful for an English teacher to explain students more about the culture, English accent, population varieties of these places, etc. In the third Edition of

New Headway Student's book there is a topic about "Describing a place" (L.J.Soars, p.121). This topic is about London city and if the English teacher has experienced the British accent and the way of living the lesson would be more interesting to students because they would be interested to hear teacher's perception about London. In Exploring English 4 Student's (8th grade) book there is a topic about "An American Vacation" which describes about a vacation in America and its wonders such as: Grand Canyon, Mount Rushmore and Yellowstone National Park (Harris, T. & Rowe, A., p. 58-59). A teacher who might have visited these places may include his or her own experience to students and at the same time the story would be much more interesting.

2.3 Teacher's professional development influence on educational system

Not all the teachers are the same considering their professional trainings and experience in English as a foreign language. In order to achieve the best results on educational system, teachers must attend different types of trainings in their professional development career. For this reason teachers' professional development plays a key role on teaching efficacy. According to Bautista, Alfredo & Ortega-Ruiz, Rosario, "Nations around the world are currently embarked in deep reforms of their education systems. There is widespread agreement among policymakers, scholars, and educators that one of the keys for success during these reforms is promoting the professional development (PD) of in-service teachers." (2015).

Even in Kosovo there are many movements towards the reformation of the curriculum by the Ministry of Education. In order to achieve a better outcome in learning capabilities, there are many trainings for teachers of Kosovo that are being accomplished. Despite having a lot of trainings and reforms in the Kosovo Ministry of Education, the outcome of these trainings wasn't as expected. According to OECD, PISA 2018 Results, *In 2018 Pisa results ranked Kosovo the third from the bottom of the list in the world among all 79 participating countries.* It shows that there either wasn't done enough to accomplish the goal or the trainings didn't meet expectations. According to Basing Bautista, Alfredo & Ortega-Ruiz, Rosario, "However, the literature shows that much of the PD offered to teachers is inefficient, having small or no effect on teaching practices and/or student learning." (2015). Teaching development trainings must have a direct

link to students learning outcome while on the other hand they must intend to achieve a result since every positive change leads to better educational system.

2.4 Use of technology as a tool within teachers' experience

As an English teacher for a long time and also attending different trainings, helped me come to a conclusion about the use of technology within teachers' experience. Predominantly, teachers who belong to an older age category, are more inclined to traditional education in contrast to the ones who are much younger in age. They have it hard using technology in classroom while teaching English, leaving their experience under the shadow of traditional teaching methods. On the other hand, teachers belonging to younger age, have it easier to share their experience through the use of technology because of the fact that they apply laptops, projectors and other surround system to present projects in classrooms.

2.5 Teachers' technology trainings and its correlation to experience

Trainings on how to involve the use of technology in classroom teaching methods are more than welcome in order to boost teachers' professional development. As reported by Baek, Youngkyun & Jung, Jaeyeob & Kim, Bokyeong, "Even though teaching methods using technology are well developed, if technology is not used fully in instruction, it would be hard to expect it to be effective. Thus, it will be more prudent to first consider the factors affecting teachers' decision to use technology in their classrooms before discussing the various instructional applications in order to address them in advance and maximize the effectiveness of technology.", (2008). Hence, it is demanded that teachers will have to be prepared how to incorporate technology in curriculum. In order to enhance learning capabilities on students through technology, ministry of education must pave the way to draft the plan on the students and teachers needs simultaneously with the literature in use. At the same time schools must be equipped with all technological provisions needed to accomplish the goal. Another major factor on implementing the use of technology in teaching English as a foreign language is the ease of its use. It is obvious that

teachers who already have technology set in their language labs are more prone to using it than teachers who have to improvise it themselves. Most of state schools in Ferizaj do not have language labs, making it harder for teachers to use technology in classrooms. Getting personal laptops, speakers, flash disks, plugging, unplugging, electricity insufficiency, projectors, lack of internet, are some of the problems that English teachers face in Kosovo state schools. This, somehow also leads to discouraging teachers in using technology as an important tool within teachers' experience. Despite these barriers, many English teachers overcome them by implementing teaching methods through technology which enables students receive the information in a more attractive manner.

2.6 Technology and time limitations

Technology within its core is very diverse and this diversity makes students learning more engaging. Sometimes different circumstances can push teachers to use technology even beyond the scope of ministry of education. There are maximum 6 school hours (40 or 45 minutes per class) in primary schools in Kosovo from the 1st grade students to the 9th grade students. Being in public schools for around 5 hours or less, is a very big challenge for students who have high aspirations towards becoming prosperous in life. The time that teachers have to explain topics in class is very limited therefore most teachers provide their students with different assignments. Students are compelled to endeavor with their school assignments while they are at home. Some students do not follow teachers' instruction to accomplish their tasks at home and this builds an immense challenge for the whole education system in Kosovo. On that occasion teachers must have to find other ways to keep students engaging in their studies through the use of technology since almost every student uses or at least is exposed to technology.

We may wonder why technology is so important for students. How does it meet students' needs?

Although there are a number of progresses made by technology even in Kosovo schools, its use is subjected to an ongoing reformation process. In almost all public elementary schools of Kosovo, teachers have to move from one classroom to another which is a major factor why time is limited to use technology in classroom. It is obvious that in order for English teachers to use

conventional technology they have to: plug in their laptop and connect it to projector, wait for the laptop to turn on, get the USB from their students if they have to do a presentation, connect the speakers, find the document needed, etc. This process takes at least 5 minutes, if everything else goes alright. Sometimes the lack of internet connection in schools brings forth another challenge when dealing with time limitation.

Having said that, English teachers in public schools of Kosovo have to be aware of these possible obstructions while yearning to achieve better teaching outcomes through the use of technology.

2.7. Good behaviors, social conventions, and ethics

Education system in Kosovo is mostly based on teaching and learning leaving aside good behaviors, social conventions, and ethics which are a key factor for a well-educated student. According to Clara Sabbagh, “Educational research has tended to portray the teacher’s role as a morally neutral profession, mainly responsible for imparting knowledge and intellectual skills that can be objectively assessed.” (2009).

Many students’ generations have passed since 1999 (the post-war era in Kosovo) and still the education institutions haven’t integrated good behaviors, social conventions, and ethics in school curriculum. According to my humble perception as an English teacher for more than ten years, I have realized that students in our schools are in desperate need for an ethics class within the education system. There are dozens of reasons why students do not own it. According to Luljeta Aliu’s publication (2019), “The difficulties constraining the education in Kosovo are diverse, ranging from lack of sufficient school infrastructure, poor teacher performance, lack of sufficient budget for teacher training, inappropriate teaching materials for the new curriculum and lack of mechanisms of quality assurance.” (2019). In order to solve these issues in our education institutions, ministry of education must take into consideration some steps that will pave the way to implement these new reforms. Furthermore, Luljeta Aliu adds, “Consequently, the success of any effort to improve education by intervening in one of these subfields is closely interlinked and depends on progress in other subfields, because all of them correlate among themselves.” (2019).

On the other hand, teacher's good behaviors, social conventions, and ethics are crucial for students since teachers are mirrors of their students. Besides owning these good qualities teachers will also have to reflect them to students.

CHAPTER 3

Research methodology

Master thesis would look vague if it didn't include research methodology within its foundation. This chapter explains what the main purpose of the research is and what steps were taken to obtain a reliable and an efficient research. Although people are inclined to accept that teachers' experience and cultural background plays a role on students learning efficiency, the need for understanding how and why the research is done, is a must.

The research methodology contains: research aims and objectives, methodological approach, research question, research hypothesis, research participants and research instruments.

The research is accomplished through a mixture of qualitative and quantitative methods. The purpose of using a combination of these types of methods was to achieve a wider range of approaches towards the research hypothesis. In order to achieve the best results towards a better goal, research participants were being involved in surveys, observational research, interviews and other means of analysis. Research question was mainly based on explanatory research to reveal the main role of teachers' cultural background and experience in teaching English. As for research hypothesis different data were collected, classified and elaborated to prove or disprove specific claims towards the role of teachers' cultural background and experience. Research participants were students and teachers of primary school of "Tërrn" from Tërrn village, Ferizaj, "Enver Topalli" from Greme village, Ferizaj, "Naim Frashëri" from Zaskok village, Ferizaj, "Muharrem Shemsedini" from Bibaj village, Ferizaj, "Halit Ibishi" from Cërrnilla village, Ferizaj, "Ahmet Hoxha" in the center of Ferizaj and as well as another English teacher teaching in "Konstandin Kristoforidhi" from Neredime village, Ferizaj. The research participants of English teachers were mainly split in two factions, English teachers with higher experience in the field of English and the ones with medium or lower experience.

Instruments that were used in achieving the research were tests, interviews and surveys.

In order to accomplish the research, there were some factors that I had to consider while conducting it. The reason why I chose most of the teachers and students from the same school was that they would give me a more precise and consolidated result by the end of the research.

3.1 Research Aims and objectives:

Our world's technology, education, cultural diversity and knowledge spread, is merged in interaction and at the same time changing rapidly by modifying teacher's useful techniques in the classroom. My experience as an English teacher, helped me understand the importance of exposing this treasure of knowledge to my students. Student's needs alter, that is why we have to consider their demands in achieving the goal of acquiring English as a foreign language successively. Experiencing American culture, working in different American companies in America, visiting different American cities and attending different trainings in America will surely help me as an English teacher to positively share these experiences with my students. These experiences will also help me in accomplishing a guide like master thesis that can help future English teachers to improve their ideas.

3.1.1 The fundamental aim of this research was:

1. To reveal the impact of teachers' cultural background and experience on students of some primary schools in Ferizaj in learning English as a foreign language.
2. To find out if teachers' cultural background or experience is reflected more on students.
3. To find out if teaching experience brought new teaching techniques, better teaching outcome and better results.
4. To identify whether travel experiences are helpful in having a better teaching outcome or not.
5. To show whether teachers' experience brought to them extra information outside the scope of curriculum.

3.1.2 Objectives:

1. Conduct a survey with primary school students from Ferizaj to seek results related to teacher's cultural background effect on them.
2. Identify whether teachers' cultural background or experience impacts students learning achievement more.
3. Interview English teachers to obtain different work experiences while teaching.

3.2 Research Questions:

In order to identify the role of teachers' cultural background and experience on students, this study had to deal with some research questions, such as:

1. What is the most significant impact of teacher's cultural background on students of elementary school?
2. How much does teaching experience influence students' learning outcome?
3. Are teacher's travel experiences important when learning about a specific place?
4. What is the role of teachers' experience in achieving students' enthusiasm towards learning?
5. Are teachers approachable when students have to share a problem or a dilemma?
6. What is the level of impact on students from the use of technology as a mechanism within teachers' experience?

3.3 Research Hypothesis:

This hypothesis deals with the role of teachers' cultural background and experience on students:

1. There will not be any immense impact of teacher's cultural background on students of elementary school.
2. Teaching experience influences students' learning outcome in a considerable level.
3. Teacher's travel experience will play a key role on students when learning about a specific place.
4. Teachers who have a lot of experience will achieve students' enthusiasm towards learning English.
5. An experienced teacher is more approachable when students have to share a problem than an inexperienced one.
6. Technology as a mechanism within teachers' experience increases students' concentration towards learning English as a foreign language.

3.4 Methodology and Research Design:

This research proposal was done as a result of wide variety of explorations and even experiences while facing students and different teachers who were a part of this process. Because of the limitation of time to do more research in different schools of Kosovo, I conducted this research mainly in the school where I currently work and some others (elementary school of "Tërrn" from village Tërrn, "Enveri Topalli" from Greme, "Muharrem Shemsedini" from Bibaj, "Naim Frashëri" from Zaskok, "Halit Ibishi" from Cërrnilla village, "Ahmet Hoxha" in the center of Ferizaj and "Konstandin Kristoforidhi" from Neredime village. All the schools are located in

municipality of Ferizaj). My research included also English teachers from different primary schools in Ferizaj. In total there were 7 English teachers and 62 students. The collected data were filtered and determined the reason why is it important for an English teacher to have experience. This case study has the form of heterogeneous sample. The research conducted a qualitative and quantitative research methodology. It was accomplished through interviews, questionnaires and other exploration methodologies.

Students and English teachers had to express their opinions in the given questionnaires, interviews and other observation processes. After gathering these data, they were analyzed and came to a conclusion in percentage and other forms of evaluation.

3.5 Research Participants:

In order to get the best results for the final conclusion, there was a considerable number of students and English teachers from many primary schools of Ferizaj.

This research was conducted with primary school students (from 6th to 9th grade) aging between 11 and 15 years old. The number of students being involved in this research was 62 whereas the number of English teachers being involved in this research was 7. Most of the students who took part in this research belong to Albanian ethnic group, whereas some of the students belong to Roma and Ashkali from “Naim Frasheri” and “Enver Topalli” school.

At the beginning of the research, the principal was informed about the purpose. Students were also informed about the research and that it will not affect their marks in any way. In order to get the best possible results from students, they were previously told not to write their names on the questionnaire and that the information supplied will be discreetly used.

3.6 Research Instruments:

Instruments used to accomplish this research are based on a conceptual framework, starting with my personal experience as an English teacher for 10 years, 6th to 9th grade students from some schools of municipality of Ferizaj, and 7 English teachers. In order to find out whether the role of teacher's cultural background and experience impacts students, the instruments used in this research were: focus group interviews, unstructured interviews, mixed questionnaire, and structured observation.

On the other hand teachers and students had some similar questions in order to reveal the outcome of the result. Teachers were also targeted with interviews to get the whole picture of how their personal work experience and cultural background impacts their students.

Another important instrument was transformation of the English books used 10 years ago and nowadays.

Pandemic era of COVID-19, also played an indirect role as an instrument of this research because it forced English teachers from Kosovo to perform distance learning from March of 2020 through September of 2020.

CHAPTER 4

Findings

The results were achieved from the data taken from the elementary schools of Ferizaj, one of which I currently work as an English teacher (School of Terrn). Evaluation process of the students does not take place only in these recent months but its evaluation process is accomplished since 2011 in the school of Terrn and from January 2020 to September of 2020 in the school of “Enveri Topalli” from Greme.

Respectively this chapter contains results taken from the questionnaires of all the schools and seven different English teachers from municipality of Ferizaj. The data gathered were precisely analyzed and exposed for final outcome.

The observation is divided in two major groups:

1. Teachers’ cultural background and experience in teaching English through questionnaire and interviews.
2. Students’ learning experience through questionnaire and general observations.

First part of the observation was done over seven English teachers who revealed cultural background and experience.

Second part of the observation was done over 6th, 7th, 8th and 9th grade students. Students were presented a mixed questionnaire, where most of the questions were close ended. The questionnaire contained 30 questions in total, where 3 of them were open ended and 27 of them were close ended questions. There were 14 students from 6th grade who attended this questionnaire, 16 students from 7th grade, 14 students from 8th grade and 18 students from 9th grade. Total number of students who completed this questionnaire was 62.

4.1 Analysis of the results from teachers' questionnaire

English teachers were presented a mixed questionnaire, containing 24 questions in total, during February of 2021. 22 of the questions were close ended questions whereas 2 of them were open ended questions. The results are presented in percentage display also.

Question 1: “What is the name of your school or institution that you work?”

All the teachers work in different schools in municipality of Ferizaj. Teacher 1 (T1) in the school of “Terrn”, teacher 2 (T2) in “Muharrem Shemsedini”, teacher 3 (T3) in “Ahmet Hoxha”, teacher 4 (T4) in “Halit Ibishi”, teacher 5 (T5) in "Enver Topalli ", teacher 6 (T6) in “Naim Frashëri”, and teacher 7 (T7) in “Konstandin Kristoforidhi”. ²The table below (Table 4.1.1), shows teachers 1 to 7, their place of work and work experience respectively.

QUESTION 1: WHAT IS THE NAME OF YOUR SCHOOL OR INSTITUTION THAT YOU WORK?			
TEACHER:	SCHOOL:	VILLAGE, CITY	WORK EXPERIENCE AT THIS SCHOOL
T1	TERRN	TERRN, FERIZAJ	10 YEARS
T2	MUHARREM SHEMSEDINI	BIBAJ, FERIZAJ	5 YEARS
T3	AHMET HOXHA	FERIZAJ	8 YEARS
T4	HALIT IBISHI	CËRRNILLË, FERIZAJ	7 YEARS
T5	ENVER TOPALLI	GREME, FERIZAJ	11 YEARS
T6	NAIM FRASHËRI	ZASKOK, FERIZAJ	12 YEARS
T7	KONSTANDIN KRISTOFORIDHI	NEREDIME, FERIZAJ	14 YEARS

Table 4.1.1 Teachers' responses from question 1

Question 2: “What are your qualifications?”

Out of 7 English teachers, 2 of them have a Bachelor's degree, 3 of them Master's degree (in process) and 2 others Master's degree. T4 and T5 have Bachelor's degree, T1, T2 and T3 belong

² T1 - Teacher 1, T2 - Teacher 2, T3 - Teacher 3, T4 - Teacher 4, T5 - Teacher 5, T6 - Teacher 6, T7 - Teacher 7

to Master's degree (in process) and T6 and T7 have Master's degree.
Please look at the figure below (Fig.4.1.1).

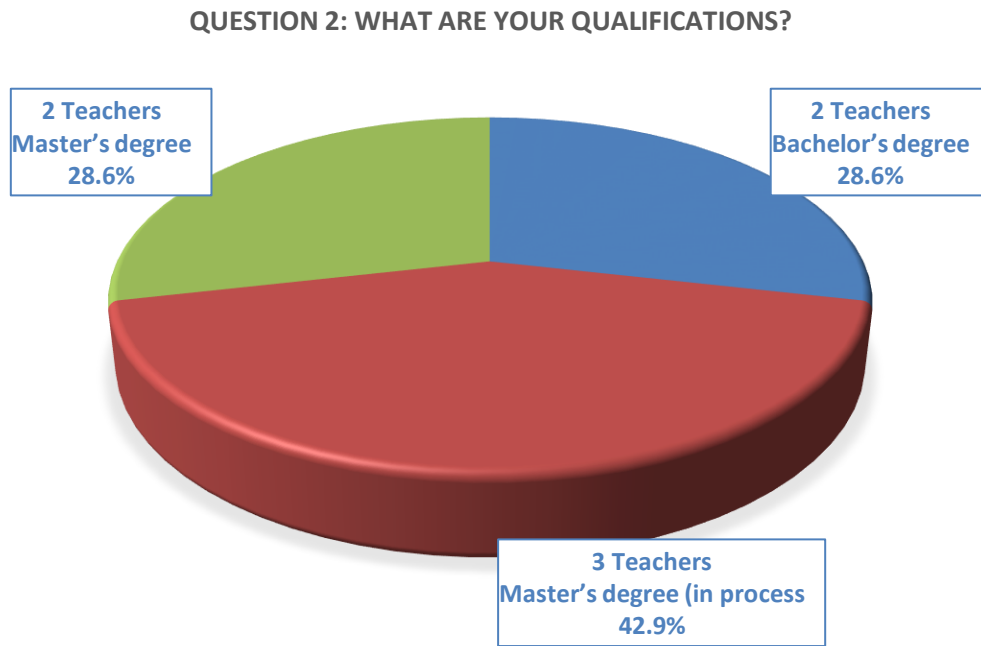


Fig.4.1.1. Teachers' responses from question 2

Question 3: "Which classes do you teach?"

Two of the English teachers lecture in all three levels, with students from Kindergarten to 9th graders (T1 and T5). Others belong to only a specific group of students.

Out of 7 English teachers, 2 of them teach in Kindergarten (T1 and T5), 4 of them (T1, T4, T5 and T7) in Elementary school (1st – 5th Grade students) and 5 others (T1, T2, T3, T5 and T6) in Lower secondary school (6th – 9th Grade students). Teachers who teach students of all three levels have a tendency to exchange experience from lower level of students to the higher ones.

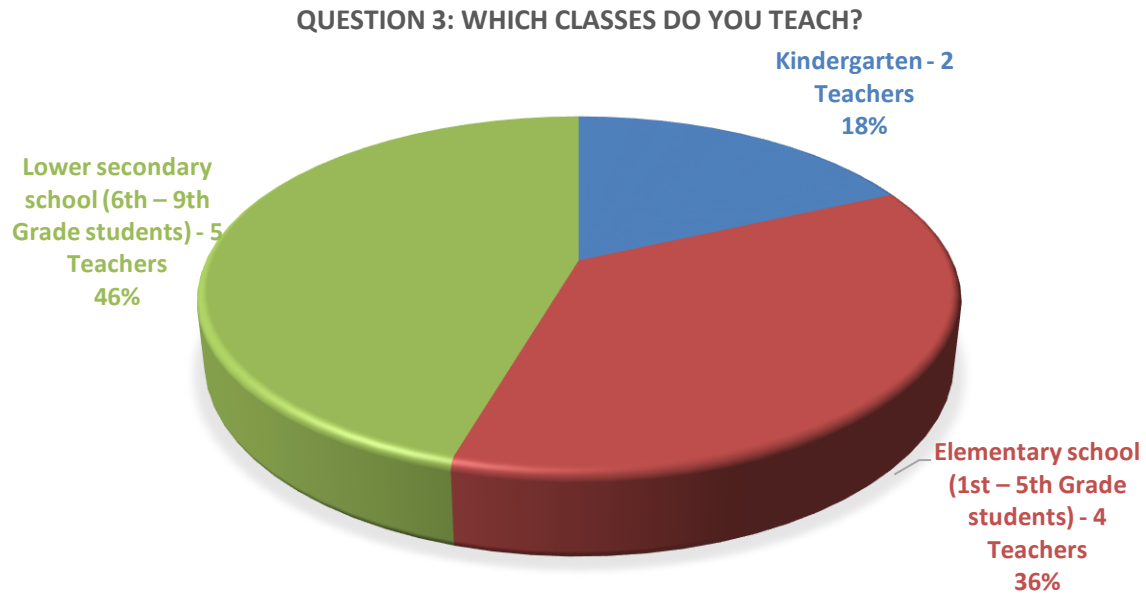


Fig.4.1.2. Teachers' responses from question 3

Question 4: “How many years of teaching experience do you have as an English teacher?”

This question tends to reveal each teacher’s work experience in terms of time period. From them, 5 English teachers have worked between 10-19 years, whereas T4 has worked between 0-9 years and T7 more than 20 years. These data show that most of the English teachers who took part in this questionnaire belong to a medium work experienced teachers group in terms of time period.

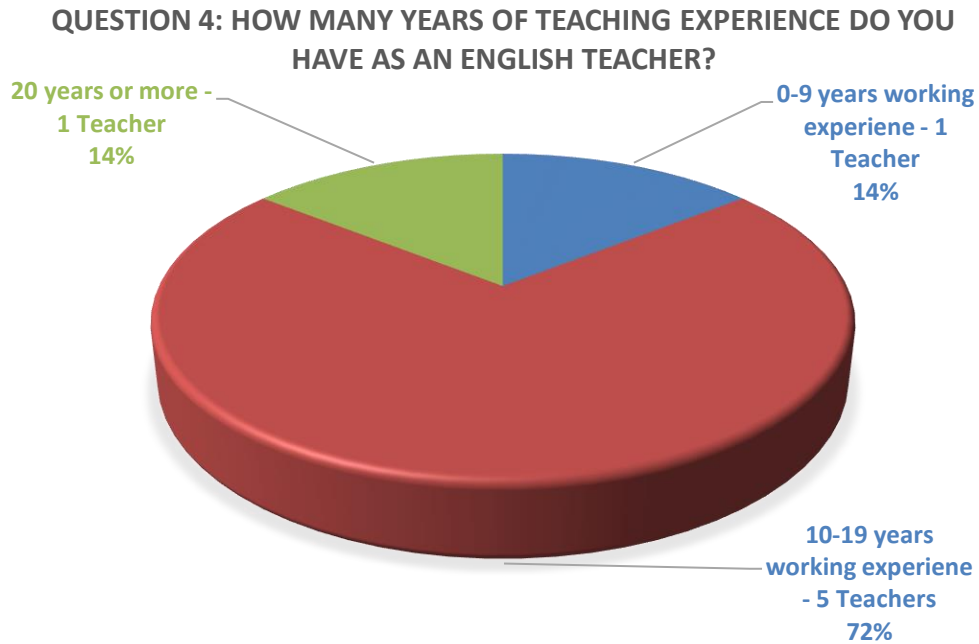


Fig.4.1.3. Teachers' responses from question 4

Question 5: “Do you think that your teaching experience brought you new teaching techniques, better teaching outcome and better results to students’ assessment?”

In regards to this question, 4 teachers strongly agree that teaching experience brought them new teaching techniques, better teaching outcome and better results to students’ assessment, whereas 3 others agree (T1, T6 and T7). We can clearly observe that all teachers agree that experience brings better teaching results.

QUESTION 5: DO YOU THINK THAT YOUR TEACHING EXPERIENCE BROUGHT YOU NEW TEACHING TECHNIQUES, BETTER TEACHING OUTCOME AND BETTER RESULTS TO STUDENTS' ASSESSMENT?

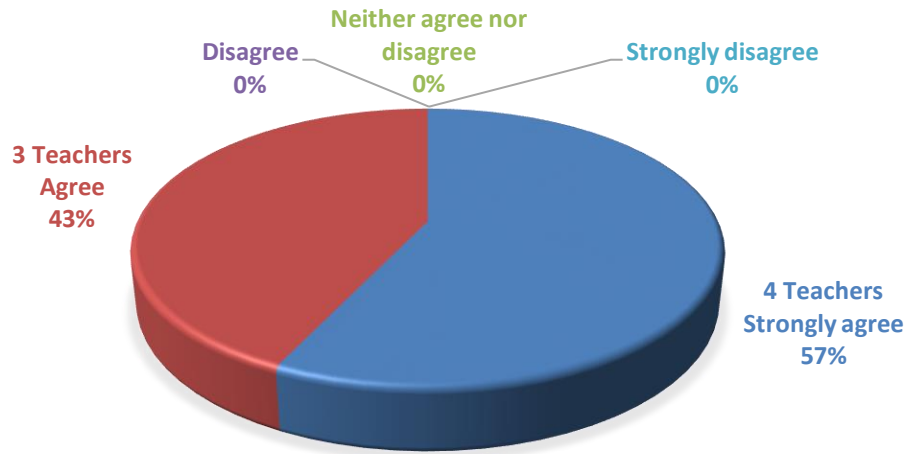


Fig.4.1.4. Teachers' responses from question 5

Question 6: "How often do you attend trainings in the field of English as a foreign language teacher?"

According to the data taken, 2 English teachers often attend trainings (T5 and T7), 3 English teachers occasionally (T1, T2 and T3) do it whereas 2 others do it rarely (T4 and T6).

QUESTION 6: "HOW OFTEN DO YOU ATTEND TRAININGS IN THE FIELD OF ENGLISH AS A FOREIGN LANGUAGE TEACHER?"

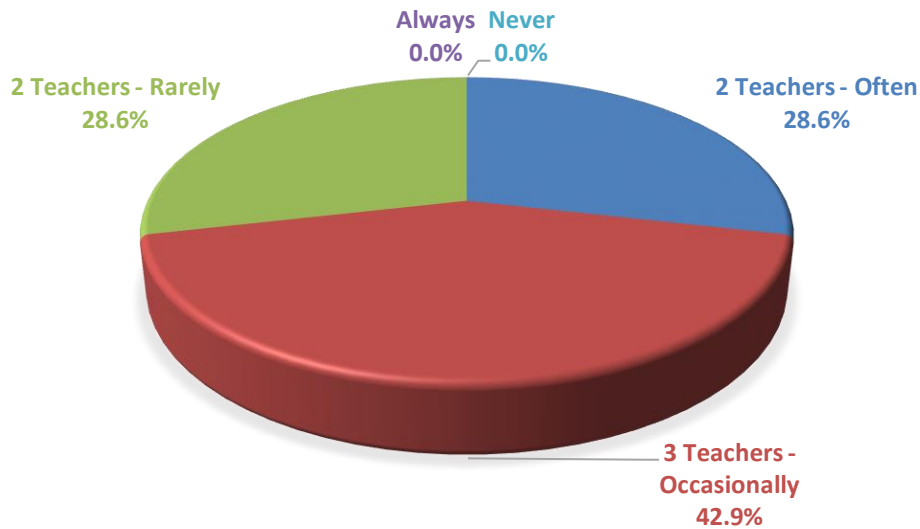


Fig.4.1.5. Teachers' responses from question 6

Question 7: "How much can you implement training techniques while teaching English in class?"

According to the data collected, 6 English teachers responded that they often implement training techniques while teaching English in class, while only one English teacher occasionally does it (T4). This clearly means that English teachers need to take part in different trainings that are related to teaching methods. Implementing new training techniques in class will also enhance students' inspirations towards learning English.

QUESTION 7: “HOW MUCH CAN YOU IMPLEMENT TRAINING TECHNIQUES WHILE TEACHING ENGLISH IN CLASS?”

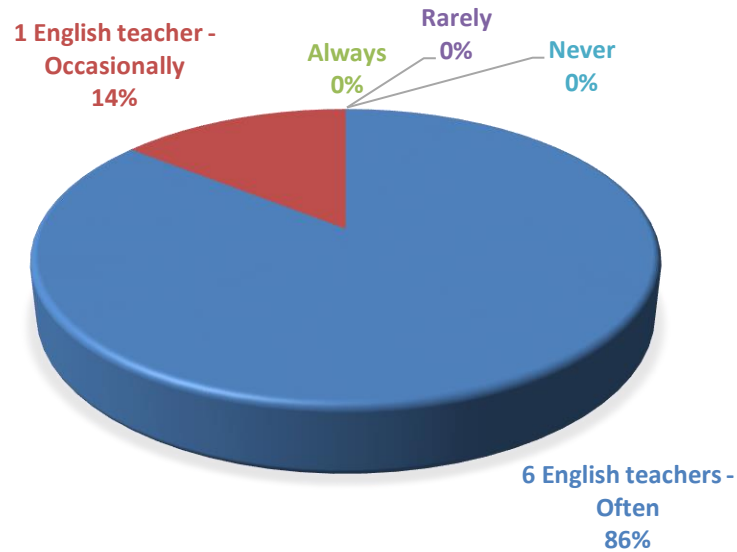


Fig.4.1.6. Teachers’ responses from question 7

Question 8: “Do you enjoy teaching English?”

In regards to this question, 6 out of 7 teachers responded with very, whereas 1 other teacher (T4) responded with extremely. According to the given data it is obvious that English teachers in general enjoy teaching a lot, regardless their teaching experience or cultural background.

QUESTION 8: "DO YOU ENJOY TEACHING ENGLISH?"

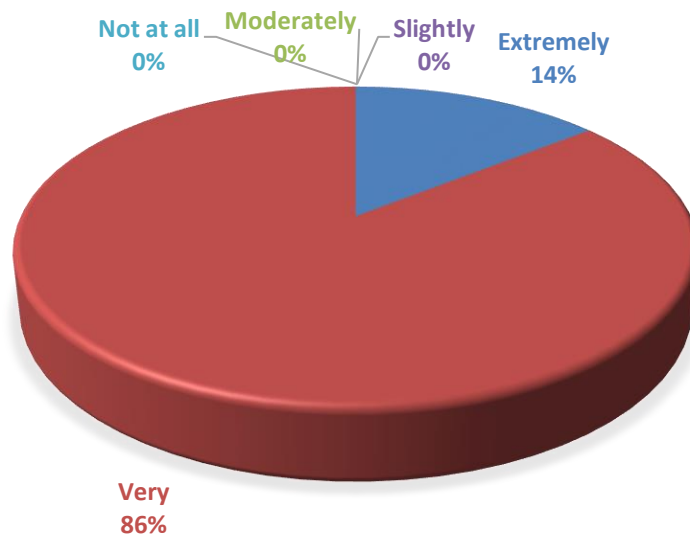


Fig.4.1.7. Teachers' responses from question 8

Question 9: "How many countries have you visited besides Kosovo?"

Teachers 1 and 6 have visited 10 or more countries besides Kosovo, teachers 2 and 3 have visited between 5 and 9 countries whereas teachers 4, 5, and 7 have visited from 1 to 4 countries.

QUESTION 9: “HOW MANY COUNTRIES HAVE YOU VISITED BESIDES KOSOVO?”

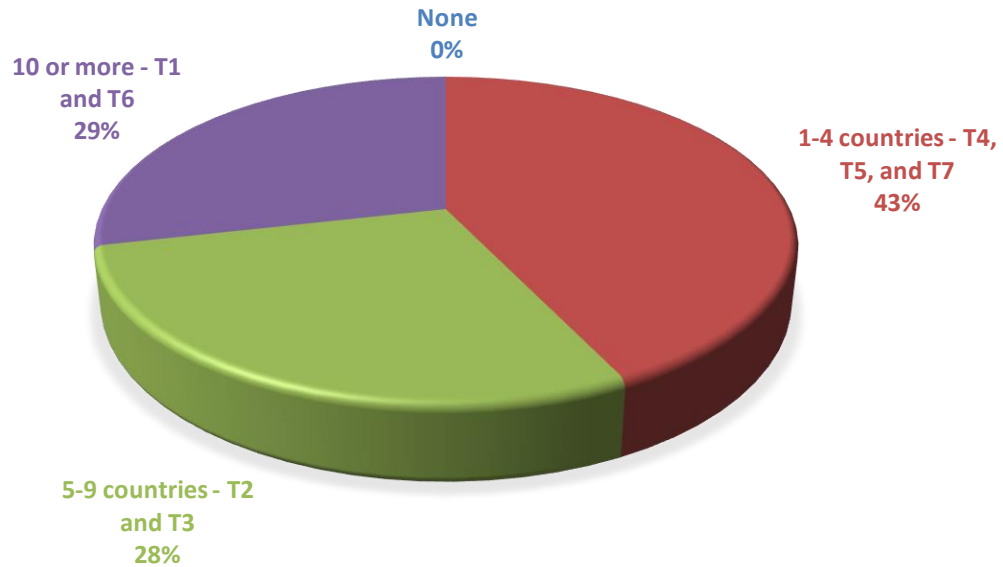


Fig.4.1.8. Teachers’ responses from question 9

Question 10: “How many large and famous world cities have you visited such as: Paris, New York, Tokyo, London, Istanbul, etc. (cities with population of 1 million or more)?”

T1 has visited 10 or more large cities, T2, T3 and T5 have visited between 1 and 4 cities, T4 and T7 haven’t visited any, whereas T6 has visited between 5 and 9 large cities.

QUESTION 10: “HOW MANY LARGE AND FAMOUS WORLD CITIES HAVE YOU VISITED SUCH AS: PARIS, NEW YORK, TOKYO, LONDON, ISTANBUL, ETC.

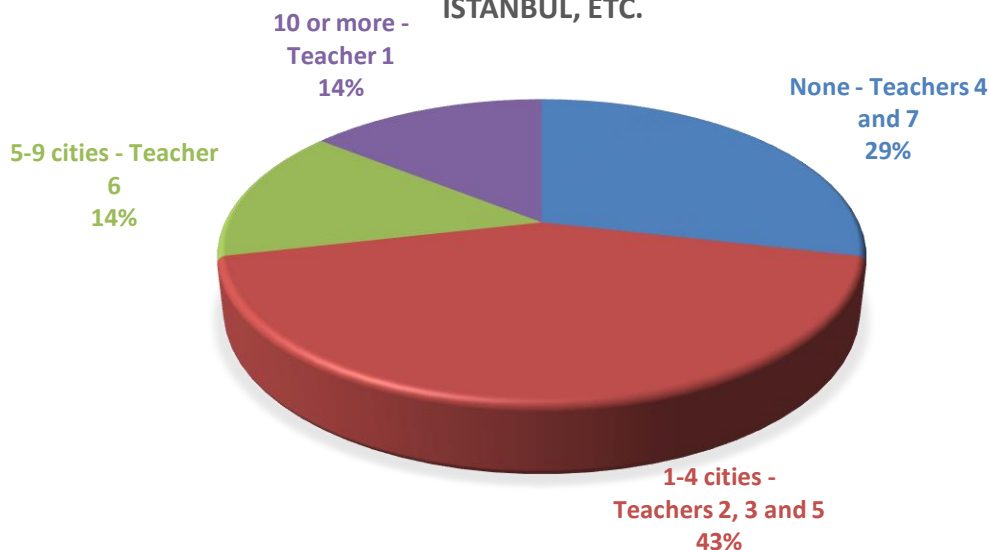


Fig.4.1.9. Teachers’ responses from question 10

Question 11: “How often do you incorporate your travel experiences while teaching a topic about that specific city or country?”

When dealing with Teachers’ travel experiences and incorporating them on different topics, teachers responded in such manner (see Fig.4.1.10): 3 teachers responded that they often incorporate travel experiences while teaching a topic about that specific city or country (T1, T2 and T6), 2 teachers responded with sometimes (T3 and T4), one of them responded with almost always (T5) and 1 teacher responded with never (T7). Question 9 and 10 are related to this question and gives us a picture of how teachers’ travel experiences play a key role on incorporating them while teaching. On the other hand we can see that teachers with less travel experience tend to incorporate travel experiences less or not at all.

QUESTION 11: “HOW OFTEN DO YOU INCORPORATE YOUR TRAVEL EXPERIENCES WHILE TEACHING A TOPIC ABOUT THAT SPECIFIC CITY OR COUNTRY?”

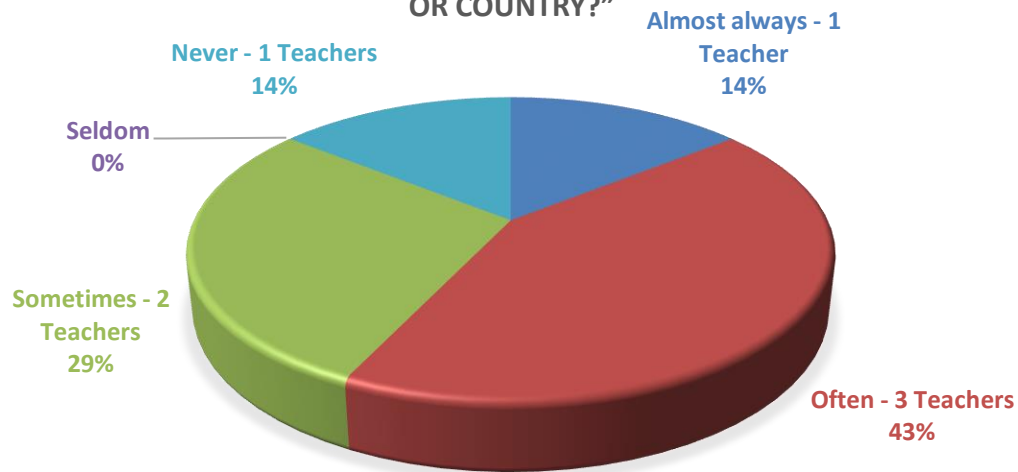


Fig.4.1.10. Teachers’ responses from question 11

Question 12: “Do you think that travel experiences are helpful in having a better teaching outcome?”

Almost all teachers agree that travel experiences are helpful in having a better teaching outcome. From the responses collected (see Fig.4.1.11): 1 English teacher strongly agrees (T6), 5 teachers agree, whereas only 1 teacher neither agrees nor disagrees (Teacher 7). According to the collected data we realize that teachers who travel less might doubt on whether travel experiences are helpful in having a better teaching outcome.

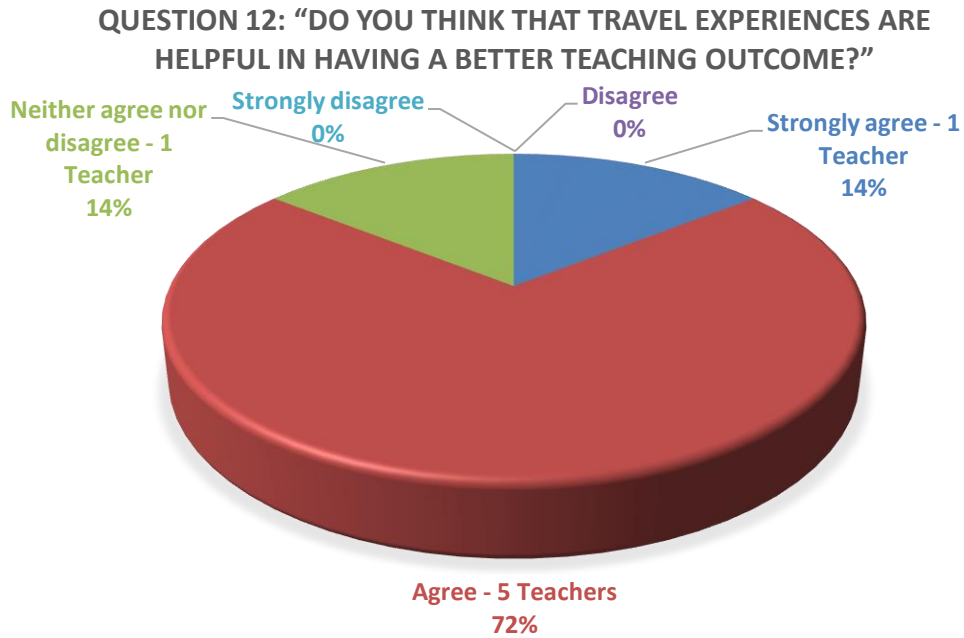


Fig.4.1.11. Teachers' responses from question 12

Question 13: "How often do you provide students extra information outside the scope of the curriculum?"

3 teachers most of the time provide students extra information outside the scope of the curriculum (T1, T2 and T6), whereas 4 teachers occasionally do it.

QUESTION 13: “HOW OFTEN DO YOU PROVIDE STUDENTS EXTRA INFORMATION OUTSIDE THE SCOPE OF THE CURRICULUM?”

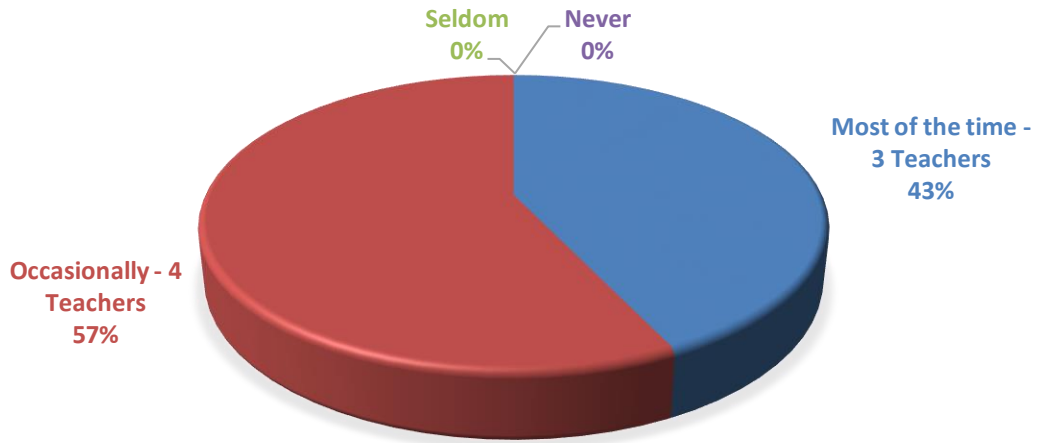


Fig.4.1.12. Teachers’ responses from question 13

Question 14: “Do you think it is important to provide students extra information about a specific topic?”

According to the responses: 6 teachers agree and another one strongly agrees (T5) that it is important to provide students extra information about a specific topic.

QUESTION 14: “DO YOU THINK IT IS IMPORTANT TO PROVIDE STUDENTS EXTRA INFORMATION ABOUT A SPECIFIC TOPIC?”

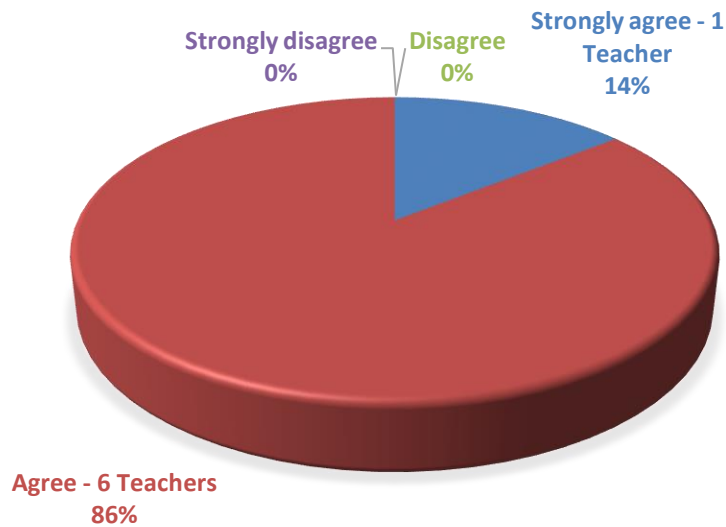


Fig.4.1.13. Teachers’ responses from question 14

Question 15: “Do you agree that extra information is time consuming and cannot finish your topic?”

In this question: 3 teachers agree, 1 neither agrees nor disagrees and 3 others disagree that extra information is time consuming and cannot finish the topic (see Table 4.1.2.).

Question 16. “Do you think that teacher’s religion or way of life has an effect on students’ English learning?”

Almost all the teachers reflected the same to this question. 6 of them disagree whereas only one neither agrees nor disagrees (T3), (see Table 4.1.2.).

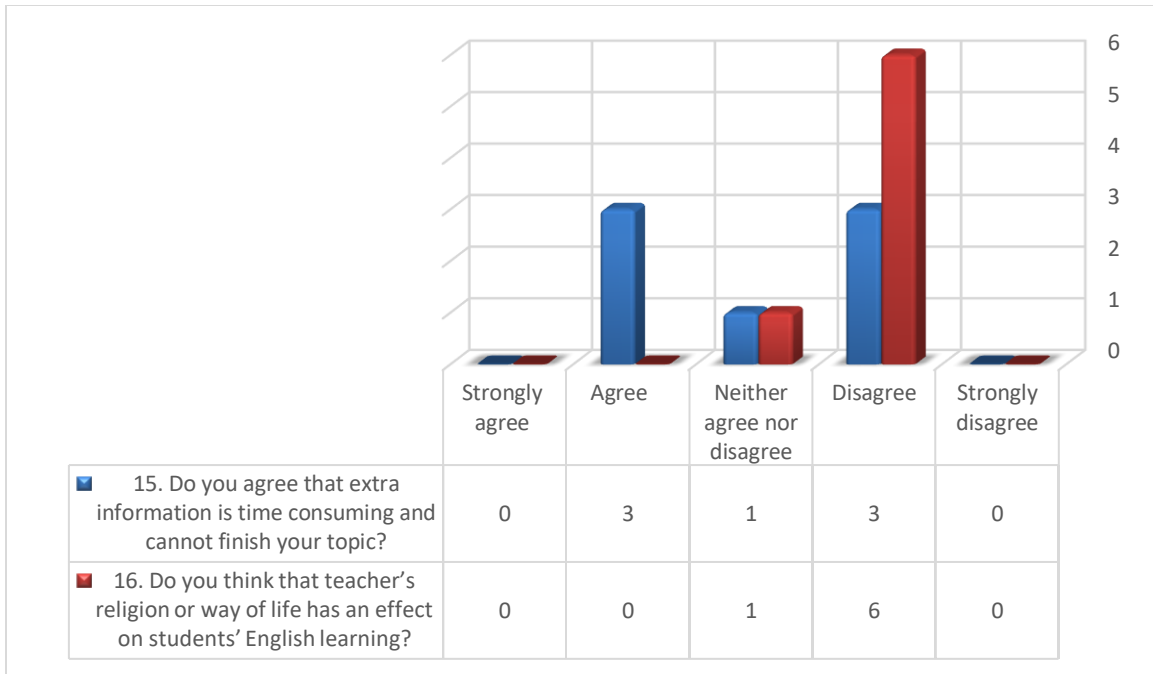


Table 4.1.2. Teachers' responses from question 15 and 16

Question 17: "How often do you talk to your students about good behaviors, social conventions, and ethics?"

According to the responses collected: 5 teachers most of the time talk to their students about good behaviors, social conventions, and ethics, whereas 2 others do it occasionally (T4 and T6). These opinions clearly show the importance of talking about good behaviors, social conventions, and ethics, even though time lecturing English as a second language is limited.

QUESTION 17: "HOW OFTEN DO YOU TALK TO YOUR STUDENTS ABOUT GOOD BEHAVIORS, SOCIAL CONVENTIONS, AND ETHICS?"

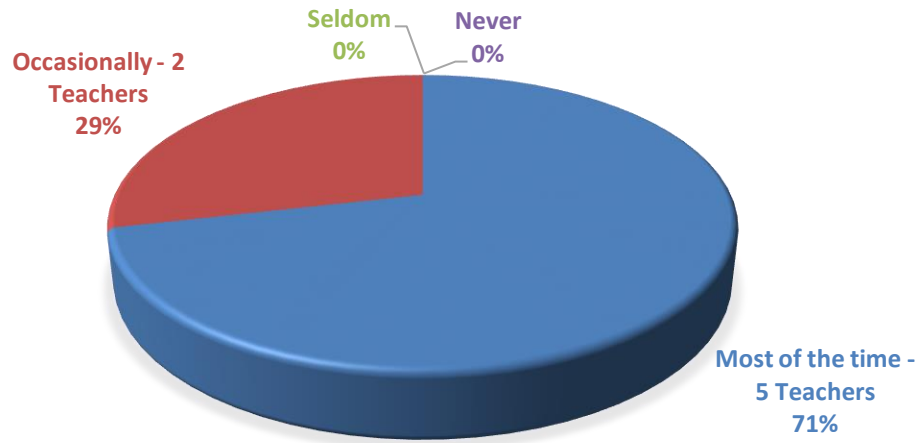


Fig.4.1.14. Teachers' responses from question 17

Question 18: "How often do you express in English while teaching?"

Almost all the teachers always express in English while teaching which unveils the fact that teachers are prone to giving their best. 6 teachers responded with always and 1 responded with often. Expressing in English is a key factor for a successful learning process.

QUESTION 18: “HOW OFTEN DO YOU EXPRESS IN ENGLISH WHILE TEACHING?”

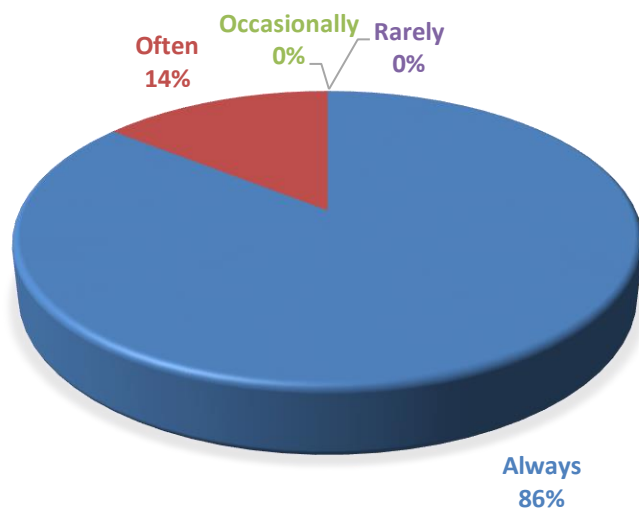


Fig.4.1.15. Teachers’ responses from question 18

Question 19: “How often do you have funny moments while teaching English?”

3 Teachers responded with most of the time and 4 others with occasionally. This shows that English teachers try to implement a relaxing environment for students (see Fig.4.1.16).

Question 20: “How often do you embed cooperative learning such as acting out a show or a situation from your books or beyond it?”

1 teachers responded with most of the time (T5), 5 others with occasionally and 1 teacher with seldom (T4). Teachers sometimes value their teaching pace according to their teaching methods. In this way they find it important to lecture a topic in the way they find it best for their students. According to my own experience as an English teacher, I have come to a conclusion that the same teaching method is not always able to be taught for all students’ groups (see Fig.4.1.16).

Question 21: “How often do you use technology in classroom?”

2 teachers responded with seldom (T2 and T6), 2 teachers with most of the time (T3 and T5) and 3 with occasionally (T1, T4 and T7). The importance of using technology in schools is very helpful for teachers but sometimes teachers do not have the required items (see Fig.4.1.16).

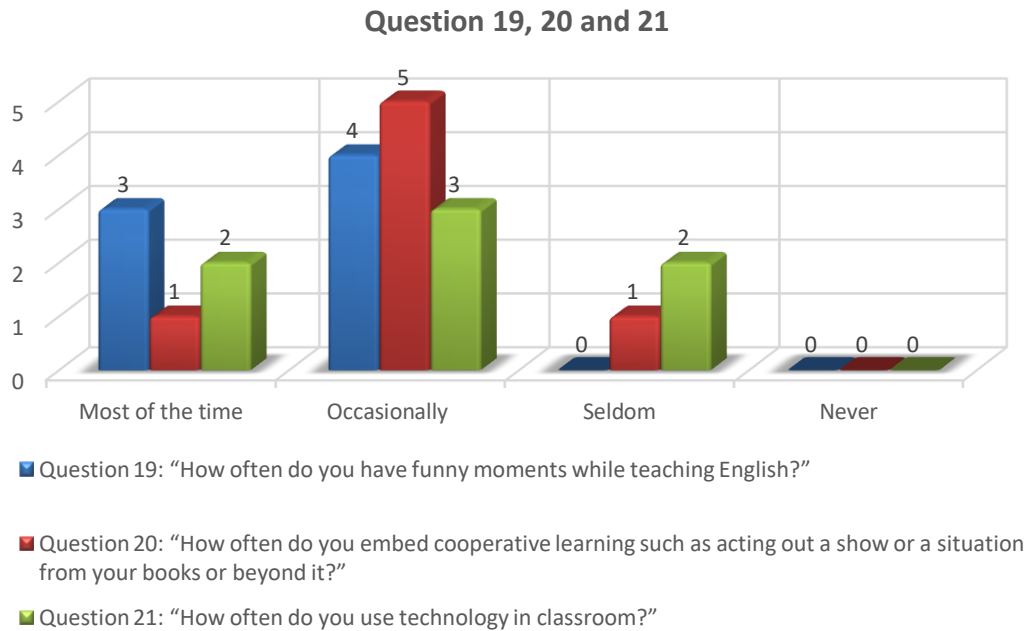


Fig.4.1.16. Teachers’ responses from question 19, 20 and 21

Question 22: “Which assessment is the best according to your opinion?”

6 teachers responded with “Formative assessment (evaluating students throughout the chapter)” whereas 1 teacher (T7) responded with both types of assessments (see Fig.4.1.17).

QUESTION 22: "WHICH ASSESSMENT IS THE BEST ACCORDING TO YOUR OPINION?"

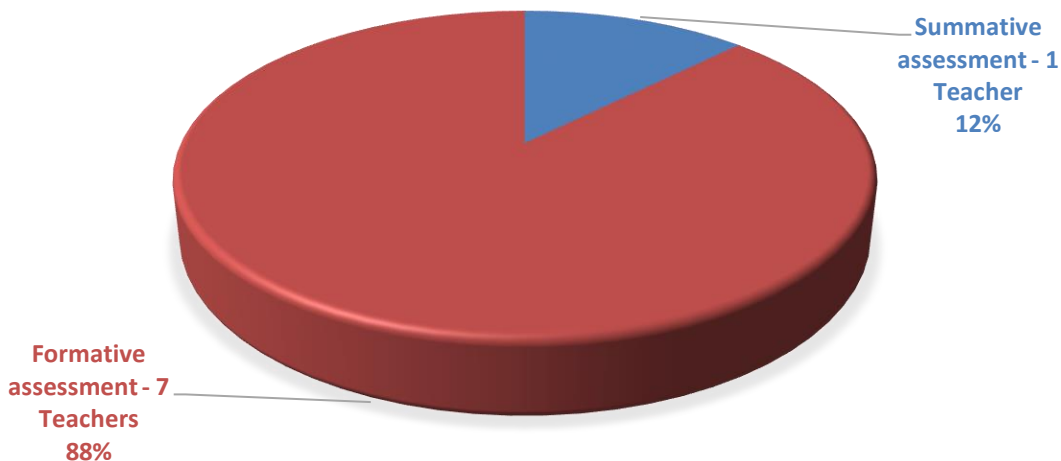


Fig.4.1.17. Teachers' responses from question 22

Question 23: "Do you think that using technology in class is more beneficial than traditional teaching?"

All teachers agree that the use of technology in class is more beneficial than traditional teaching. Teachers have realized the efficacy of technology especially during the global pandemic lockdown when it started in March 2020. Teachers were forced to lecture distance teaching using software applications such as: "Viber", "Messenger", "Google Meet", etc.

QUESTION 23: “DO YOU THINK THAT USING TECHNOLOGY IN CLASS IS MORE BENEFICIAL THAN TRADITIONAL TEACHING?”

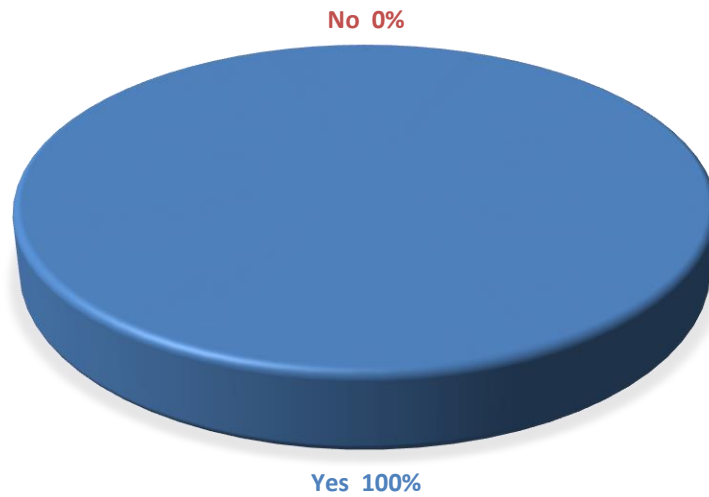


Fig.4.1.18. Teachers’ responses from question 23

4.2 Findings from teachers’ hypothesis about the role of teachers’ cultural background

Question 24 is an open ended question and it best describes their final conclusion about the role of teachers’ cultural background. The goal of this question was to find out how the role of teachers’ cultural background effects students.

Question 24: “Describe briefly (approximately in two or three sentences) the role of teachers’ cultural background (based on ethnicity, race, socioeconomic status, gender, religion, or geographical area) on the school that you teach and the effect that it has on students.”

Teacher 1: concluded that the role of teachers’ cultural background is important but it doesn’t impact students’ learning outcome in general. Furthermore teacher 1 continued that teacher’s cultural background might have an impact on students’ ethics and good behavior.

Teacher 2: explained that teachers who fail to understand and respect differences between their own cultural perspectives and the values of families are prone to prejudicing others in different ways.

Teacher 3: indicated that language and culture are closely related to each-other. To teach/learn a foreign language is also to teach/learn another culture.

Teacher 4: pointed out that every teacher's culture, religion, family, history is embedded inside them as a portrait, showing their character from inside out. Most of the time these elements have both positive and negative impact on students. Furthermore teacher 4 continued that no one should be judged about what they are or believe.

Teacher 5: realized that so many students had prejudice about people's cultural background, in general. Teacher 5 believes that it is all because of their parents' impact about what they tell them and how they make them see things.

Teacher 6: concluded that cultural background can have an average effect on students' performance and achievement, but it doesn't play a key role.

Teacher 7: stated that at the school where she works seemed that students respected and learned almost equally in all the subjects, no matter of their teachers' gender, socioeconomic or geographical area. So none of the statements mentioned above reflect any issue. The only slight difference will be shown on their results depending any preference among the subjects.

4.3 Analysis of the results from students' questionnaire

Question 1: "What is the name of your school?"

Students belong to 7 different schools in municipality of Ferizaj where 7 English teachers teach. 14 students who were a part of this questionnaire came from the school of "Terrn" (their teacher was T1), 10 students from "Muharrem Shemsedini" school (their teacher was T2), 7 students from "Ahmet Hoxha" (their teacher was T3), 7 students from "Halit Ibishi" (their teacher was T4), 7 students from "Enver Topalli " (their teacher was T5), 10 students from "Naim Frashëri"

(their teacher was T6), and 7 students from “Konstandin Kristoforidhi” (their teacher was T7). The table below (Table 4.3.1), shows teachers 1 to 7 and their place of work respectively. In total there were 62 students from 7 different schools.

QUESTION 1: WHAT IS THE NAME OF YOUR SCHOOL?			
STUDENTS OF:	NO. OF STUDENTS:	SCHOOL:	VILLAGE, CITY
T1	14	TËRRN	TËRRN, FERIZAJ
T2	10	MUHARREM SHEMSEDINI	BIBAJ, FERIZAJ
T3	7	AHMET HOXHA	FERIZAJ
T4	7	HALIT IBISHI	CËRRNILLË, FERIZAJ
T5	7	ENVER TOPALLI	GREME, FERIZAJ
T6	10	NAIM FRASHËRI	ZASKOK, FERIZAJ
T7	7	KONSTANDIN KRISTOFORIDHI	NEREDIME, FERIZAJ

Table 4.3.1 Students’ responses from question 1

Question 2: “How much do you enjoy learning English?”

6 T1 students (students learning in the school of T1) responded with extremely, 5 with very and 3 moderately. 3 T2 students (students learning in the school of T2) responded with extremely and 7 with very. 2 T3 students (students learning in the school of T3) responded with extremely and 5 with very. 5 T4 students (students learning in the school of T4) responded with extremely and 2 with very. 1 T5 student (students learning in the school of T5) responded with extremely, 4 with very and 2 with moderately. 7 T6 students (students learning in the school of T6) responded with extremely, 1 with very and 2 with moderately. 2 T7 student (students learning in the school of T7) responded with extremely, 4 with very and 1 with moderately. The figure below (Fig.4.3.1.), shows the total number of students responding to the question 2. From the given responses we conclude that students enjoy learning English in general.

QUESTION 2: "HOW MUCH DO YOU ENJOY LEARNING ENGLISH?"

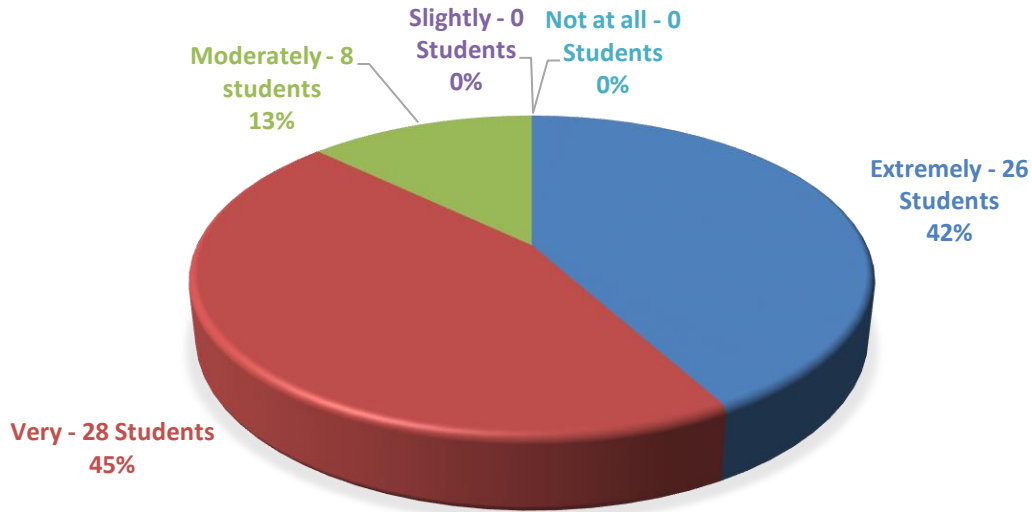


Fig.4.3.1. Students' responses from question 2

Question 3: "How often do you learn English after school?"

2 T1 students responded with every day, 5 with 3-4 times a week, and 7 with 1-2 times a week. 2 T2 students responded with every day, 3 with 3-4 times a week, 4 with 1-2 times a week, and 1 with less than once a week. 1 T3 students responded with every day, 3 with 3-4 times a week, and 3 with 1-2 times a week. 2 T4 students responded with every day, 4 with 3-4 times a week, and 1 with 1-2 times a week. 4 T5 students responded with every day and 3 with 3-4 times a week. 5 T6 students responded with every day, and 5 with 1-2 times a week. 3 T7 students responded with every day, 3 with 3-4 times a week, and 1 with 1-2 times a week. The figure below (Fig.4.3.2), shows the total number of students responding to the question 3.

QUESTION 3: "HOW OFTEN DO YOU LEARN ENGLISH AFTER SCHOOL?"

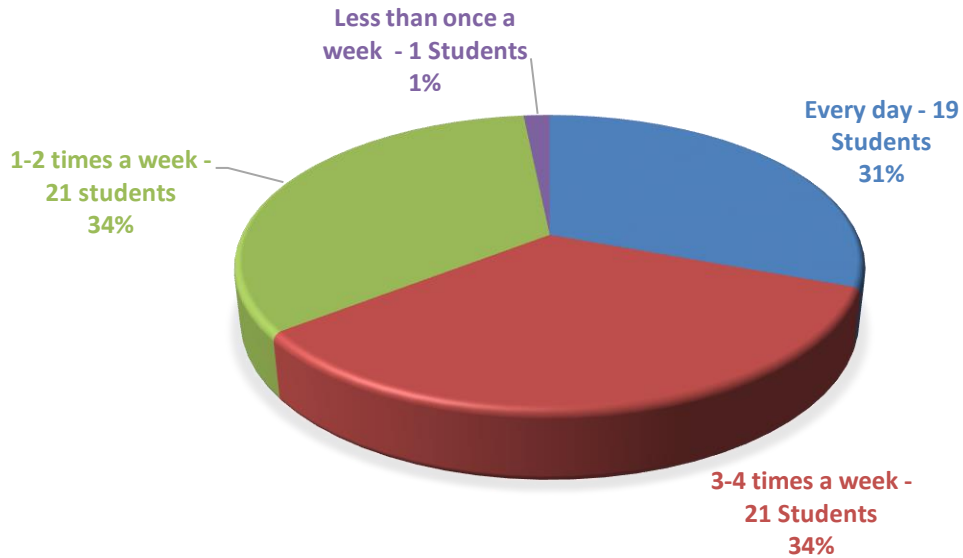


Fig.4.3.2. Students' responses from question 3

Question 4: "Is your teacher helpful when you do not understand a specific topic?"

4 T1 students responded with extremely, 9 with very and 1 moderately. 6 T2 students responded with extremely, 3 with very and 1 with moderately. 3 T3 students responded with extremely and 4 with very. 6 T4 students responded with extremely and 1 with very. 2 T5 student responded with extremely and 5 with very. 10 T6 students responded with extremely. 4 T7 student responded with extremely, 2 with very and 1 with moderately. The figure below (Fig.4.3.3), shows the total number of students responding to the question 4. From the given responses we find out that English teachers in general are helpful.

QUESTION 4: "IS YOUR TEACHER HELPFUL WHEN YOU DO NOT UNDERSTAND A SPECIFIC TOPIC?"

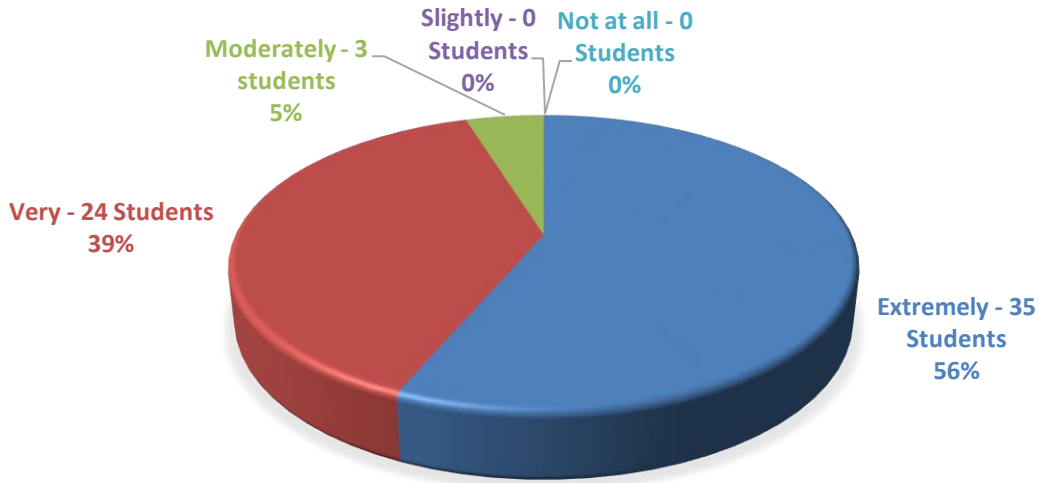


Fig.4.3.3. Students' responses from question 4

Question 5: "What is your biggest motivation for learning English as a second language?"

3 T1 students' biggest motivation for learning English is that it is a global language, 4 responded with English is the Language of Business, media, science, and technology, 3 agreed that English helps you increase your educational opportunities, 3 agreed that it's fun and 1 responded with studying English can help you get a job. 3 T2 students believe that English is a global language, 1 responded with English is the Language of Business, media, science, and technology, 4 agreed that English helps you increase your educational opportunities and 2 responded with studying English can help you get a job. 4 T3 students responded with English is the Language of Business, media, science, and technology and 3 agreed that English helps you increase your educational opportunities. 2 T4 students responded with English is a global language, 3 responded with English is the Language of Business, media, science, and technology, 1 agreed that speaking English gives you access to a world of entertainment and 1 responded with studying English can help you get a job. 4 T5 students stated that English is a global language, 1 responded with English is the Language of Business, media, science, and technology, 1 responded with speaking English gives you access to a world of entertainment and 1 agreed that

English helps you increase your educational opportunities. 2 T6 students stated that English is a global language, 1 responded with English is the Language of Business, media, science, and technology, 2 agreed that English helps you increase your educational opportunities, 1 agreed that it's fun, 2 responded with studying English can help you get a job, 1 responded with learning English can help you meet new people and another one responded with travelling is a lot easier with a good knowledge of English. 2 T7 students believe that English is a global language, 2 responded with English is the Language of Business, media, science, and technology, 1 agreed that English helps you increase your educational opportunities, 1 responded with studying English can help you get a job and 1 responded with learning English can help you meet new people.

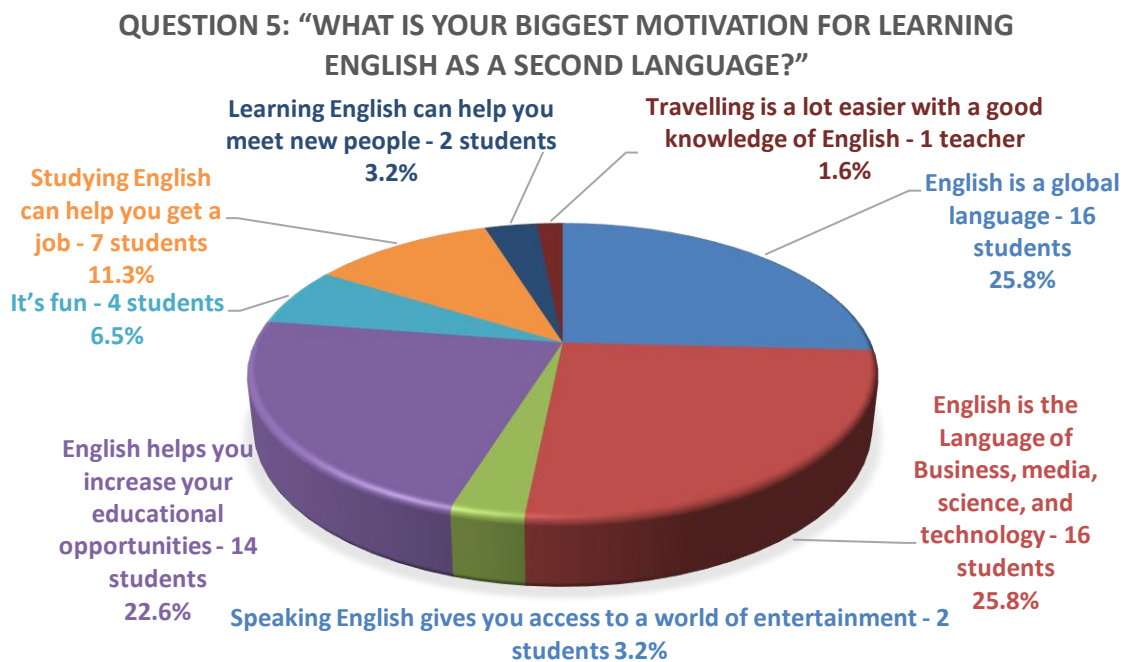


Fig.4.3.4. Students' responses from question 5

Question 6: “Does your teacher give you extra information outside the scope of the curriculum?”

7 T1 students responded with often, 5 with sometimes, and 2 with seldom. 4 T2 students responded with almost always, 2 with often, 2 with sometimes, 1 with seldom and 1 with never. 1 T3 student responded with often and 6 with sometimes. 4 T4 students responded with almost always, 2 with often and 1 with sometimes. 1 T5 student responded with almost always, 3 with often and 3 with sometimes. 1 T6 student responded with almost always, 3 with often, 4 with sometimes, 1 with seldom and 1 with never. 3 T7 students responded with almost always, 2 with often, 1 with sometimes and 1 with never.

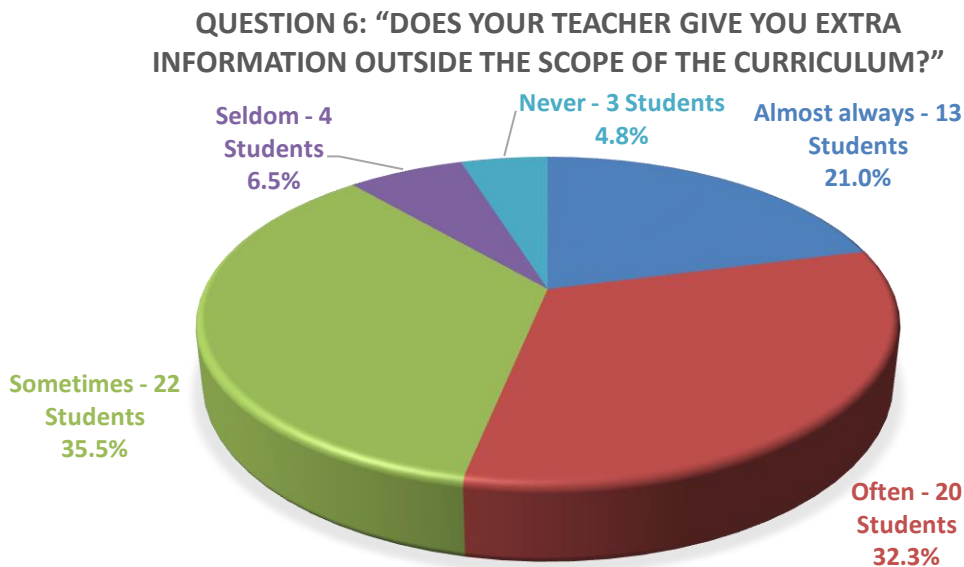


Fig.4.3.5. Students' responses from question 6

Question 7: “How does your teacher deal with the questions that are outside the topics from the book?”

4 T1 students replied that teacher asks the student to learn the topic first, 9 responded that teacher answers the question, and 1 replied that teacher requests to answer later. 8 T2 students replied

that teacher asks the student to learn the topic first, 1 replied that teacher answers the question and 1 believed that teacher disregards the question. 7 T3 students agreed that teacher answers the question. 4 T4 students replied that teacher asks the student to learn the topic first and 3 replied that teacher requests to answer later. 2 T5 students replied that teacher asks the student to learn the topic first, 4 responded that teacher answers the question, and 1 believed that teacher disregards the question. 4 T6 students replied that teacher asks the student to learn the topic first and 6 responded that teacher answers the question. 5 T7 students replied that teacher asks the student to learn the topic first and 2 responded that teacher answers the question.

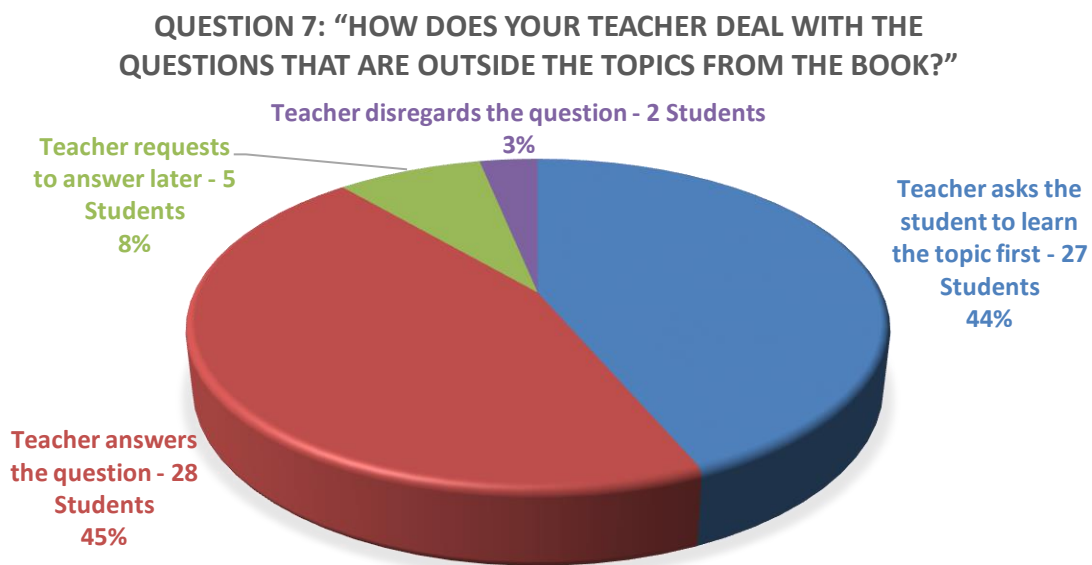


Fig.4.3.6. Students' responses from question 7

Question 8: "Do you think it is important that your teacher gives extra information about a topic?"

60 students believed that it is important that teacher gives extra information about a topic whereas 2 others did not (1 T2 student and 1 T3 student). It is obvious that almost every student urges to get extra information. From this we conclude that the role of teachers' experience is very important when giving extra information about a topic (see Fig.4.3.7).

Question 9: “Do you think that teachers’ travel experiences are important when learning about a specific place?”

56 students agreed that teachers’ travel experiences are important when learning about a specific place whereas 6 others did not (1 T2 student and 1 T3 student and 4 T6 students). Also from this question it is clear that almost every student conclude that teachers’ travel experiences are important when learning about a specific place. According to the given data we conclude that the role of teachers’ travel experience is very important too when learning about a specific place (see Fig.4.3.7).

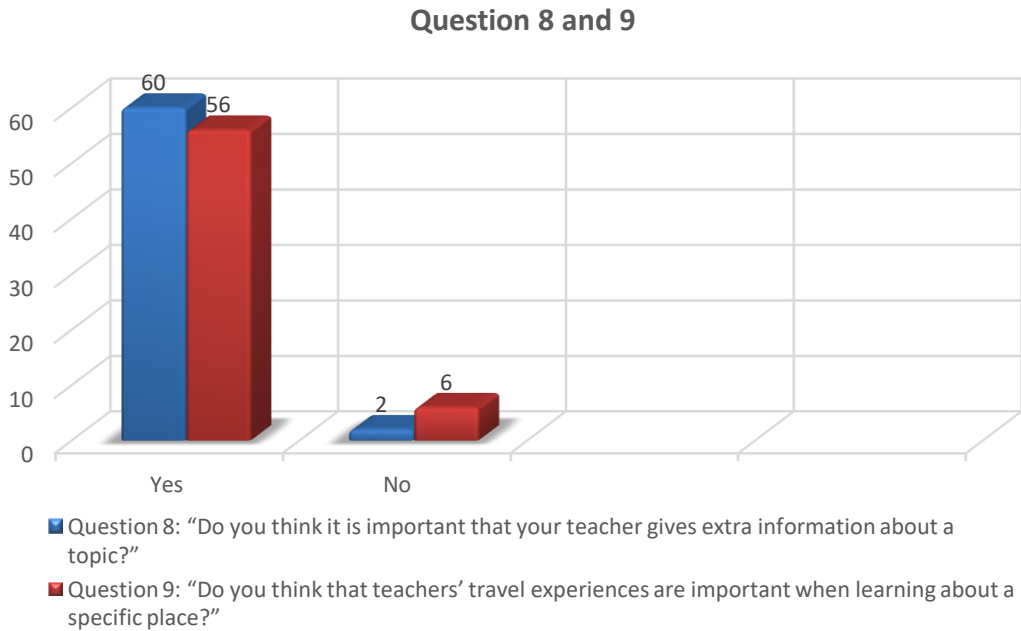


Fig.4.3.7. Students’ responses from question 8 and 9

Question 10: “How often does your teacher share travel experiences?”

4 T1 students responded with often, 5 with sometimes, and 5 with seldom. 2 T2 students responded with almost always, 1 with often, 2 with sometimes, 2 with seldom and 3 with never. 2 T3 student responded with often, 3 with sometimes, 1 with seldom and 1 with never. 2 T4 students responded with often and 5 with sometimes. 2 T5 student responded with often, 4 with sometimes and 1 with never. 1 T6 student responded with almost always, 7 with sometimes and

2 with seldom. 1 T7 students responded with almost always, 2 with often, 3 with sometimes and 1 with never.

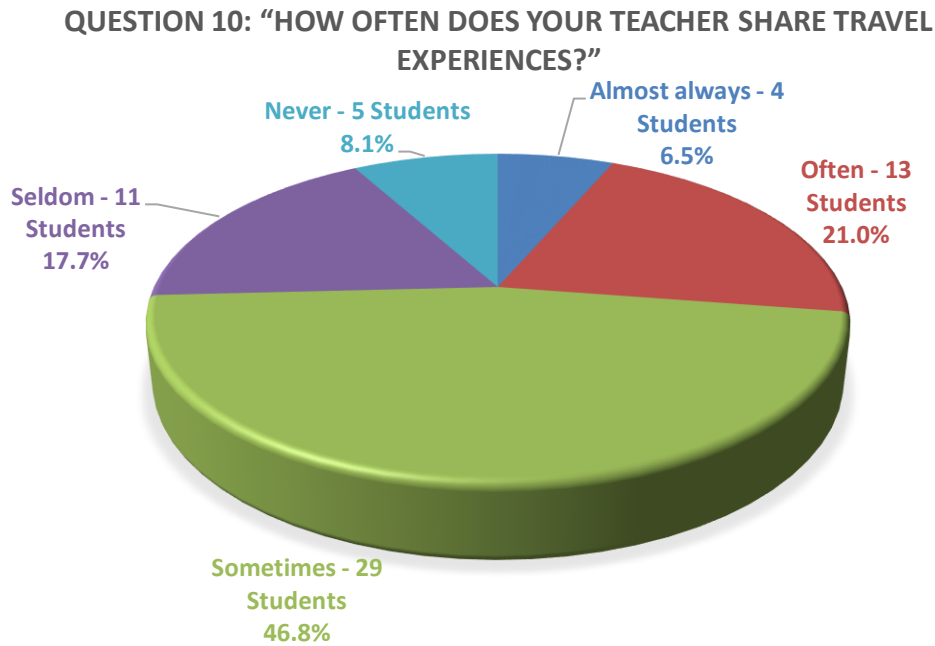


Fig.4.3.8. Students' responses from question 10

Question 11: "Do you think that extra information from your teacher is time consuming and cannot finish the topic?"

1 T1 students responded with yes, 3 with sometimes and 10 with no. 5 T2 students responded with yes, 2 with sometimes and 3 with no. 1 T3 students responded with yes, 4 with sometimes and 2 with no. 4 T4 students responded with sometimes and 3 with no. 1 T5 students responded with yes, 3 with sometimes and 3 with no. 5 T6 students responded with sometimes and 5 with no. 3 T7 students responded with yes, 2 with sometimes and 2 with no.

QUESTION 11: “DO YOU THINK THAT EXTRA INFORMATION FROM YOUR TEACHER IS TIME CONSUMING AND CANNOT FINISH THE TOPIC?”

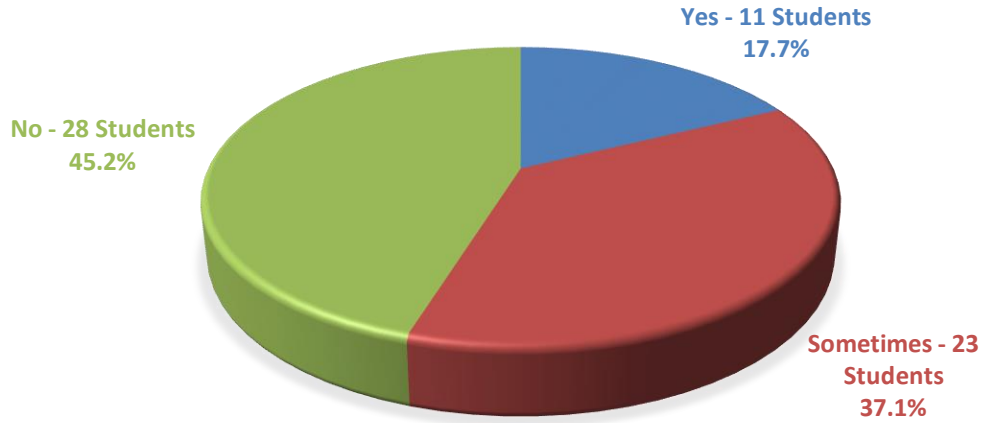


Fig.4.3.9. Students’ responses from question 11

Question 12: “Do you think that teacher’s religion or way of life has an effect on learning English?”

All 62 students thought that teacher’s religion or way of life has no effect on learning English. From this we can conclude that from students’ perspective, teacher’s religion or way of life doesn’t modify their learning outcome at all.

Question 12

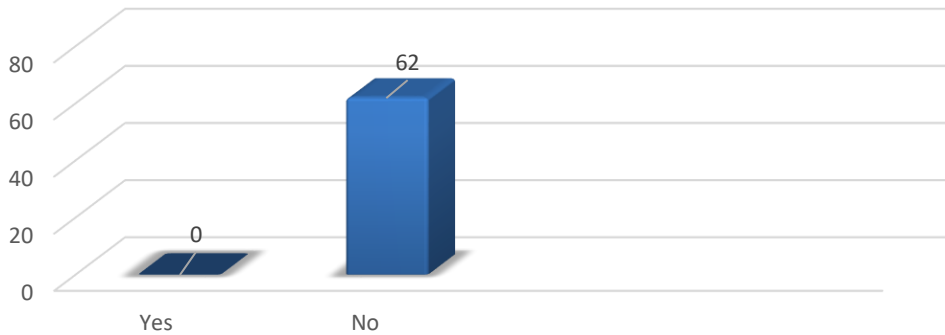


Fig.4.3.10. Students’ responses from question 12

Question 13: “If yes, please give the reason why?”

Because all 62 students answered no, this question is incoherent with any answer.

Question 14: “How often does your English teacher talk about good behaviors, social conventions, and ethics?”

2 T1 students responded with almost always, 3 with often, 6 with sometimes, and 3 with seldom. 5 T2 students responded with almost always, 2 with often and 3 with sometimes. 3 T3 student responded with almost always, 3 with often and 1 with sometimes. 4 T4 students responded with almost always, 2 with often and 1 with sometimes. 1 T5 student responded with almost always, 4 with often and 2 with sometimes. 8 T6 student responded with almost always, 1 with often and 1 with sometimes. 3 T7 students responded with almost always, 2 with often, and 2 with sometimes (see Fig.4.3.11). According to the given data we conclude that teachers are prone to talk about good behaviors, social conventions, and ethics even though their primary goal is to teach English as a second language.

Question 15: “How often does your teacher express in English while teaching?”

1 T1 student responded with almost always, 4 with often, 6 with sometimes and 3 with seldom. 4 T2 students responded with almost always, 3 with often, 2 with sometimes and 1 with seldom. 3 T3 student responded with almost always, 1 with often and 3 with sometimes. 4 T4 students responded with almost always, 2 with often and 1 with sometimes. 1 T5 student responded with almost always and 6 with often. 2 T6 student responded with almost always, 5 with often, 1 with sometimes, 1 with seldom and 1 with never. 3 T7 students responded with almost always, 3 with often, and 1 with sometimes (see Fig.4.3.11).

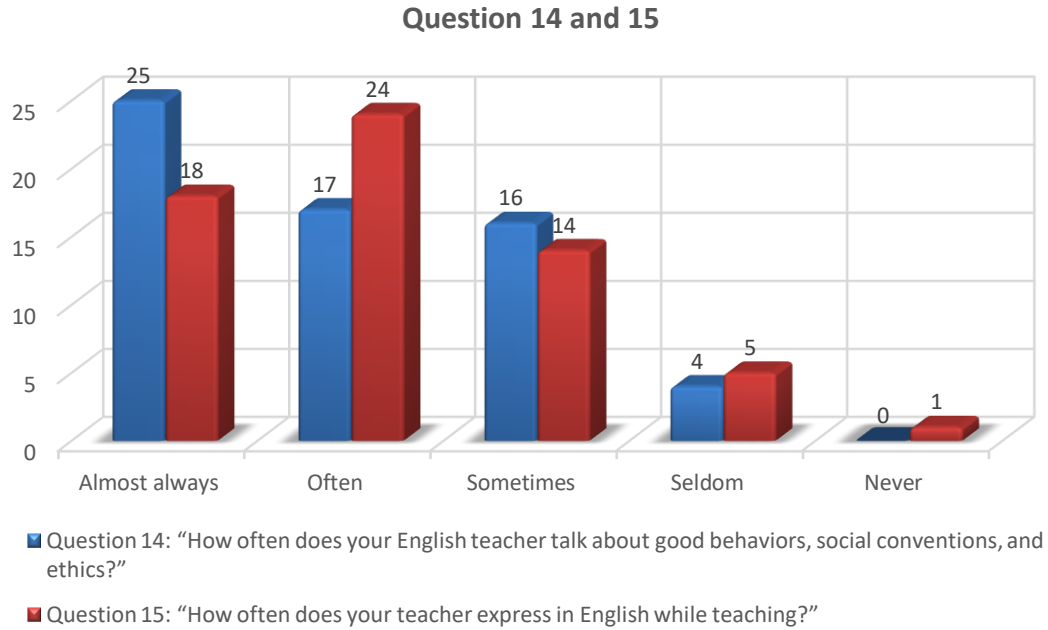


Fig.4.3.11. Students' responses from question 14 and 15

Question 16: "Is your teacher approachable when you need to share a problem or a dilemma?"

3 T1 students responded with yes, 10 with sometimes and 1 with no. 7 T2 students responded with yes, 2 with sometimes and 1 with no. 3 T3 students responded with yes and 4 with sometimes. 4 T4 students responded with yes and 3 with sometimes. 1 T5 student responded with yes and 6 with sometimes. 10 T6 students responded with yes. 4 T7 students responded with yes, 2 with sometimes and 1 with no. From these responses we can highlight T6's students.

QUESTION 16: "IS YOUR TEACHER APPROACHABLE WHEN YOU NEED TO SHARE A PROBLEM OR A DILEMMA?"

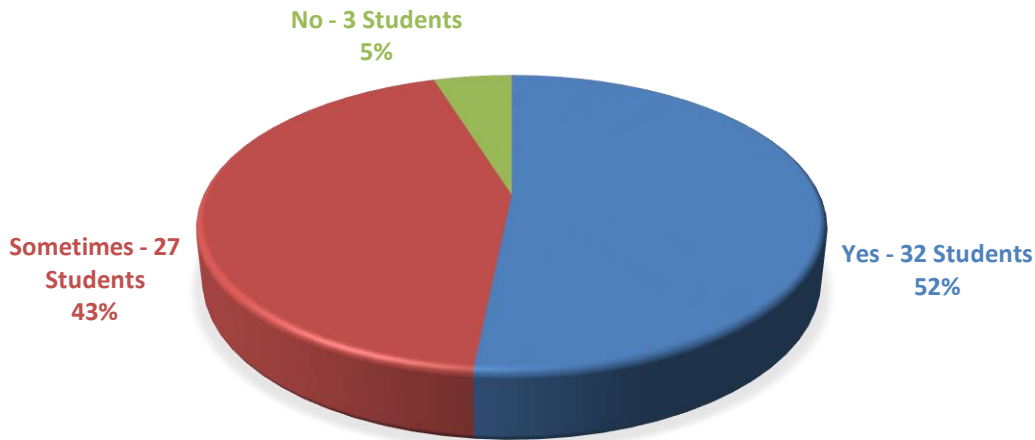


Fig.4.3.12. Students' responses from question 16

Question 17: "How much does your teacher make the lesson attractive?"

4 T1 students responded with extremely, 4 with very, 3 others with moderately and 3 with slightly. 3 T2 students responded with extremely, 2 with very, 3 with moderately, 1 with slightly and 1 with not at all. 3 T3 students responded with extremely, 2 with very and 2 others with moderately. 4 T4 students responded with extremely, 1 with very and 2 others with moderately. 3 T5 students responded with extremely, 3 with very and 1 with slightly. 8 T6 students responded with extremely, 1 with very and 1 with moderately. 3 T7 students responded with extremely, 2 with very, 1 with moderately and 1 with slightly (see Fig.4.3.13).

Question 18: "Do you have funny moments while learning English?"

2 T1 students responded with extremely, 4 with very, 6 with moderately and 2 with slightly. 4 T2 students responded with extremely, 2 with very, 1 with moderately, 2 with slightly and 1 with not at all. 1 T3 student responded with extremely, 1 with very, 4 others with moderately and 1 with slightly. 1 T4 student responded with extremely and 6 others with moderately. 4 T5 students responded with extremely, 2 with very, 2 with slightly and 1 with not at all. 3 T6 students

responded with extremely, 6 with very and 1 with moderately. 2 T7 students responded with extremely, 2 with very, 1 with moderately and 2 with slightly (see Fig.4.3.13).

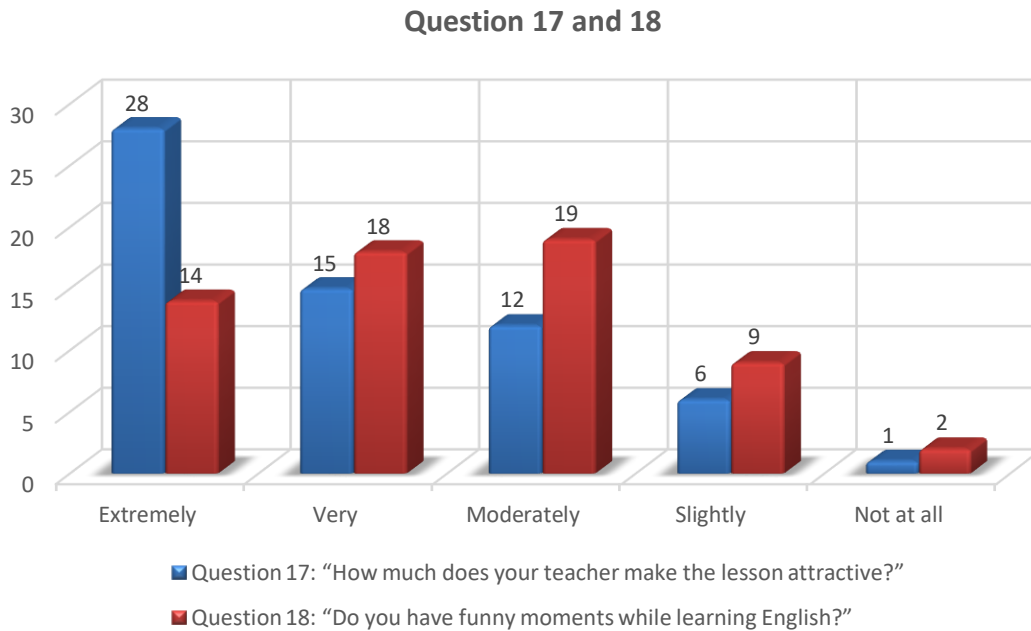


Fig.4.3.13. Students' responses from question 17 and 18

Question 19: "Does your teacher embed cooperative learning such as acting out a show or a situation from the English book or beyond it?"

7 T1 students responded with yes, 5 with sometimes and 2 with no. 2 T2 students responded with yes, 6 with sometimes and 2 with no. 1 T3 students responded with yes, 4 with sometimes and 2 with no. 1 T4 student responded with yes and 6 with sometimes. 3 T5 students responded with yes 2 with sometimes and 2 with no. 6 T6 students responded with yes and 4 with sometimes. 3 T7 students responded with yes, 2 with sometimes and 1 with no.

QUESTION 19: “DOES YOUR TEACHER EMBED COOPERATIVE LEARNING SUCH AS ACTING OUT A SHOW OR A SITUATION FROM THE ENGLISH BOOK OR BEYOND IT?”

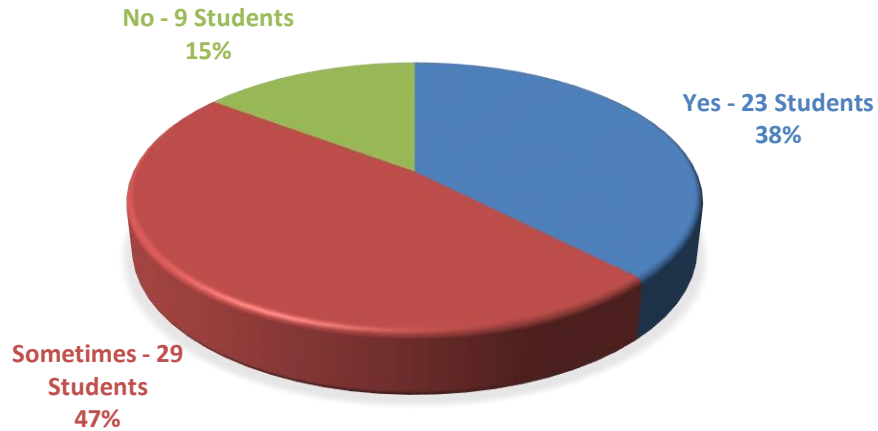


Fig.4.3.14. Students’ responses from question 19

Question 20: “How often does your teacher use mobile phone to give you extra information about a topic?”

3 T1 students responded with often, 4 with sometimes, 4 with seldom and 3 with never. 1 T2 student responded with almost always, 1 with often, 4 with sometimes, 3 with seldom and 1 with never. 3 T3 students responded with sometimes, 3 with seldom and 1 with never. 3 T4 students responded with sometimes, 3 with seldom and 1 with never. 2 T5 students responded with sometimes, 3 with seldom and 2 with never. 5 T6 students responded with sometimes, 4 with seldom and 1 with never. 3 T7 students responded with sometimes, 2 with seldom and 2 with never (see Fig.4.3.15).

Question 21: “How often does your teacher reward students with a good mark or something else when giving an excellent reply in English?”

1 T1 student responded with almost always, 3 with often, 4 with sometimes, 3 with seldom and 3 with never. 1 T2 student responded with almost always, 3 with often, 3 with sometimes, 1 with

seldom and 2 with never. 1 T3 student responded with almost always, 3 with often, 2 with sometimes and 1 with seldom. 5 T4 students responded with often and 2 with sometimes. 1 T5 student responded with almost always and 3 with often and 3 with sometimes. 2 T6 student responded with almost always, 5 with often, 3 with sometimes and 1 with seldom. 1 T7 student responded with almost always, 3 with often, and 1 with sometimes (see Fig.4.3.15).

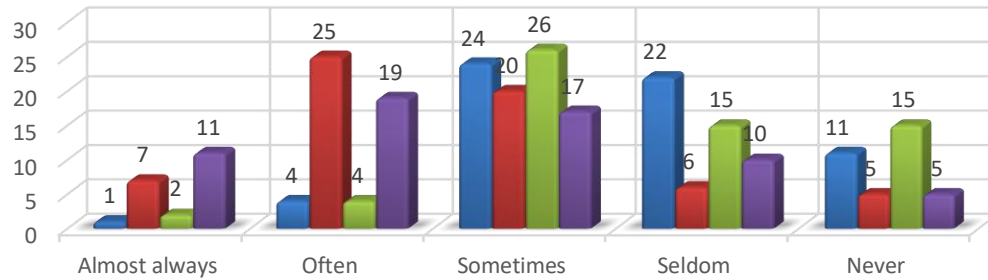
Question 22: “How often does your teacher punish students with a bad mark when they reply wrongly, do not focus, or are not disciplined?”

1 T1 student responded with almost always, 6 with sometimes, 4 with seldom and 3 with never. 2 T2 students responded with often, 2 with sometimes, 3 with seldom and 3 with never. 1 T3 student responded with often, 1 with sometimes, 1 with seldom and 4 with never. 1 T4 student responded with almost always, 5 with sometimes and 1 with never. 1 T5 student responded with often, 1 with sometimes, 3 with seldom and 2 with never. 7 T6 students responded with sometimes, 2 with seldom and 1 with never. 4 T7 students responded with sometimes, 2 with seldom and 1 with never (see Fig.4.3.15).

Question 23: “How often does your teacher take disciplinary actions?”

3 T1 students responded with often, 4 with sometimes, 6 with seldom and 1 with never. 2 T2 students responded with almost always, 3 with often, 3 with sometimes, 1 with seldom and 1 with never. 1 T3 students responded with often, 3 with sometimes and 3 with seldom. 3 T4 students responded with almost always, 2 with often and 2 with sometimes. 1 T5 student responded with almost always, 4 with often and 2 with sometimes. 5 T6 students responded with almost always, 3 with often and 2 with seldom. 3 T7 students responded with often, 3 with sometimes and 1 with never (see Fig.4.3.15).

Question 20, 21, 22 and 23



- Question 20: “How often does your teacher use mobile phone to give you extra information about a topic?”
- Question 21: “How often does your teacher reward students with a good mark or something else when giving an excellent reply in English?”
- Question 22: “How often does your teacher punish students with a bad mark when they reply wrongly, do not focus, or are not disciplined?”
- Question 23: “How often does your teacher take disciplinary actions?”

Fig.4.3.15. Students’ responses from question 20, 21, 22 and 23

Question 24: “Which assessment is the best according to your opinion?”

8 T1 students responded with summative assessment and 6 with formative assessment. 3 T2 students responded with summative assessment and 7 with formative assessment. 2 T3 students responded with summative assessment and 5 with formative assessment. 2 T4 students responded with summative assessment and 5 with formative assessment. 3 T5 students responded with summative assessment and 4 with formative assessment. 7 T6 students responded with summative assessment and 3 with formative assessment. 1 T7 students responded with summative assessment and 6 with formative assessment.

QUESTION 24: “WHICH ASSESSMENT IS THE BEST ACCORDING TO YOUR OPINION?”

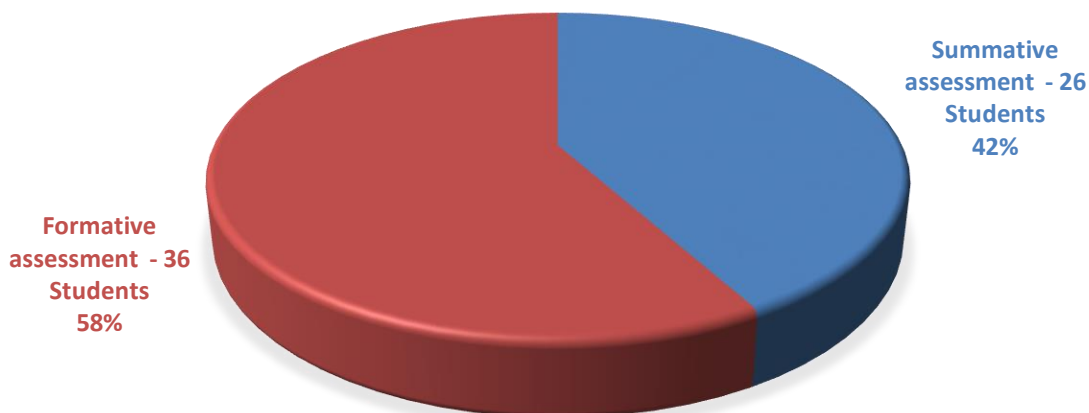


Fig.4.3.16. Students’ responses from question 24

Question 25: “Do you think that using technology in class is more beneficial than traditional teaching?”

6 T1 students responded with yes and 8 with no. 6 T2 students responded with yes and 4 with no. 5 T3 students responded with yes and 2 with no. 6 T4 students responded with yes and 1 with no. 5 T5 students responded with yes and 2 with no. 9 T6 students responded with yes and 1 with no. 4 T7 students responded with yes and 3 with no (see Fig.4.3.17). From the given data we conclude that students perceive the technology in class as beneficial in general.

Question 26: “Do you have a computer or a laptop at home?”

13 T1 students responded with yes and 1 with no. All 10 T2 students responded with yes. 6 T3 students responded with yes and 1 with no. 6 T4 students responded with yes and 1 with no. 6 T5 students responded with yes and 1 with no. 7 T6 students responded with yes and 3 with no. 5 T7 students responded with yes and 2 with no (see Fig.4.3.17). Most of students have a computer or a laptop at home which makes it easier for them to use new learning techniques.

Question 25 and 26

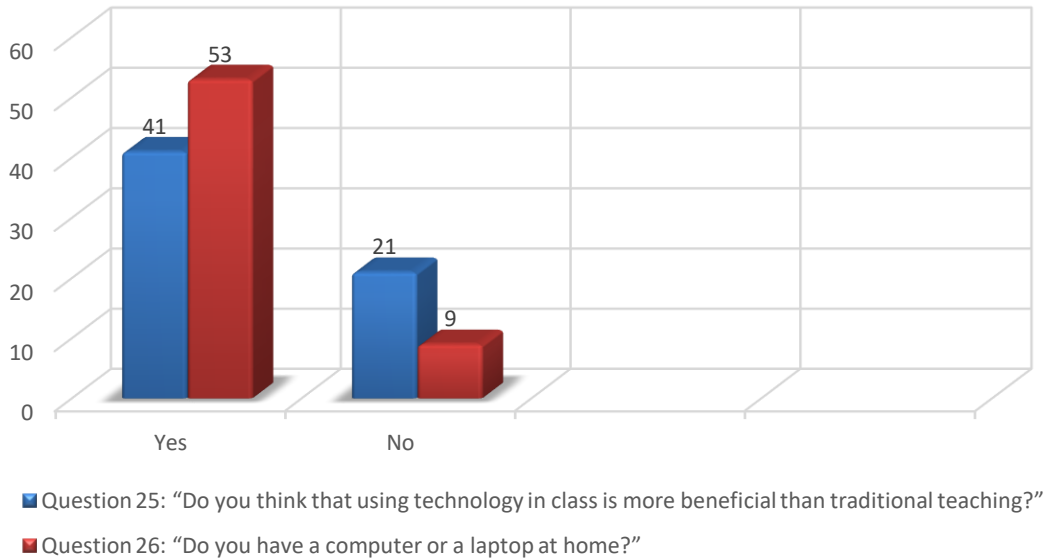


Fig.4.3.17. Students' responses from question 25 and 26

Question 27: "What do you mostly use your computer, laptop or mobile phone for?"

7 T1 students responded with improving English, 4 with education, 1 with social media and 2 with other reason. 1 T2 student responded with improving English, 3 with education, 1 with games, 1 with science, 2 with chatting to friends and 2 with watching videos. 2 T3 students responded with improving English, 4 with science and 1 with social media. 2 T4 students responded with improving English, 1 with education, 3 with science and 1 with watching videos. 1 T5 student responded with improving English, 2 with education, 1 with games, 1 with science and 2 with watching videos. 2 T6 students responded with improving English, 1 with education, 2 with games, 2 with science, 2 with chatting to friends and 1 with social media. 1 T7 student responded with improving English, 2 with education, 1 with games, 1 with science, 1 with chatting to friends and 1 with watching videos.

QUESTION 27: “WHAT DO YOU MOSTLY USE YOUR COMPUTER, LAPTOP OR MOBILE PHONE FOR?”

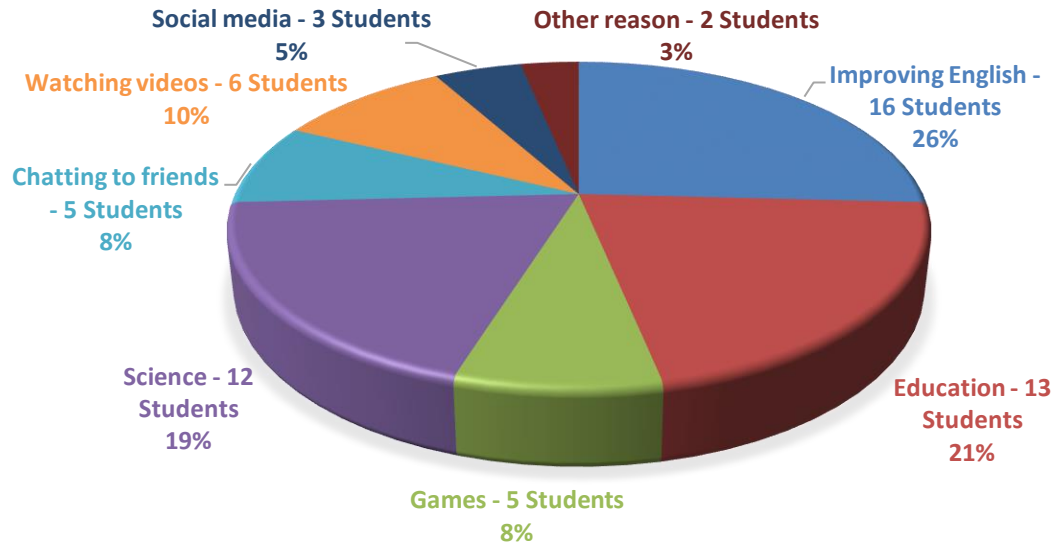


Fig.4.3.18. Students’ responses from question 27

Question 28: “How often do you use technology for learning English?”

5 T1 students responded with almost always, 4 with often and 5 with sometimes. 3 T2 students responded with almost always, 2 with often, 2 with sometimes, 2 with seldom and 1 with never. 4 T3 student responded with almost always, 2 with often and 1 with sometimes. All 7 T4 students responded with often. 1 T5 student responded with almost always, 5 with often and 1 with sometimes. 4 T6 students responded with almost always, 3 with often, 2 with sometimes and 1 with seldom. 2 T7 students responded almost always, 1 with often, 2 with sometimes, 1 with seldom and 1 with never.

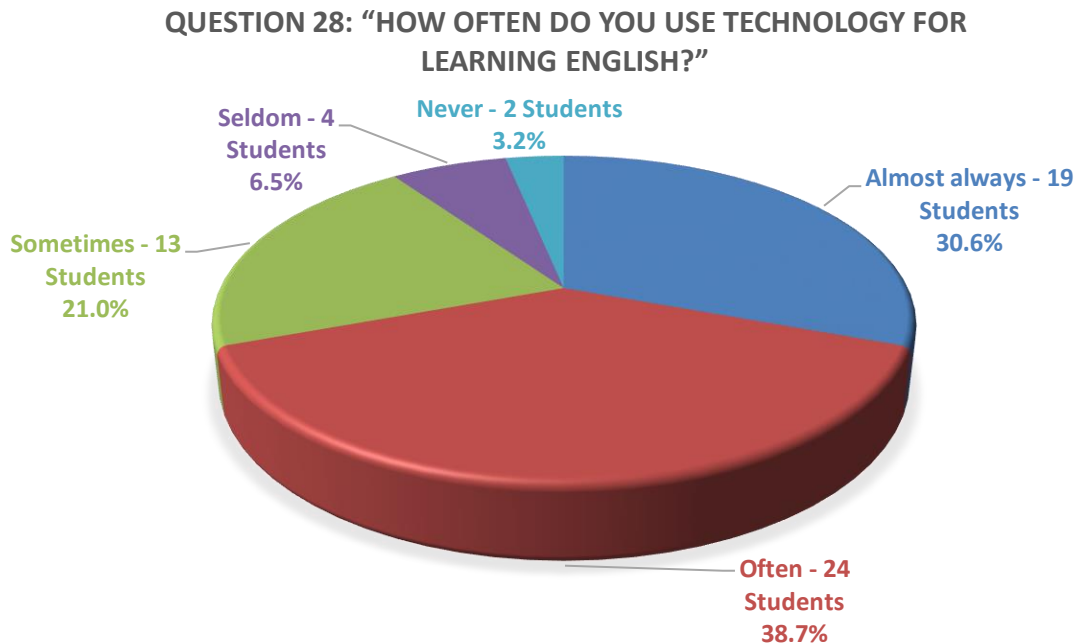


Fig.4.3.19. Students' responses from question 28

Question 29: "Is it important to use technology at school for learning English?"

11 T1 students responded with yes and 3 with no. 7 T2 students responded with yes and 3 with no. 6 T3 students responded with yes and 1 with no. 6 T4 students responded with yes and 1 with no. 1 T5 student responded with yes and 6 with no. 5 T6 students responded with yes and 5 with no. 5 T7 students responded with yes and 2 with no (see Fig.4.3.20). From the given data we notice that many T5 and T6 students are inclined to not seeing the use of technology at school for learning English as important.

Question 30: "Would it be better for you to have mobile phones at school for learning purposes?"

9 T1 students responded with yes and 5 with no. 5 T2 students responded with yes and 5 with no. 3 T3 students responded with yes and 4 with no. All 7 T4 students responded with no. 6 T5 student responded with yes and 1 with no. All 10 T6 students responded with yes. 4 T7 students responded with yes and 3 with no (see Fig.4.3.20). From the given data we notice that most of T1

and T6 students believe that using mobile phones at school for learning is important whereas T4 students believe that it is not positive to use them at school.

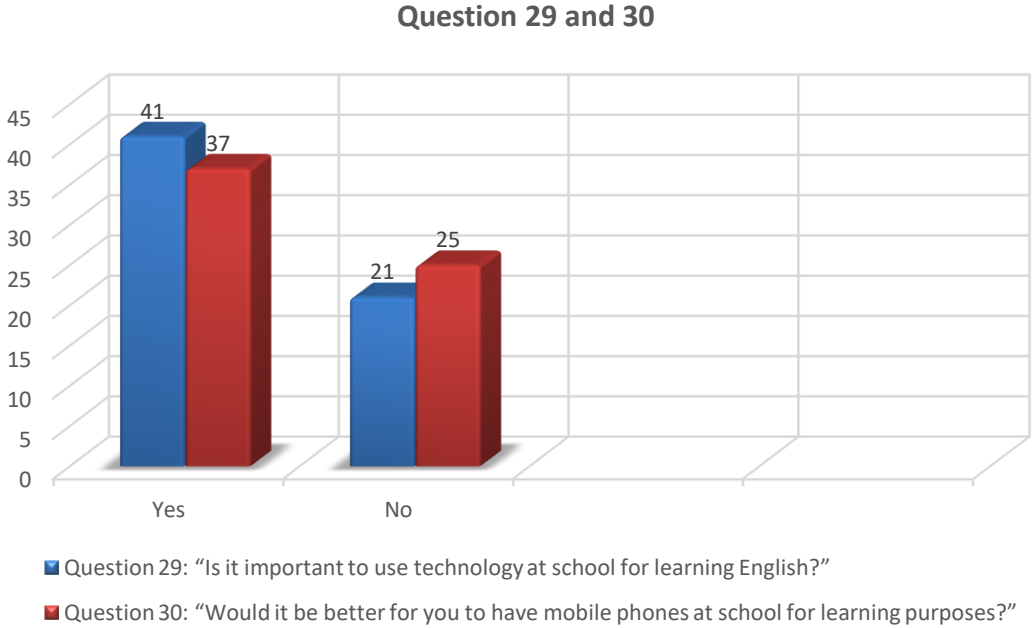


Fig.4.3.20. Students' responses from question 29 and 30

CHAPTER 5

Conclusion

This chapter contains conclusions gathered from the research questions' results about the role of teachers' cultural background and experience in teaching English. From the gathered outcome we have also been able to witness whether the results support the hypothesis or not. Furthermore, this chapter has straightened the path to give conclusions to the research questions (RQ³) and research hypothesis (RH⁴) which were:

1.1. RQ: What is the most significant impact of teacher's cultural background on students of elementary school?

1.2. RH: There will not be any immense impact of teacher's cultural background on students of elementary school.

According to the data gathered, the majority of English teachers and students agreed that the impact of teacher's cultural background on students of elementary school is minor whereas some teachers believe that the impact of teacher's cultural background on students is ethics and good behavior.

2.1. RQ: How much does teaching experience influence students' learning outcome?

2.2. RH: Teaching experience influences students' learning outcome in a considerable level.

Teacher's work experience, trainings and travel experiences proved that they have a very important role in influencing students' learning outcome. Results also show that the majority of teachers and students agreed that teaching experience increases the quality of learning.

³ RQ – Research Question

⁴ RH – Research Hypothesis

3.1. RQ: Are teacher's travel experiences important when learning about a specific place?

3.2. RH: Teacher's travel experience will play a key role on students when learning about a specific place.

From the data gathered (teacher's questionnaire) from question 10 (how many large cities have they visited), T4 and T7 responded with none. On the following question, (how often do you incorporate your travel experiences while teaching a topic about that specific city or country), T4 responded with sometimes whereas T7 with never. From these data we come to a conclusion that teachers with less travel experience tend to incorporate travel experiences less or not at all as we have mentioned before.

On the other hand from student's question 9 (if they think that teachers' travel experiences are important when learning about a specific place), we conclude that that teachers' travel experiences are important when learning about a specific place, since most of the students responded with yes, in total 56 out of 62.

4.1. RQ: What is the role of teachers' experience in achieving students' enthusiasm towards learning?

4.2. RH: Teachers who have a lot of experience will achieve students' enthusiasm towards learning English.

From my own experience as an English teacher for more than 10 years, I have come to a conclusion that teachers' experience in terms of working duration is very significant in achieving students' enthusiasm towards learning. Experience can lead different doors to finding the best way on achieving learning enthusiasm. The more teacher lectures, the better is the outcome in achieving students' enthusiasm towards learning. From the data gathered (teacher's questionnaire) from question 19 (how often do you have funny moments while teaching English), all teachers responded with most of the time or occasionally which is another component that helps teachers achieve students' enthusiasm. On the other hand, also the data gathered (students' questionnaire) from question 18 (do you have funny moments while learning English), the majority of students (55 of them) agree that they have funny moments while learning English (extremely, very or moderately). From the data gathered (students'

questionnaire) from question 17 (how much does your teacher make the lesson attractive), we have slightly different results in comparison to question 18, where 51 students agree that teacher makes the lesson attractive (extremely, very or moderately). 11 students think that teacher doesn't make the lesson attractive or a little.

5.1. RQ: Are teachers approachable when students have to share a problem or a dilemma?

5.2. RH: An experienced teacher is more approachable when students have to share a problem than an inexperienced one.

According to the data gathered we have come to a conclusion that not every student responds the same when it comes to teacher's help. There are many factors why teachers cannot show the same attitude to all students such as: the lack of infrastructure, the large number of students in a class, the lack of time, etc. The data gathered (students' questionnaire) from question 4 (is your teacher helpful when you do not understand a specific topic), the majority of students (35 of them) responded with extremely, 24 with very and 3 with moderately. A similar data is gathered from question 16 (is your teacher approachable when you need to share a problem or a dilemma), where the majority of students (32 of them or 52%) responded with yes, 27 or 43% with sometimes and 3 students or 5% with no. These data in general display the fact that almost all English teachers are willing to help their students. The above mentioned results and other findings from face to face interviews with teachers and students, disapprove the hypothesis that an experienced teacher is more approachable when students have to share a problem than an inexperienced one.

6.1. What is the level of impact on students from the use of technology as a mechanism within teachers' experience?

6.2. Technology as a mechanism within teachers' experience increases students' concentration towards learning English as a foreign language.

From the data gathered (teacher's questionnaire) from question 21 (how often do you use technology in classroom), 2 teachers responded with most of the time, 3 with occasionally and 2 others with seldom. From question 23, (do you think that using technology in class is more beneficial than traditional teaching), all teachers responded with yes. Even though technology impacts students, teachers have it hard to use it all the time. There are many factors why English teachers don't use or cannot use technology all the time. Besides all these facts, teachers are willing to use technology in classroom and believe that technology is more beneficial than traditional teaching.

On the other hand from student's question 25 (do you think that using technology in class is more beneficial than traditional teaching), 41 students responded with yes and 21 with no. From question 29 (is it important to use technology at school for learning English), 41 students responded with yes and 21 with no. From the following question (would it be better for you to have mobile phones at school for learning purposes), 37 students responded with yes and 25 with no. From these data we conclude that most of the students believe that the impact of learning English through technology is high, whereas around 35% of them do not. When asked about using mobile phones for learning purposes more than 40% of them are sceptic about using them in classroom.

The hypothesis: "Technology as a mechanism within teachers' experience increases students' concentration towards learning English as a foreign language", is approved by the collected results.

Therefore, the overall overview of the collected results bring forth the final conclusion about the role of teachers' cultural background and experience in teaching English. With all its limitations, research conducted with some primary school students and teachers in Ferizaj, Kosovo, proved that teacher's work experience, travel experience and trainings effect students' learning outcome, effectiveness, and enthusiasm at different levels.

CHAPTER 6

Limitations and Recommendations

It is important to mention that this chapter deals with the limitations occurred during the research phase and collecting results phase. Besides dealing with limitations, this chapter also involves recommendations which is very profitable for future English teachers who are interested in finding the effects of cultural background on students, the role of teacher's work experience on students' achievement and the consequence of students' attainments on regards to teacher's travel experiences.

6.1. Limitations

On the road to proving or disapproving the above-mentioned hypothesis, there appeared some limitations which are listed below:

- The global pandemic situation of 2020-2021 (COVID-19)
- Time limitation
- Infrastructural limitation
- Research study limitation
- Research data limitation

The global pandemic situation of 2020-2021, effected the research process of interviewing a larger number of teachers and students. The time duration to finish the questionnaire was limited for teachers especially for students because of pandemic regime on school period from ministry of education. Even though most of the questions were multiple choice, students had less than 30 minutes to finish the questionnaire consisting of 30 questions. There were also some other infrastructural issues such as: the lack of classroom space to distribute more questionnaires to other students. Cultural background is a wide topic and much can be said about it, so I had to limit my study to only some important points that were advantageous for students. Another

limitation for this research was the lack of sufficient data in Kosovo region which could reduce its reliability.

6.1. Recommendation

No matter how valuable the research can be, there is always space for improvement, thus the following recommendations can be suggested for future researches:

- gather findings from different towns and compare them with the schools in your town
- give more time to participants
- use different instruments to achieve better results
- have a broader number of participants
- observe a larger number of surveys
- observe teacher's cultural background and experience on a large scale

The above-mentioned recommendations will bring more reliable results, by further validating the research.

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APPENDICES

Appendix 1: Teachers' Questionnaire

Dear English teachers of municipality of Ferizaj. I am very glad that you gave me an opportunity to help me in fulfilling my research about this master thesis. The purpose of this investigation is to find out the role of teachers' cultural background and experience in teaching English. The information supplied will be discreetly used.

1. What is the name of your school or institution that you work? _____

2. What are your qualifications?

Bachelor's degree

Master's degree (in process)

Master's degree

3. Which classes do you teach?

Kindergarten

Elementary school (1st – 5th Grade students)

Lower secondary school (6th – 9th Grade students)

4. How many years of teaching experience do you have as an English teacher?

0-9 years

10-19 years

20 years or more

5. Do you think that your teaching experience brought you new teaching techniques, better teaching outcome and better results to students' assessment?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

6. How often do you attend trainings in the field of English as a foreign language teacher?

Always

Often

Occasionally

Rarely

Never

7. How much can you implement training techniques while teaching English in class?

Always

Often

Occasionally

Rarely

Never

8. Do you enjoy teaching English?

Extremely

Very

Moderately

Slightly

Not at all

9. How many countries have you visited besides Kosovo?

None

- 1-4 countries
- 5-9 countries
- 10 or more

10. How many large and famous world cities have you visited such as: Paris, New York, Tokyo, London, Istanbul, etc. (cities with population of 1 million or more)?

- None
- 1-4 cities
- 5-9 cities
- 10 or more

11. How often do you incorporate your travel experiences while teaching a topic about that specific city or country?

- Almost always
- Often
- Sometimes
- Seldom
- Never

12. Do you think that travel experiences are helpful in having a better teaching outcome?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

13. How often do you provide students extra information outside the scope of the curriculum?

- Most of the time
- Occasionally
- Seldom
- Never

14. Do you think it is important to provide students extra information about a specific topic?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

15. Do you agree that extra information is time consuming and cannot finish your topic?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

16. Do you think that teacher's religion or way of life has an effect on students' English learning?

- Strongly agree
- Agree
- Neither agree nor disagree

Disagree

Strongly disagree

17. How often do you talk to your students about good behaviors, social conventions, and ethics?

Most of the time

Occasionally

Seldom

Never

18. How often do you express in English while teaching?

Always

Often

Occasionally

Rarely

Never

19. How often do you have funny moments while teaching English?

Most of the time

Occasionally

Seldom

Never

20. How often do you embed cooperative learning such as acting out a show or a situation from your books or beyond it?

Most of the time

Occasionally

Seldom

Never

21. How often do you use technology in classroom?

Most of the time

Occasionally

Seldom

Never

22. Which assessment is the best according to your opinion?

Summative assessment (evaluating students at the end of each chapter)

Formative assessment (evaluating students throughout the chapter)

23. Do you think that using technology in class is more beneficial than traditional teaching?

Yes

No

24. Describe briefly (approximately in two or three sentences) the role of teachers' cultural background (based on ethnicity, race, socioeconomic status, gender, religion, or geographical area) on the school that you teach and the effect that it has on students.

Appendix 2: Students' Questionnaire

Students' Questionnaire (Pyetësor i nxënësve) Class (Klasa): _____

Dear students of municipality of Ferizaj. I am very glad that you gave me an opportunity to help me in fulfilling my research about this master thesis. The purpose of this investigation is to find out the role of teachers' cultural background and experience in teaching English. The information supplied will be discreetly used.

(Të dashur nxënës të komunës së Ferizajit. Jam shumë i lumtur që më dhatë mundësinë për të më ndihmuar në përmbushjen e hulumtimeve të mia në lidhje me këtë temë masteri. Qëllimi i këtij hulumtimi është të gjejë rolin e prejardhjes kulturore dhe përvojës së mësimdhënësve në mësimdhënien e anglishtes. Informacioni i dhënë do të përdoret në mënyrë diskrete.)

1. What is the name of your school? (Emri i shkollës) _____

2. How much do you enjoy learning English?(Sa shumë ju pëlqen të mësoni anglisht?)

Extremely (Jashtëzakonisht shumë)

Very (Shumë)

Moderately (Mesatarisht)

Slightly (Paksa)

Not at all (Aspak)

3. How often do you learn English after school? (Sa shpesh mësoni anglisht pas mësimit?)

Every day (Çdo ditë)

3-4 times a week (3-4 herë në javë)

1-2 times a week (1-2 herë në javë)

Less than once a week (Më pak se një herë në javë)

4. Is your teacher helpful when you do not understand a specific topic? (A ju ndihmon mësuesi juaj kur nuk kuptoni një temë të caktuar?)

Extremely (Jashtëzakonisht shumë)

Very (Shumë)

Moderately (Mesatarisht)

Slightly (Paksa)

Not at all (Aspak)

5. What is your biggest motivation for learning English as a second language? (Cili është motivimi juaj më i madh për të mësuar anglishten si gjuhë të dytë?)

English is a global language (Anglishtja është një gjuhë globale)

English is the Language of Business, media, science, and technology (Anglishtja është gjuha e biznesit, medias, shkencës dhe teknologjisë)

Speaking English gives you access to a world of entertainment (Të flasësh anglisht ju jep mundësinë e një bote argëtimi)

English helps you increase your educational opportunities (Anglishtja ju ndihmon të rrisni mundësitë tuaja arsimore)

It's fun! (Është argëtim!)

Studying English can help you get a job (Mësimi i anglishtes mund t'ju ndihmojë të gjeni një vend pune)

Learning English can help you meet new people (Mësimi i anglishtes mund t'ju ndihmojë të gjeni shoqëri të re)

Travelling is a lot easier with a good knowledge of English (Udhëtimi është shumë më i lehtë me njohjen e anglishtes)

6. Does your teacher give you extra information outside the scope of the curriculum? (A ju jep mësuesi juaj informacion shtesë jashtë fushës së kurrikulës?)

Almost always (Pothuajse gjithmonë)

Often (Shpesh)

Sometimes (Ndonjëherë)

Seldom (Rrallë)

Never (Asnjëherë)

7. How does your teacher deal with the questions that are outside the topics from the book? (Si i trajton mësuesi juaj pyetjet që janë jashtë temave nga libri?)

Teacher asks the student to learn the topic first (Mësuesi kërkon që nxënësi të mësojë së pari temën)

Teacher answers the question (Mësuesi përgjigjet në pyetjen)

Teacher requests to answer later (Mësuesi kërkon të përgjigjet më vonë)

Teacher disregards the question (Mësuesi nuk e përfill pyetjen)

8. Do you think it is important that your teacher gives extra information about a topic? (A mendoni se është e rëndësishme që mësuesi juaj të japë informacion shtesë në lidhje me një temë?)

Yes (Po)

No (Jo)

9. Do you think that teachers' travel experiences are important when learning about a specific place? (A mendoni se përvojat e udhëtimit të mësuesve janë të rëndësishme kur mësoni për një vend specifik?)

Yes (Po)

No (Jo)

10. How often does your teacher share travel experiences? (Sa shpesh mësuesi juaj ndan përvojat e udhëtimit?)

Almost always (Pothuajse gjithmonë)

Often (Shpesh)

Sometimes (Ndonjëherë)

Seldom (Rrallë)

Never (Asnjëherë)

11. Do you think that extra information from your teacher is time consuming and cannot finish the topic? (A mendoni se informacioni shtesë nga mësuesi juaj shpenzon kohë dhe nuk mund ta përfundojë temën?)

Yes (Po)

Sometimes (Ndonjëherë)

No (Jo)

12. Do you think that teacher's religion or way of life has an effect on learning English? (A mendoni se feja ose mënyra e jetës së mësuesit ka ndonjë efekt në mësimin e anglishtes?)

Yes (Po)

No (Jo)

13. If yes, please give the reason why? (Nëse po, ju lutemi jepni arsyen pse?)

14. How often does your English teacher talk about good behaviors, social conventions, and ethics? (Sa shpesh mësuesi juaj i anglishtes flet për sjellje të mira, konventa shoqërore dhe etikë?)

Almost always (Pothuajse gjithmonë)

Often (Shpesh)

Sometimes (Ndonjëherë)

Seldom (Rrallë)

Never (Asnjëherë)

15. How often does your teacher express in English while teaching? (Sa shpesh shprehet mësuesi juaj në anglisht gjatë mësimit?)

Almost always (Pothuajse gjithmonë)

Often (Shpesh)

Sometimes (Ndonjëherë)

Seldom (Rrallë)

Never (Asnjëherë)

16. Is your teacher approachable when you need to share a problem or a dilemma? (A është i afërt mësuesi juaj kur duhet të ndani ndonjë problem ose dilemë?)

Yes (Po)

Sometimes (Ndonjëherë)

No (Jo)

17. How much does your teacher make the lesson attractive? (Sa e bën mësuesi juaj tërheqës mësimin?)

Extremely (Jashtëzakonisht shumë)

Very (Shumë)

Moderately (Mesatarisht)

Slightly (Paksa)

Not at all (Aspak)

18. Do you have funny moments while learning English? (A keni moment qesharake përdërisa mësoni anglisht?)

Extremely (Jashtëzakonisht shumë)

Very (Shumë)

Moderately (Mesatarisht)

Slightly (Paksa)

Not at all (Aspak)

19. Does your teacher embed cooperative learning such as acting out a show or a situation from the English book or beyond it? (A e vendos mësuesi juaj mësimin bashkëpunues, siç është interpretimi i ndonjë shfaqjeje apo situatë nga libri i anglishtës ose përtej tij?)

Yes (Po)

Sometimes (Ndonjëherë)

No (Jo)

20. How often does your teacher use mobile phone to give you extra information about a topic? (Sa shpesh përdor mësuesi juaj celularin për t'ju dhënë informacione shtesë në lidhje me një temë?)

Almost always (Pothuajse gjithmonë)

Often (Shpesh)

Sometimes (Ndonjëherë)

Seldom (Rrallë)

Never (Asnjëherë)

21. How often does your teacher reward students with a good mark or something else when giving an excellent reply in English? (Sa shpesh mësuesi juaj i shpërblen studentët me një notë të mirë ose diçka tjetër kur jep një përgjigje të shkëlqyeshme në anglisht?)

Almost always (Pothuajse gjithmonë)

Often (Shpesh)

Sometimes (Ndonjëherë)

Seldom (Rrallë)

Never (Asnjëherë)

22. How often does your teacher punish students with a bad mark when they reply wrongly, do not focus, or are not disciplined? (Sa shpesh mësuesi juaj i ndëshkon studentët me një notë të keqe kur ata përgjigjen gabimisht, nuk përqendrohen ose nuk janë të disiplinuar?)

Almost always (Pothuajse gjithmonë)

Often (Shpesh)

Sometimes (Ndonjëherë)

Seldom (Rrallë)

Never (Asnjëherë)

23. How often does your teacher take disciplinary actions? (Sa shpesh mësuesi juaj ndërmerr masa disiplinore?)

Almost always (Pothuajse gjithmonë)

Often (Shpesh)

Sometimes (Ndonjëherë)

Seldom (Rrallë)

Never (Asnjëherë)

24. Which assessment is the best according to your opinion: (Cili vlerësim është më i miri sipas mendimit tuaj)

Summative assessment (when your teacher evaluates students at the end of each chapter)
(Vlerësimi përmbledhës (kur mësuesi juaj vlerëson nxënësit në fund të çdo kapitulli))

Formative assessment (when your teacher evaluates students throughout the chapter)
(Vlerësimi formativ (kur mësuesi juaj vlerëson nxënësit gjatë gjithë kapitullit))

25. Do you think that using technology in class is more beneficial than traditional teaching? (A mendoni se përdorimi i teknologjisë në klasë është më i dobishëm sesa mësimi tradicional?)

Yes(Po)

No(Jo)

26. Do you have a computer or a laptop at home? (A keni kompjuter ose laptop në shtëpi?)

Yes(Po)

No(Jo)

27. What do you mostly use your computer, laptop or mobile phone for? (Për çfarë e përdorni më së shumti kompjuterin, laptopin apo celularin tuaj?)

Improving English

(Për përmirësim të anglishtes)

Science

(shkencë)

Social media

(Mediat sociale)

Education
(Edukim)

Chatting to friends
(Biseda me miqtë)

Other reason _____
(Arsye tjetër)

Games
(Lojëra)

Watching videos
(Shikimi i videove)

28. How often do you use technology for learning English? (Sa shpesh e përdorni teknologjinë për të mësuar anglisht?)

Almost always (Pothuajse gjithmonë)

Often (Shpesh)

Sometimes (Ndonjëherë)

Seldom (Rrallë)

Never (Asnjëherë)

29. Is it important to use technology at school for learning English? (A është e rëndësishme të përdoret teknologjia në shkollë për të mësuar anglisht?)

Yes (Po)

No (Jo)

30. Would it be better for you to have mobile phones at school for learning purposes? (A do të ishte më mire për ju të kishit celularë në shkollë për qëllime mësimore?)

Yes(Po)

No(Jo)