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Master thesis: “EFL Teaching through Cultural Sensitivity – a case study from the Secondary School “Loyola Gymnasium”

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## **Declaration**

I, the undersigned, hereby declare that this research thesis is my own original work and that all the sources have been accurately reported and acknowledged.

The present thesis has not been in it's entirely or in part, submitted to another university for the award of an academic degree in this form.

Signature: \_\_\_\_\_

Edi Perolli

Date:

## **Abstract**

This research is mainly focused on the importance of cultural sensitivity that raises students' awareness, where cultural differences and similarities between people exist without assigning them good, bad, right or wrong value.

Simply this affects the raising of awareness that not all people are the same and this means that no culture can be better or worse than another. It is a priority for a teacher to teach students through a second language another culture and to increase cultural sensitivity among students where teachers should first identify and respect students by ethnicity, gender or religion.

Thus the research was conducted based on improving strategies and also developing and changing the approach to cultural sensitivity through English language teaching, where students speak English as a foreign language.

It should also be noted that this paper focuses on the weaknesses of this process, so the improvement in this area has finally been achieved for teachers and students as well. The importance of communicating with people of different cultures was also emphasized, where it was concluded that teachers are very important factors to facilitate this process.

In the methodology applied in this research, various data and instruments have been used to measure and evaluate the approaches and styles used by teachers.

The results of the questionnaires highlight the challenges faced every day by English language teachers and students at Loyola Gymnasium in Prizren, where they provided strategies for finding solutions that have a major impact on students' daily lives.

**Key words:** *teaching, culture, sensitivity*

## **Abstrakti**

Ky hulumtim është i përqëndruar kryesisht në rëndësinë e ndjeshmërisë kulturore që rrit vetëdijen e studentëve, ku dallimet kulturore dhe ngjashmëritë midis njerëzve ekzistojnë pa u caktuar atyre vlerë të mirë, të keqe, të drejtë ose të gabuar.

Thjesht kjo ndikon në rritjen e vetëdijes se jo të gjithë njerëzit janë njësoj dhe kjo do të thotë se asnjë kulturë nuk mund të jetë më e mirë ose më e keqe se një tjetër. Është përparësi që një mësues t'i mësojë studentët përmes një gjuhe të dytë një kulturë tjetër dhe për të rritur ndjeshmërinë kulturore midis studentëve ku mësuesit duhet së pari të identifikojnë studentët sipas përkatësisë etnike, gjinisë ose fesë dhe t'i respektojnë gjithashtu.

Pra hulumtimi është kryer duke u bazuar në përmirësimin e strategjive dhe gjithashtu zhvillimin dhe ndryshimin e qasjes ndaj ndjeshmërisë kulturore përmes mësimdhënies së gjuhës angleze, ku studentet e flasin gjuhën angleze si gjuhë të huaj.

Gjithashtu duhet te theksohet se ky punim është përqëndruar edhe në dobësitë e këtij procesi, pra përmirësimi në këtë fushë është arritur përfundimisht edhe për mësuesit dhe studentët gjithashtu . Është theksuar rëndësia e komunikimit me njerëz të kulturave të ndryshme gjithashtu, ku është konkluduar se mësuesit janë faktorë shumë të rëndësishëm që të lehtësojnë këtë proces.

Në metodologjinë e zbatuar në këtë hulumtim, janë përdorur të dhëna dhe instrumente të ndryshme për të matur dhe vlerësuar qasjet dhe stilet e përdorura nga mësuesit.

Rezultatet e pyetësorëve nxjerrin në pah sfidat me të cilat përballen çdo ditë mësuesit e gjuhës angleze dhe studentët në Gjimnazin Loyola në Prizren, ku siguruan strategji për gjetjen e zgjidhjeve që kanë një ndikim të madh në jetën e përditshme të studentëve.

**Fjalet kyqe: *të mësuari (mësimdhënia), kultura, ndjeshmëria***

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## **Chapter 1**

### **1.1 Introduction**

During the last two decades, it has been evident that the world is becoming more and more a ‘global village’ and English is becoming its lingua franca (Seidhofer,2001;Alptekin,2002).

In the new millennium world, everything is being done with the help of the Internet and for that reason, referred to by this term "global village", whereby people are becoming more and more aware of it.

This happens because of the need that they have with each other, which enables them to approach each other even if they live in long distances. People connect with each other continuously, which is made possible by communication and is served by the English language. English is like a bridge between people on planet earth. As a language of technology, art, diplomacy and trade, is increasing the number of English speakers.

English is regarded as the language of the world, the language of international politics, the language of literature, the language of the global technology culture, where the dominance of English in the global village is clearly evident. So it is very important for English teachers to raise people's awareness about EFL teaching through cultural sensitivity through the use of different strategies and activities that will be achieved through access to school literature.

The literature found has been used to provide greater knowledge and understanding about the approach of development of the learners according to 'intercultural communicative competence' a competence that will help students to apply their prior knowledge to everyday life in the future; differences between processes, which is more effective and gives sustainable results. Further on, the researcher focuses on the inside issues that occur during a class. There will also be a research of characteristics of teachers where they have to teach English language to three or more communities in a classroom, a fact which is possible in our country's schools. Thus, to generally identify the advantages and disadvantages of practicing English and the impact of a foreign language classroom in a classroom with diverse communities.

The concept of culture with the characteristics of the culture of the country will also be discussed.

The researcher will analyze the strengths and weaknesses of teachers when transmitting cultural knowledge to students.

Language and culture interact with each other and for this reason it is observed that during the process of learning a language we have an influence on the culture of that language where the teacher has to apply and deepen his or her teaching experiences. Learning English throughout the global village must adapt to current methodologies around the world.

As for cultural sensitivity, it will be emphasized the awareness of students to indirectly remove prejudices and stereotypes about another culture, simply to teach them to accept a culture as it is.

As part of the research, from both state and private schools, 4 English teachers from Loyola Gymnasium and 2 English teachers from a public school were selected to contribute to finding the best way to simultaneously convey a culture along with a language.

Third chapter is the one that encompasses the Research Methodology; what method the Researcher is using, how is collecting, selecting and analyzing data, what kind of materials is used in the research, how effective this research will be and what results it will bring of the procedure of the study.

Data analyses taken from the questionnaire is reflected in the fourth chapter. In this chapter the researcher relies on the results of the study to give a clear overview to the Hypothesis made previously.

The conclusions are given in the fifth chapter; where the researcher gives a final idea of the study; the aims are achieved, requirements are met and the analyses have given a clear picture for the closing of the study.

Last but not the least; the final chapter talks about the limitations and recommendations of the researcher; the researcher's limitations during the research: what part is difficult and if literature shortage makes it difficult to continue and directions for future investigations on related topics.

## Chapter 2

### Literature review

Initially, the realized topic to achieve the objective seems to be challenging but fortunately this research is about solving the obstacles that may arise during teaching when teachers are challenged by cultural diversity and considering the sensitivity of students to other cultures by learning a foreign language.

In an earlier work, Bentahila and Davies (1989) stated that learners should be equipped with a certain amount of knowledge about native speaker norms without giving them a feeling that ‘this is the only way to use the target language’. They should be able to make a choice between their native language norms, target language norms and some sort of compromise according to the kinds of situations they find themselves in (pp. 110-111). Before we get to the styles, it is reasonable to say that assessment should be talked about as a part of education system that is required in every department: “It is the process of gathering, interpreting, recording, and using information about the pupil’s response to educational tasks” (Lambert & Lines, 2000:4).

Successful communication between people from different cultures in today's world is very significant. In order to develop students' communication skills and to possess cultural sensitivity, it is very important for EFL teachers to transfer their skills, abilities and cultural sensitivity through teaching. During this study we will gain information on the extent to which teachers have the cultural sensitivity to transmit it to students through the teaching of a foreign language.

Getting to know a culture is not an easy thing, and everybody when it comes time to live in another country it is normal that they will experience culture shock, until they pass the adoption stages in that country. It would be easier for teachers if they were to experience the culture of a country by living for a time in that country and constantly becoming familiar with that culture. When they pass on that culture to students, teachers must avoid the feeling of prejudice about that culture.

A very important point is that students need to be aware of their own culture, appreciate it and then become aware of how to perceive and value another culture. All this happens in parallel

with learning English in this research. By evaluating, teachers can identify weaknesses and analyze points where to improve in this point of view.

It should be noted that not only non-native teachers face challenges in transmitting culture through a language, but as well native teachers face these challenges, which are hardly completely eliminated. In this situation, professionalism such as education training and teachers' desire for continuous research should not fade away, but only progress based on the fact that they will transmit to student knowledge of language and culture at the same time.

## **2.1. EFL and teachers**

Perceptions of good teaching may be influenced by a variety of factors including culture, gender, subject area, school level, and the curriculum used (Zhang & Watkins, 2007). Culture has been characterized by Finkbeiner (2008) in a number of ways, including as an iceberg that is mostly invisible, as glue that brings individuals together, and as the mind software that incorporates people's values, norms, and ways of thinking. However, individuals cannot be simply defined within the limits of one particular culture, as people belong to various subgroups, including those based on religion, ethnicity, linguistic background, and so on.

In order to achieve the goal of cultural sensitivity through learning a foreign language as mentioned above are listed the properties that must be possessed in teaching where people through prior knowledge acquired will have the advantage that through learning a foreign language to respect cultural sensitivity despite different cultures in the world.

Teaching a language teaches not only the culture but also the communication and understanding of the student's personality, where this is often possible when the teacher and pupils belong to the same culture.

Teachers should be creative in teaching, have a high level of English proficiency, be aware of different cultures, use a variety of teaching methods, adjust English input to match learners'

proficiency level, be familiar with the social and cultural background of the learners , be aware of current trends in EFL, understand learners' personalities, needs, and learning styles, be able to co-operate with colleagues to improve current teaching practices, be ready to learn new methods and teaching strategies, through which qualities can be achieved to learn a foreign language through cultural sensitivity.

According to these ideas, it is clearly seen that learning is a significant content of the teaching process that can benefiting many different ways to students and also the teachers.

One of the main purposes is motivation which serves for the best interests and needs of the students at their best.

Effective language teachers have been described in the literature as having not only a profound competence in the target language but a set of personal qualities like sensitivity, warmth and tolerance (Vadillio, 1999). In an investigation of the characteristics of good language teachers, Brosh (1996) found the desirable characteristics of an effective language teacher to be: having knowledge and command of the target language; being able to organize, explain, and clarify, as well as to arouse and sustain interest and motivation among students; being fair to students by showing neither favoritism nor prejudice; and being available to students. Both language teachers and learners counted command of the target language and teaching comprehensibility as the most important characteristics to be possessed by an effective foreign language teacher. Moreover, teachers gave more weight to items related to developing motivation and research orientation, whereas students counted items relating to treating students fairly and making lessons interesting more important as compared with teachers' ideas on these very issues.

According to the above summary, teachers through their behavior and academic or professional preparation have a very significant impact on students during school and in their future as well. Through this influence and qualities of teachers the student's self-esteem is stimulated, so the higher the self-esteem, the more the student's motivation and learning will increase. The role of the teacher is impressive in the life of the students. The more positive the role of teachers is, the more it will affect the minds and souls of students in the future, which will be an advantage in their lives.

According to these ideas, it is clearly seen that learning is a significant content of the teaching process that can benefiting many different ways to students and also the teachers.

One of the main purposes is motivation which serves for the best interests and needs of the students at their best.

A capable, well-trained, and knowledgeable teacher should make the subject more creative and interesting as well. Considering that the teacher has several roles in the classroom as facilitator, organizer and student, why not? Because when he takes on the role of the student he tries to perceive and understand things from the student's point of view, where at the same time he will have the opportunity to improve in the future. According to the Latin saying "Semper paratus", of course the teacher must always be prepared.

A teacher definitely has an eminent advantage, thinking mainly about the fact that a genuine teacher is ready to be challenged.

Especially if a non-native teacher is multilingual and speaks several languages, for example, can also speaks Latin, an opportunity that serves to enrich the vocabulary of English where 80 percent of English words are derived from Latin, fact which will be an advantage in terms of using synonyms.

On the contrary, native teachers may find it difficult to sometimes delay until a fact is understood, while the non-native teacher will find an easier explanation or way for the issue at hand, but should always try to avoid the comfort zone, that is not using the native language.

## **2.2. Language and culture in EFL (Importance of culture in EFL teaching)**

Language and culture are two indivisible phenomena.

Language and culture are so close that are being identified as synonyms (Scarcella, Oxford, 1992). On the one hand, language is used to express people's cultural thoughts, beliefs and to communicate; on the other hand, culture is embedded in the language.

Based on these two terms it is understood that language and culture are closely linked. Cultural ownership almost goes hand in hand with language.

It does not mean that culture is the same within a state, culture may also vary within one state, for that reason sometimes even the local teacher himself may have difficulty recognizing culture in this case. In advance, the teachers should give the students the feeling to value and value their country, to love and respect their culture, and then the students will also respect a foreign culture without hesitation.

At first we have to be serious while learning a language. But at the same time we must be open-minded, tolerant, and ready to embrace a different culture and try to adopt it. Based on this subject, communication in foreign languages will be easier for the student.

This situation may also reflect on the future of students, if they do not adhere to the above idea then they will have difficulty stabilizing at work, even if they do not have language problems, these people will have trouble accepting a job in a new culture and problems of adoption in a new environment.

The interwoven relationship between language and culture can be summarized by Brown (2000, p.177): “A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.”

Language and culture have developed in parallel, with the development of culture, language has developed and progressed, and vice versa. Of course, the impact of civilization has influenced the advancement of language and culture.

For these reasons, these two terms are equally important to man because one cannot exist without the other.

According to Chia Lin-Hsin, culture is such a broad concept that has been discussed in social sciences. The concept of culture can be looked at from different perspectives. The intension of bringing in the following definitions of culture is to systematize and synthesize the characteristics of culture in FL education.



(1) Lado (1957, p.111) defined culture as “cultures are structured systems of patterned behaviour.” This definition signaled two categories that are important in the concept of culture: structured and patterned.

(2) Robinson (1988) looked at culture from four perspectives: behaviour, function, cognition and symbols. From a behaviourist’s point of view, culture is a set of patterned behaviours; and a functionalist is to make sense of the behaviours. A cognitive definition tries to argue that culture is a process of interpretation while a symbolic explains that culture is the product after interpretation. Thus, cultural meanings are produced after learners’ internal interpretative process. Culture is both process and products. Culture should be studied as a process as well as a product (Crawford-Lange & Lange, 1984, Moran, 2001).

(3) Kramsch (1993, p.205) identifies that “culture is a social construct, the product of self and other perceptions”. The definition signaled that culture is not collective but also individual.

(4) McCarthy and Carter (1994) look at culture from a social discourse perspective. It refers to “social knowledge and interactive skills which are required in addition to knowledge of the language system (McCarthy and Carter, 1994, p.151-152).”

(5) Moran (2001, p:25-26) defines culture as ‘a cultural phenomenon’--“ A cultural phenomenon involves tangible forms or structures (products) that individual members of the culture (persons) use in various interactions (practices) in specific social circumstances and groups (communities) in ways that reflect their values, attitudes and beliefs (perspective).” That is, an aspect of culture includes practices, products, perspectives, persons, and communities, five dimensions.

From the definitions listed above, it can be concluded that the concept of culture is associated with the society, the process of interpretation and the product of a social phenomenon. It is important to note that each dimension of culture is not mutually exclusive; they are interrelated to each other.

Language and culture complement each other. Language is the most central, essential elements in any culture (Brooks, 1964). It is used to participate in the culture, describe the culture, interpret the culture and respond to the culture (Moran, 2001). It allows people in the cultural group to share ideas and information. Also, it is a method for transmission of culture.

Above are five definitions of culture that are commented on from different points of view, but again have something in common. A people living in a culture will change and take much of that culture, keeping in mind and being aware that people must first preserve, protect, and continuously contribute to the transmission of cultural heritage to the future generations. All this would not be possible without the existence of language.

According to Barry Tomalin however, there is also another level of understanding, of culture. This is how you develop cultural sensitivity and cultural skill. This covers how you build cultural awareness, what qualities you need to deal successfully with other cultures, and how to operate successfully with people from other cultures. This is often considered to be a business skill for adults, such as international sales managers or explorers.

But if you think about it there is a set of skills also needed by refugee kids, ‘third culture kids’ following their parents as they are posted around the world, and students going abroad on gap years before university or overseas study grants. Therefore, we could argue that the teaching of culture in ELT should include these things:

- Cultural knowledge  
The knowledge of the culture’s institutions, the Big C, as it’s described by Tomalin and Stempleski in their 1995 book ‘Cultural Awareness’.
- Cultural values  
The ‘psyche’ of the country, what people think is important, it includes things like family, hospitality, patriotism, fairness etc.
- Cultural behavior  
The knowledge of daily routines and behavior, the little c, as Tomalin and Stempleski describe it.
- Cultural skills  
The development of intercultural sensitivity and awareness, using the English language as the medium of interaction.

McKay (2003) claims that culture influences language teaching in two important ways: linguistically and pedagogically. Linguistically, culture is significant in the linguistic dimension of the language itself,

affecting the semantic, pragmatic, and discourse levels of the language. Pedagogically, it influences the choice of language materials because cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials. He argues that in order to master a language students have to learn both, its linguistic and cultural norms.

According to the paragraph above is described the meaning of two key terms, which are closely related to each other linguistics is language itself and pedagogy term which is related to teaching. Related to this ideal combination, teachers integrate language skills, simplify information for students, motivate them to be part of an interactive debate and raise cultural awareness by encouraging students through EFL.

### **Culture – the fifth language skill**

Why should we consider the teaching of a cultural skills set as part of language teaching and why should we consider it a fifth language skill, in addition to listening, speaking, reading and writing? There might be two reasons. One is the international role of the English language and the other is globalization.

Many now argue that the role of the English language in the curriculum is a life skill and should be taught as a core curriculum subject like math, and the mother tongue. The reason for this is globalization and the fact that to operate internationally people will need to be able to use a lingua franca.

For the next twenty to thirty years at least, that language is likely to be English. That means that English will be a core communicative skill and will need to be taught early in the school curriculum. Many countries now introduce English at eight years old and many parents introduce their children to English at an even younger age, using ‘early advantage’ programs.

The second argument is globalization itself. You could say, ‘We are all internationalists now’. We are or will be dealing with foreigners in our community, going abroad more, dealing at a distance with foreigners through outsourcing or email, phone and video-conferencing. And this isn’t just for adults. Kids are interchanging experience and information through travel, key-pal

schemes and networks like Facebook. This is the time to develop the intercultural skills that will serve them in adult life.

According to the article above, culture has a big impact on the business language as well. Culture involves behaviors that a business can or cannot succeed. If a person is prepared with appropriate culture then he will be successful in the profession and advance in that profession because he will be easily adopted in the workplace and build confidence from others.

As mentioned above, refugee children and students studying abroad, it is challenging that children at a more mature age become familiar with culture and then language. Where according to the authors below these children need to be prepared for different cultural values, points which the student or child experiences through culture shock.

Culture is also considered to be the fifth language skill, due to globalization, a fact which reduces the use of other languages, always thinking in advance of the world economy with the use of international language.

For this reason, the English language has to be acquired from early childhood.

### **2.3. Cultural sensitivity and EFL**

EFL should be taught through cultural sensitivity by teachers. This topic may make them aware of the importance of language in the field and in the future students will be more willing to deal with or accept a new culture. This can be made possible initially through discussion, debate, essays and evaluation, ways that will create opportunities for improvement and awareness.

While cultural issues are considered to be the promotion of foreign language values, there are cases where cultural issues are not addressed as much as is necessary for other reasons by teachers. Gaps can be, insufficient time or lack of cultural knowledge.

However, the inclusion of cultural information from the teachers' point of view should be considered very important.

Through education and awareness in schools, cultural sensitivity will increase over time and students will begin preparing for communication with people of different cultures, changing the way they think about different groups of people based on their cultural values, where it will also be possible to respect other cultures.

At the same time the student will also achieve cultural competence, which will facilitate communication between people of different cultures.

Studying, living and traveling abroad is an advantage to gain knowledge and practice cultural sensitivity by experiencing it in a racial setting.

Students need to be prepared for cultural sensitivity, both in their home country and if they travel abroad, if the opposite happens then these people may experience shock, confusion, prejudice, and suspicion about the other culture.

Lack of knowledge of English can be a barrier to integration into a new culture.

### **How Can Travel Increase Cultural Sensitivity?**

To quote Ralph Waldo Emerson, “The mind, once stretched by a new idea, never returns to its original dimensions.” Traveling is an excellent way to practice cultural awareness and grow your experience with world views that are different from your own. This is particularly important in 2017, when a lack of cultural sensitivity is leading to growing displays of intolerance, both here in the U.S. and abroad.

The adventure of being in a new place, surrounded by people who in many cases have had vastly different life experiences from your own, is an undeniably special one. It opens your mind and

heart to those who you may not previously have shared an understanding with. This cross-cultural exchange is among the most beautiful, complex, and exciting aspects of traveling in areas you've never been to.

It's also a skill-set that is being increasingly fostered in our earlier, formative years. Gaining an insight into the cultures of others is an important step toward developing cultural sensitivity and awareness. More and more schools are utilizing travel experiences to formally instill these values in their students.

This is exciting news, because it will lead to the next generation of global citizens being more culturally sensitive, aware, and understanding in their interactions with others. We can only hope that the distrust and skepticism currently being aimed at minority ethnic groups will be replaced with respect and acceptance.

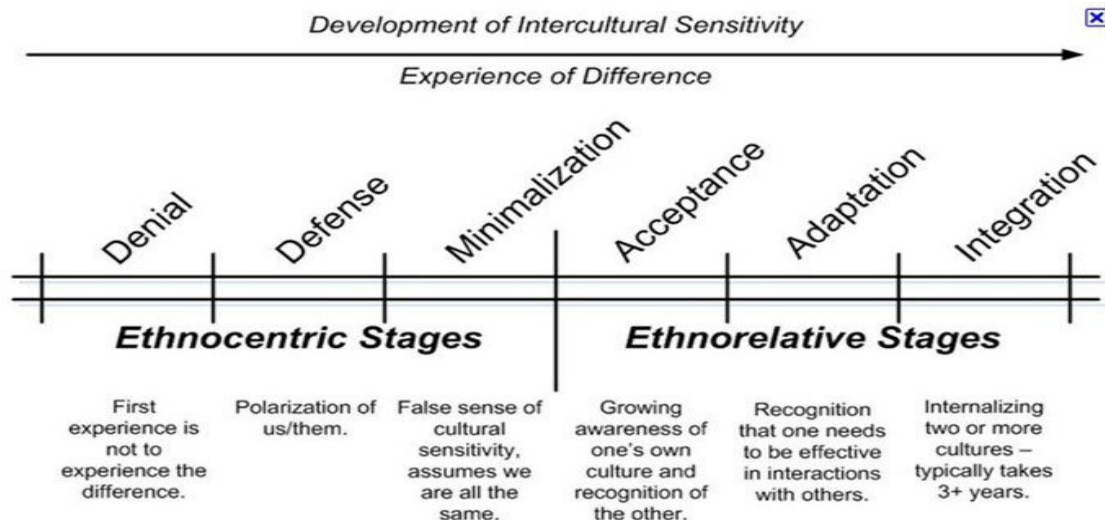
For our part, each of Discover Corps' Vacations with Purpose is designed to connect travelers with meaningful components of the host community's cultural makeup. They're led by locals who are excited to share their own stories and experiences in the name of building cross-cultural understanding.

Traveling is not exceptional. The opportunity to travel freely is welcomed by all. It is worth visiting any country in the world and especially dealing with cultures that are less open than ours.

It is important to be a sensitive traveler, to respect the rules by country and those rules to be respected by people. This also affects tourism, whereas local people always analyze the type of tourists, both their behavior and cultural standards.

### **Development Model of intercultural sensitivity**

In good intercultural communication, understanding depends on the ability to perceive, react and accept differences and similarities. The developmental model of intercultural sensitivity by Milton J. Bennett explains this in six stages--three of them ethnocentric, and three of them ethno relative.



Developmental model of intercultural sensitivity by Milton J. Bennett.

**The first stage** defines **ethnocentrism** as the attitude or point of view by which the world is analyzed according to the parameters of our own culture. It often involves the belief that one's own ethnic group is the most important, or that some or all aspects of our culture are superior to those of other cultures. The stages of ethnocentrism are:

- **Denial:** recognizing cultural differences perceived by the naked eye (schedules, holidays, food, dress, etc.) but denying deeper intrinsic differences.
- **Defense:** criticizing other cultures with negative or derogatory terms as a result of feeling threatened, which leads to negative stereotypes, prejudices and discriminatory attitudes.
- **Minimization:** thinking that values and behavior are universal principles and are equal to one's own.

**The second stage is ethnorelativism**, a learned skill, where a person consciously recognizes values and behaviors as a cultural matter rather than a universal one. The stages of ethno-relativism are:

- **Acceptance:** recognizing that cultural differences must be respected in order to improve interactions. We may not agree with a specific cultural practice or difference but we respect a co-worker's values.

- **Adaptation:** to be able to change a cultural outlook or behavior, which improves understanding and communication in different cultural contexts.
- **Integration:** an effort to integrate different cultural elements and feel comfortable with multi-cultural situations.

The concept of developing intercultural sensitivity reflects that our perception is flexible, and we all have the ability to reformulate our sensitivity according to new experiences.

As for the above research, the first idea is related to the way people think only from one point of view, where their culture, tradition, and race are better than anything else, while the other side of the coin is different from the first one. People here respect, do not neglect and easily adapt to another culture. Be two sides of the same coin!

Developing cultural sensitivity is a positive value for people.

That is why the ethno-relative idea should be supported, where the domination of tolerance and respect for foreign things creates peace in the world.

#### **2.4. English teachers and cultural sensitivity in educational system in Kosovo and Loyola Gymnasium**

Education in Kosovo is provided in three languages in schools, in Albanian, Serbian and Turkish. Kosovo is a country made up of different communities. In a country where there are different communities, cultural sensitivity can also be easily acquired and accepted.

In the past, the people of Kosovo have gone through various challenges, where despite political reasons from Serbian rule, teaching continued even if not in educational institutions, teaching was realized even in mosques and private homes.



After 1999 the education system began to change, following the European curricula. Point of view in this regard of the Kosovar people has gradually started to change, trying to adopt the European system.

As a multilingual and multicultural country it has a natural basis for cultural sensitivity, but more needs to be done in this regard starting from training of the teachers, a fact that will impact Kosovar society on continued and sophisticated growth of cultural sensitivity through English language.

In the Loyola Gymnasium there is a diversity of communities, in addition to the communities living in Kosovo there are other nationalities such as students from Syria, Germany, the South Korea, America etc. One of the most important reasons why these students are educated in Kosovo, especially at Loyola Gymnasium and Loyola Primary school as well, is that they are constantly adopted in an environment where gender equality, cultural diversity, equal rights regardless of color, race and religion are respected. Students of this school are undoubtedly, indirectly taught to respect and accept in society a friend with a new culture.

Research at this school motivates and inspires one to go into a deeper study to reach the level of perfectionism related to cultural sensitivity for a teacher who transmits a new culture through a foreign language as well. Being challenged by this situation will be easier the sharing of experience across the country.

Also at the Loyola school is a special advantage because in addition to Albanian language, students learn three foreign languages, such as German, Latin and English.

In addition to the acquisition of languages at the Loyola Gymnasium, travelling abroad is also organized due to the practice of previously acquired theories, such as trips to Germany, Austria and Italy, Czech Republic, Croatia and Slovenia.

Jean Monet (1888 - 1979) once said, "If I had to start all over again to build Europe, I would put less emphasis on economics and more on culture and education."

According to the saying above, education is the key to development, which means that education and development cannot exist without each other. Not only in Europe but throughout the world,

more education needs to be invested in children's education, in order to achieve full awareness of the acquisition of new languages and people's awareness of cultural sensitivity.

National wealth depends on more quality education.

## **Chapter 3**

### **3.1. Research methodology**

How to give reasonable explanations, how to solve, organize, identify problems and deficiencies that occur to us when designing and conducting research.

This research will describe and explain all the procedures during the work plan.

Based on the research plan new knowledge and results will be gained.

Before we get to the important solution there are some more important points that should be considered even more important such as the use of appropriate methods, accuracy and efficiency where all these constitute the research methodology.

Based on a theoretical procedure, a questionnaire for teachers and students will be used. This questionnaire for this research will help to collect data, make measurements and find the most suitable solutions during this research.

In conclusion, we will come to the idea that only validated and evaluated opinions will be accepted.

The questionnaire will include six English teachers who have been selected for their abilities and skills to contribute to different research perspectives, 2 female teachers and 2 male teachers from Loyola Gymnasium and 2 teachers will be selected from a public school. Some students, approximately from the age of 13 to 18 years were selected who will answer the questionnaire.

For more realistic research two teachers from a public school in Prizren will be interviewed for the purpose of comparing the perspective between private and public schools.

The teachers have been very enthusiastic about the questionnaire and have overestimated it.

### **3.2. Research Aim**

How appropriate and relevant will the researcher's questions initially be?

Questions need to be attractive to come to the right conclusion, otherwise it can make it difficult for us to determine their importance and we will not be able to achieve the expected results.

This research is very important for every school institution, which will contribute to the improvement of disadvantages in this research. This will help teachers and students as well.

With the help of the questions, the questionnaire and the given ideas will achieve the intended objectives, the strategy of data collection and their analysis will be developed. Teachers will find it easier to deal with problems based on this research.

Do teachers pay special attention to the phenomenon of cultural sensitivity? What challenges need to be overcome to ensure that teachers raise cultural sensitivity through English? What are the advantages and disadvantages of achieving self-awareness in an environment where different communities live? How can this process be constantly followed in order to avoid marginalization in the future? How to perceive this phenomenon, how to realize it and how to understand it?

As for the answers, there may be varied opinions on these questions. After some thought-based analysis in general, it will come to an almost sophisticated conclusion.

In the end, we will come up with the ideas, opinions and experiences that teachers will share in this research. Without neglecting the opinions of students who are considered to be the most vulnerable phenomenon in this process and their opinion will be of particular value.

At Loyola Gymnasium there is no specific policy in this regard, but it is particularly important to achieve the goal of raising awareness of the issue. To achieve greater success in this process, teachers need to be prepared with more detailed knowledge, pay attention to this issue, and link it to each lesson, with each lesson, in each new experience to raise awareness and raise cultural sensitivity. The goal is to make this process routine in the future.

### **3.3. Aims of this research**

- ✓ To clarify through teachers and through English language the importance of culture and cultural sensitivity;
- ✓ Compare how well-prepared the teachers are and how they should be prepared in the future for students' awareness-raising information by using English language.
- ✓ Identifying the most appropriate ways to achieve this goal.

### **3.4. Research Questions**

There will be four questions that need to be answered:

- ❖ How can teachers create an atmosphere that enhances cultural sensitivity through foreign language learning?
- ❖ Do teachers show interest in students' culture?
- ❖ As an English language teacher, should something more be planned in the curriculum in order to increase students' knowledge about cultural sensitivity?
- ❖ Will teachers be able to demonstrate an understanding of cultural sensitivity through cultural events and traveling abroad?

### **3.5. Research Hypothesis**

Teachers will simultaneously emphasize cultural sensitivity through teaching EFL and follow the progress of the atmosphere in the learning environments. By performing two groups of students on the stage, one group belongs to the same community, while in the second group the performers are students from different communities.

Based on this diligence and the efforts of the teachers, students will also mark the progress that will be made in this regard. Whether in the classroom or outdoors, sharing experiences and collaborating with students from other schools.

Organizing cultural events with different communities of our country will create an appropriate opportunity for raising cultural awareness. This can be exactly the case with the Open Doors Day, which is organized once a year in each school, working with students from other schools to create a play together or a language quiz regardless of different cultures.

Teachers respect the different cultures of students in the classroom and are carriers of data for different cultures results can also be achieved through cultural events, as theory is best expressed in practice. While cultural issues are considered to be the promotion of foreign language values, there are cases where cultural issues are not addressed as much as is necessary for other reasons by teachers. Gaps can be, insufficient time or lack of cultural knowledge.

However, the inclusion of cultural information from the teachers' point of view should be considered very important.

Students will also change their mindset over time, regardless of other factors that they will be taught to become aware of.

Is it possible to achieve this through the learning experience if we work carefully and educate students on this sensitive issue?

Because students obey their teachers as they are role models for students.

In general, a school should be responsible for students from different cultures to form a new culture in that school. Such a curriculum also brings together students from diverse backgrounds through video as a documentary and music, that helps them to develop as healthy individuals and

to feel respect for things that are not their own. It will be advantageous for students if they are identified in advance by their teachers.

Teachers through cultural events can promote respect among different cultures, and traveling abroad will practice cultural awareness and observe other people's cultural phenomena affecting students' critical thinking. It will be very impressive for the students if they attend different cultural events as well as visits to places where they will have the opportunity to face practically new cultures and express their opinion based on these experiences.

Students' cultural awareness through visits to a foreign country will be more likely to influence the expression of their opinion, to become familiar with another culture and to be adopted in a practical way by facing situations in new environments compared to students who do not have had the opportunity to visit foreign countries.

How much can a student's cultural awareness or visits to a foreign country raise the cultural awareness of students? Because they probably will have the opportunity to express their opinion and to be adopted in a practical way by facing these situations in these new environments.

### **3.6. Research Methodology and Design**

The quantitative method will be applied in this research. In order to follow up the situation for a certain period of time, a questionnaire was initially designed for the 13, 15, and 17 year age group of students. It means 22 students approximately from these 3 groups where there will be a total of 66 mixed Albanian, Turkish and Bosnian students.

There are 10 questions in the questionnaire that will facilitate our research to be as realistic as possible and have a successful conclusion. Through this questionnaire we will be able to initially prevent the basic challenges that we face in this process.

The questions may be of the following kind for students, some of them are open ended questions: What should cultural information contain during EFL learning? Should Kosovar students from different communities be taught English / American culture? What should be the role of the teacher that can influence awareness of the target culture? Are there any disadvantages of

learning the target culture in EFL classes? Are there any advantages of learning cultural information in EFL classes?

The questions may be of the following kind for teachers, some of them are open ended questions: What is the role of culture through EFL? How can a teacher find an average amount of cultural information to achieve students' attention and interest? What impact can learning English / American culture have on students? What is the attitude of students when they are taught a new culture through EFL? Should cultural elements be included when learning a foreign language?

These classes will be observed for three hours in a row initially to what extent this questionnaire affected students. Will the goal and idea through cultural sensitivity be emphasized by learning English in the future? This questionnaire has made the students slightly change their attitude compared to the past and place more importance on the issue at hand.

During the process, it will be noted how much progress and challenges there will be, such as when students agree, accept something new, learn to object to something reasonably, compare two or more phenomena, and tend to promote another culture.

When practicing in a learning environment, it will be easier for teachers to recognize the advantages and disadvantages, where at the same time there will be opportunities for improvement. Contributing to students' responses to the questionnaire will facilitate and specify much of the research until this paper is completed.

### **3.7. Participants**

**Students:** As part of the student survey are selected students of age 13,15 and 17, each class consists of approximately 22 students, mixed by male and female. Each class is selected from a generation, the seventh, ninth and eleventh grades of the Loyola Gymnasium. These students are from different communities: Albanian, Turkish and Bosnian.

**Teachers:** Teachers are also the rest of the research. Four English teachers were selected from the Loyola Gymnasium, 2 females and 2 male. As well as 2 teachers of a public school in Prizren completed the same questionnaire. The teachers' ideas in the questionnaire and their opinions are very valuable and respected. Teachers with their opinions also can improve their experience always trying to impact the progress of this phenomenon in the future. Along with the opinions of students and teachers there will be opportunities to improve and sophisticate this study.

While in the reflective journal will participate an 8th grade with 25 students and an 11th grade with 25 students, where there will be described and analyzed after the lesson a total of 6 lessons realized in these classes.

### **3.8. Instruments**

The questionnaire was used in the research as a tool or as an instrument to obtain information on the relevant topic. Initially, some questions for the students have been compiled in order to have basic data and several teaching hours have been realized, followed up in order to observe and determine the progress and change of the students' approach in this regard. After the original study, the definitive questionnaire was then prepared as the current research instrument.

The questionnaire questions are formulated so that we can more easily remove the barriers that hinder us in this research, both for students and teachers, always considering appropriate collaboration.

To reach the best possible solution for teachers and students, the Likert's Scale questionnaire was used with the types of questions: How important is it...? There are no answers but one has to decide on these five options: Very important, important, so-so, slightly important, or not important and open ended questions as well.

One questionnaire is for teachers and contains 10 questions, while the other is for students and also contains 10 questions, so there are a total of 20 questions.

The second instrument that will be used in this study is the reflective journal which will be realized in the 8th and 11th grades. It is a wonderful way that through reflective journal creative



solutions can be found as well, and a tool through which will be described the positive and negative events that will be experienced and that could be learnt during the lessons, which will be helpful throughout analysis. The reflective journal will describe the original lesson, thoughts and ideas that will try to solve the problem or the disadvantages that may occur during the lesson. So there will be a reflective journal for 3 lessons in the 8th grade and 3 lessons in the 11th grade related to the respective learning units that are related to speaking, respectively debate in order to learn, speak and apply English through cultural sensitivity.

### **3.9. Procedures**

The procedure lasted approximately three months, which is estimated to be the third period of the academic year based on the new Kosovo's curriculum.

Classes are chosen like this: one class from each generation. One of the goals is for those groups of students in each class to be part of students from different communities living in Prizren, respectively in Kosovo, because when there exists a diversity of cultures, there problems will be solved more easily and students will build a proper obedience and respect about another culture. Of course both sexes are involved in this research.

It has been discussed with the teachers in advance and the topic has been debated. According to the topic, some questions were prepared for the students in preparation for this research.

These students have been discussing the topic through different topics of the syllabus such as: Climate, Clothing, Education, Eating, Family life, Holidays, Humor and Languages, conducting free debates and many questions have been asked by the students, a topic that has aroused great interest in both sides.

After that, this task has been observed and monitored by English teachers in certain classes based on different English language lessons where at least one element has been found in almost every lesson that links teaching with culture.

In the end this work is crowned with a questionnaire for students containing 5 questions as well as another questionnaire prepared for the teacher and containing 5 questions as well.

## **Chapter 4**

### **4.1. Data Analyses**

This section will explain a technical summary of the results and data obtained, from the beginning of the collected information to the end, by both teachers and students. Then it will be reasonably justified based on the analysis of the most important part of the study, where we will analyze the data measurements through statistics from experimental studies that will send us to the conclusion of this research.

### **4.2. Results from the observations**

As stated above, teachers are initially brought together to discuss the topic and prepare some questions on the topic. The students were very enthusiastic and showed constant interest, which motivated the teachers to move on. Then continued with the observations of teachers in each other's English language classes to follow and share experiences during their collaboration.

Each teacher has used different methods during the class, each of which has contributed in his own way and style to invest as much as possible in this regard. The goal for achievement is the same and interest in this area is general for both teachers and students during these 3 months.

During lesson, there are 2 types of students in the classroom: students who readily accept a new culture through English language and the other type of student is that these students find it difficult to accept a new culture and raise cultural sensitivity as well.

Teachers based on such a situation find it difficult to deal with such a learning environment. With logical questions, accessible to students, they strive to receive the most reasonable answers from them and thus often reach a successful conclusion.

The topics that have been touched upon during the discussions have been mentioned earlier, mainly being topics from daily life. Initially, their knowledge of what they had up to that point was checked, then new information was added, critical thinking was checked, and eventually ideas were exchanged as a process of collaboration.

It is important to motivate and inspire students because if they like the subject and English language then it will be easier for them to increase cultural sensitivity. Students receive information on a continuing basis, and of course teachers practice these topics according to the level of language proficiency ranging from beginners to the highest level taught in this school.

In addition to gaining classroom results, teachers have been provided with additional information on essays by students on the topic. In their reflections on the essay their progress is best observed. Also, teamwork has influenced the advancement of thoughts by not leaving behind important information. At home, they are rarely required to work in this area.

The main problem has been in these 2 types of students.

Mostly students who have had difficulty accepting a new culture have consistently been advised by the other type of student and teacher, always being based in facts, to try to accept any change in thinking before opposing it and be ready for change because accepting a new culture will complete the human personality. Students who have also found it difficult to accept a new culture along with learning English have been able to see things from different perspectives and have been able to raise cultural sensitivity in most cases.

#### **4.3. Results from the Questioners**

After this three-month process, classes were realized for a specific purpose, observations were made by the teachers during this process and finally the research was done to complete the following part which is questionnaire. The responses to the questionnaire according to the respective style of the questionnaire already mentioned, now will be better structured and the answers will be more reasonable and logical.

This is due to the fact that teachers and students have been engaged in this research three months earlier. Students and teachers have detailed knowledge of current research, which will result in a better structured outcome. Students and teachers will now be better prepared and sensible about the answers to the questionnaire.

#### **4.4. Results from the students' questioners**

According to the student questionnaire, students from different communities need to answer five questions, ranging from the most important to the least important.

While students are from different communities, a more accurate conclusion will be reached because the answers are thought from different perspectives.

The questions are designed to reach a more natural, logical and effective conclusion, which will facilitate easier approach in the future.

This is how the questions in the students' questionnaire will look like:

1 – Very important;

2 – Important;

3 – So-so;

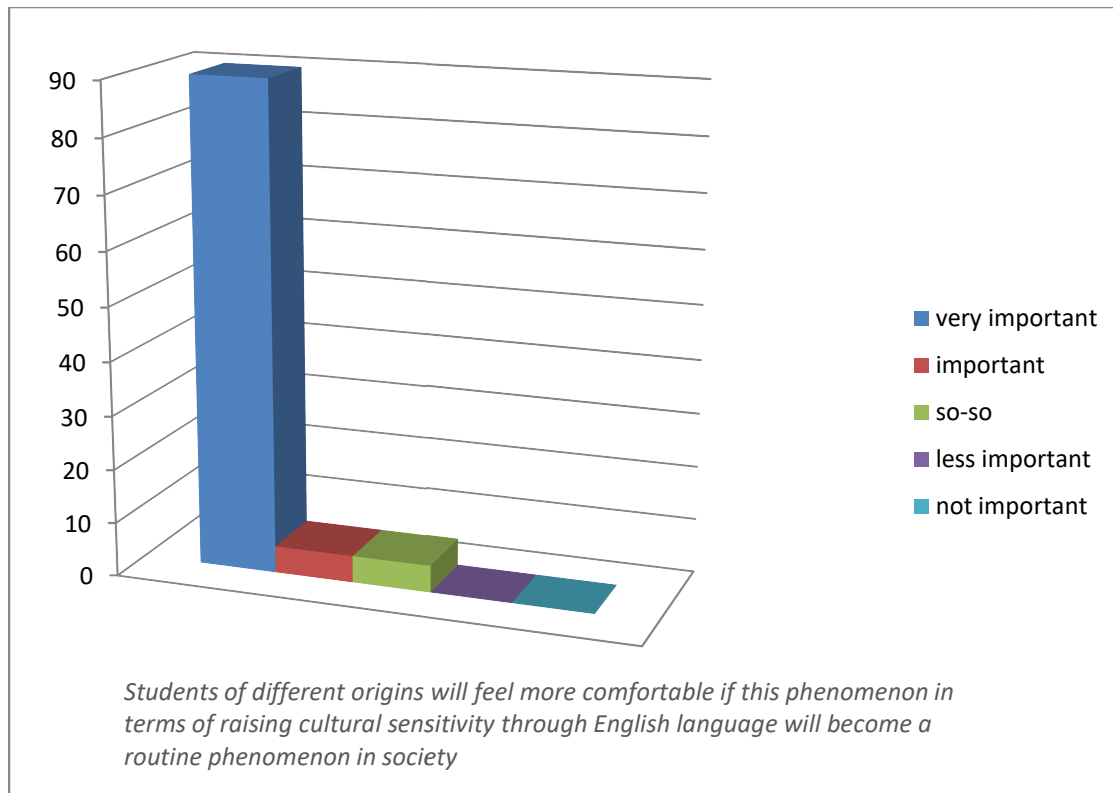
4 – Less important

5 – Not important

**1. The first question was: *Students of different origins will feel more comfortable if this phenomenon in terms of raising cultural sensitivity through English language will become a routine phenomenon in society;***

90% of students from different communities thought this was very important, 5% thought it was important and 5% thought it was so-so important. During the course of the classes, it is noted that in general, they want to increase importance to respect another culture. They also said that this feature of implementing cultural sensitivity, which has been in the routine for three months, equates students with each other and all of them are treated equally, not because this has not happened before, the reason is that students already are more aware and notice from the core where and why this approach comes from.

Students' reaction based on this result from the first lesson was expected to be more negative, but they have consistently benefited from the topics discussed in the classroom and it is noted that their attitude has changed over time.



Fig, 1 Question 1

Results: As a phenomenon becomes routine, new facts will be constantly created to support that phenomenon, where it will be continuously invested in improving and achieving the best results in this research.

**Second question** was: Students from different cultures feel embarrassed to show and demonstrate their culture in the presence of dominant groups, unless the group has generally received prior instruction from a non-native English language teacher.

80% think this is very important, 15% think it is so-so important and 5% think it is less important. Regarding this question, pupils have given different answers but some of them have responded that even without the guidance of non-native teachers they should respect and possess cultural sensitivity for the reason that small groups do not feel indifferent in a society. But they also think that with the crystallization of the facts that have been perceived during the teaching process, the sensitivity and awareness of this phenomenon has been steadily increasing, whereby this has led to an increase in cultural sensitivity through English language and a non-native teacher.

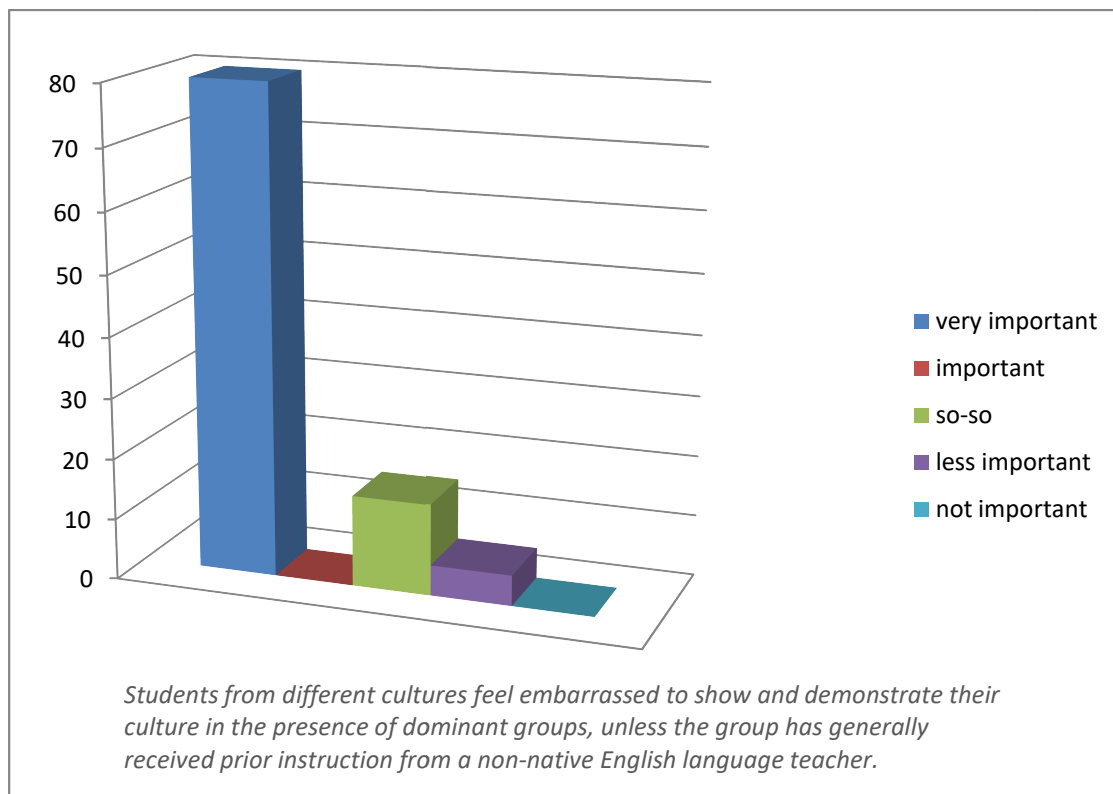


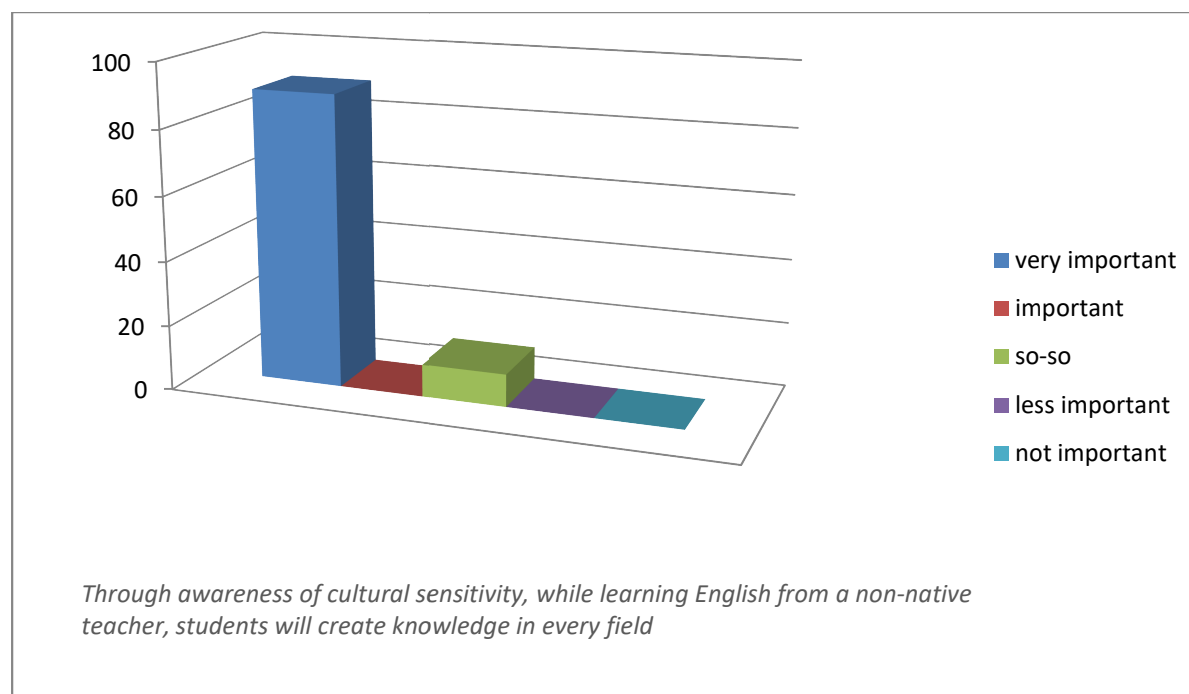
Fig.2 -Question 2

Results: On the one hand, a large number of students think that through education and knowledge of a culture through the English language it will be possible to achieve awareness of a minority culture. While a smaller number of students think that in general one should possess a sense of self-awareness to respect another culture not only through learning English but also through continuous awareness in every field of life.

**The third question** was: Through awareness of cultural sensitivity, while learning English from a non-native teacher, students will create knowledge in every field.

The score for this question turned out to be 90% important, 10% moderately important.

As students learn English language, the content of the literature covers different topics from each subject or field. According to the majority of students it is possible for them to gain important new knowledge through language learning. Students find plenty of positive values as they learn a new language, familiarize themselves with different cultures by touching different fields, become aware of and eliminate obstacles easily by their teacher, where students see their non-native teacher as an advantage as that the teacher is able to possess information of the native and non-native culture.





### Figure 3-question 3

Results: It is easier for students to succeed with a non-native teacher while learning English. Acquiring information in different areas during the learning process becomes clearer if the teacher is able to recognize the culture of the country in which they live but at the same time be aware of other cultures, it is a great advantage for students.

**The fourth question** was: *As long as success in English language proficiency will be achieved through cultural sensitivity, respect will be created between students*

According to this question, 80% see it as very important, 20% see it as less important.

From classroom activities, students constantly emphasize the importance of cultural sensitivity through a foreign language as well as their parallel advancement in English language skills. What if this sensitivity was constantly emphasized during teaching in other languages as well? To be respected by someone, you must first respect and respect must always exist, some have pointed out. Some of them thought that respect should be created and present at all times, only that the prevalence of purpose for the subject had led to increased awareness among students.

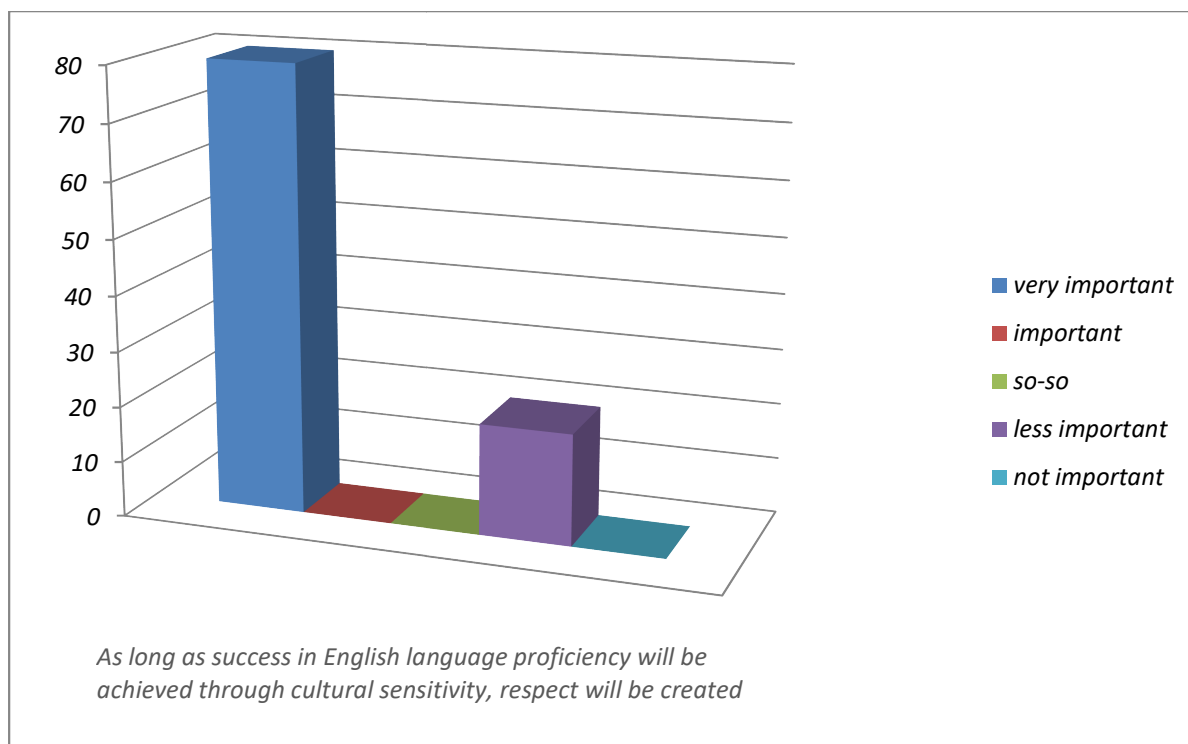


Fig. 4 -Question 4

Results: It helps students that through the acquisition of English language skills and advancement, they will simultaneously become aware of and have genuine respect and cooperation with each other.

**The fifth question** was: While learning English, students expand their knowledge by traveling abroad where they are practically enriched with information about different cultures and this challenge positively affects their minds.

98% of students find this fact very important. Almost all students have paid much attention to the fifth question. They say that they should always be careful when learning something new, and especially when they learn something attractive. Students think when their theoretical knowledge is combined with practice, as in this case traveling to a country with a different culture means that they are perfected by combining theory with practice. Very few of them think that despite the traveling, awareness to raise cultural sensitivity and influence mindset can be positively achieved through dedicated engagement in the school environment.

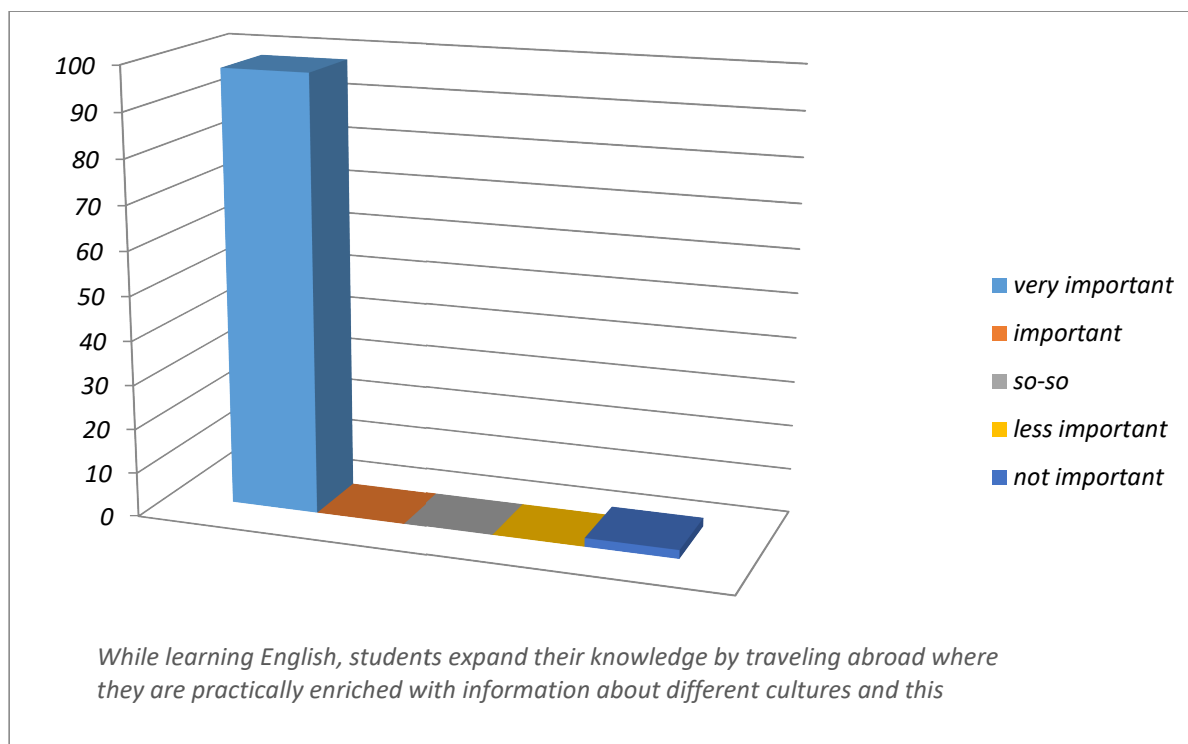


Fig. 5 -Question 5

Results: The feedback given to students helps them to improve the gaps they may have, so that they will know more about the truth in order to achieve a better result.

#### 4.5. Results from the teachers' questioners

**The first question** was: Teacher guidance on cultural awareness is appropriate to make students aware from different perspectives that other cultures should be valued rather than underestimated. 98% of teachers found it very important.

Culture and language are closely linked. Teachers have consistently used different ways to transmit messages to students about this issue. Teachers first identify to what extent students have raised awareness and think about how they should raise students' awareness to achieve cultural sensitivity and understand how important it is not to underestimate another culture.

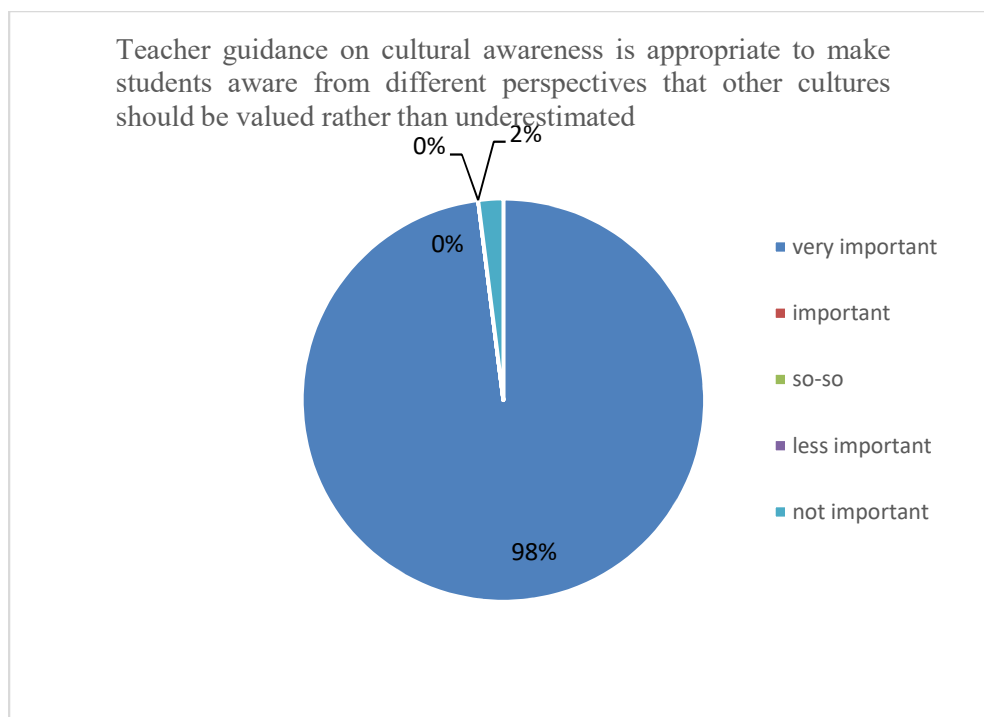


Fig.1. Question.1

Results: Majority of teachers have found the question to be very important, therefore, teachers must constantly work in this direction, using alternative channels until they reach the goal of raising cultural sensitivity through the English language.

**The second question** was: Being a non-native English teacher in an environment where English is taught as a foreign language is an advantage in terms of cultural sensitivity;

95% of teachers think it is a very important issue.

Most teachers have thought that both local and non-native teachers face different challenges. It is thought to be an advantage because non-native teachers, by teaching students a foreign language, initially know the culture and mentality of these students and their families, which facilitates the

ongoing work of teachers to raise awareness of these students. Teachers think that disadvantage is not having enough information about their native language and culture as well.

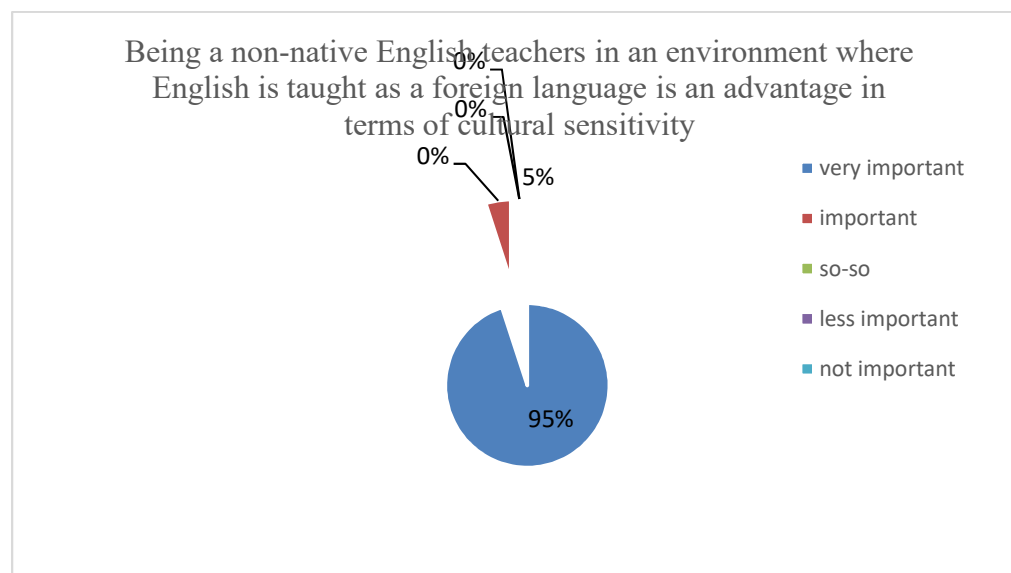


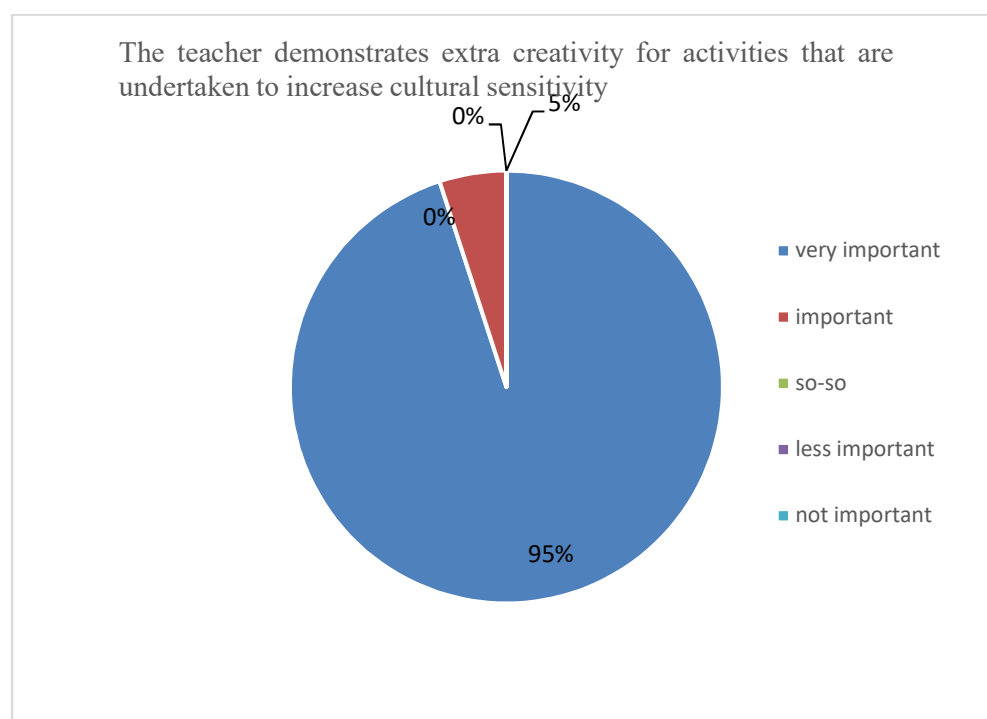
Fig.2-Question. 2

Results: Teachers in general had the same opinion, and they are very aware of the challenges they face in their work and are enthusiastic about constantly facing these challenges until they reach their goal.

**The third question** was: The teacher demonstrates extra creativity for activities that are undertaken to increase cultural sensitivity; 95% of teachers consider it very important.

Teachers say they should bring art to the classroom. Starting from the fact that they first need to know their students very well and allow students to express themselves freely, share their experiences and share them with others. When students express themselves freely they can acquire better English language and remove cultural barriers. It is also important for teachers to

choose topics because if they are interesting then they arouse interest in students where they will become more eager to debate in English as well as raise cultural sensitivity.



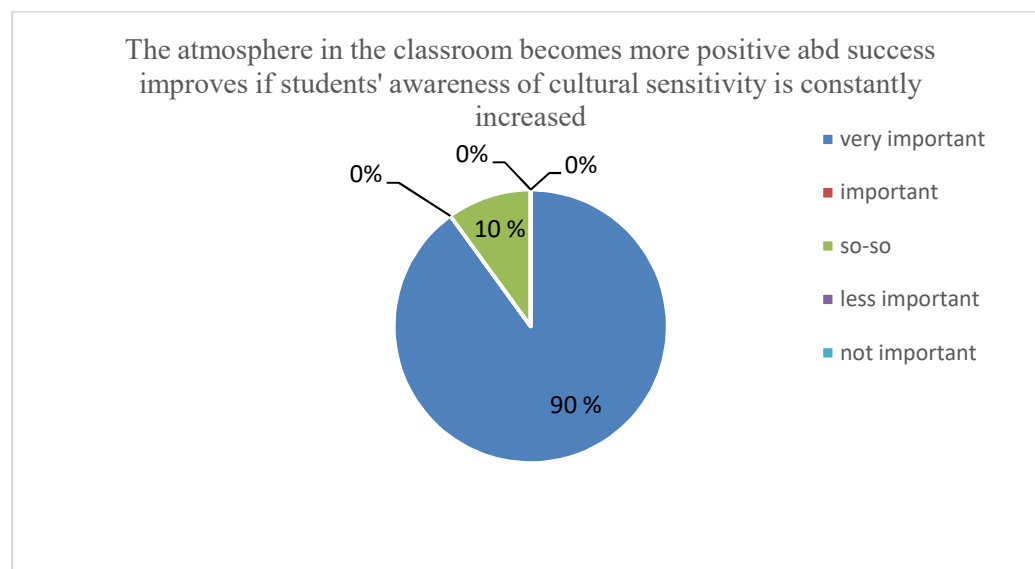
Results: Teachers need to recognize the weaknesses of the students to make it easier for them to improve on the subject at hand. According to the situation they have to use creativity almost constantly, a phenomenon that will be passed on to the students and most of them will try to be creative to achieve the goal by cooperating.

Fig 3-Question

**Fourth question** was: The atmosphere in the classroom becomes more positive and success improves if students' awareness of cultural sensitivity is constantly increased

According to 90% said to be more important, teachers in general think of how to achieve a positive atmosphere in the classroom, how to solve problems, make a decision, respect and have a good time with each other. If we create positive attitude then the behavior of the students will

also be positive. Therefore, according to this attitude teachers will succeed in motivating students and will create an atmosphere where students will feel good in that environment and success will not be lacking either in achieving success or in raising cultural awareness. 10% of teachers think that teachers may show a lack of commitment in this regard, simply not trying to encourage their students or there might be other reasons.



Results: These teachers' ideas were originally based on the teacher's approach, since they generally think that creating a positive atmosphere to have a success is done by the teacher's genuine cooperation together with the students.

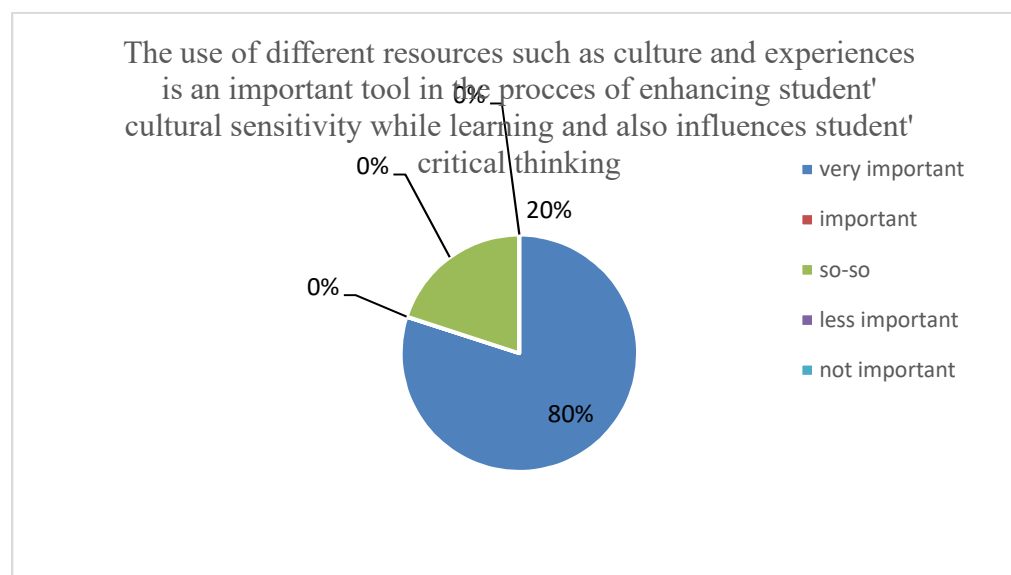
Fig.4 question.4

**Fifth question** was: The use of different resources such as cultures and experiences is an important tool in the process of enhancing students' cultural sensitivity while learning and also influences students' critical thinking;

80% think it is very important while 20% think it is moderately important.

Teachers have stated that it is advantage for students if their non-native teacher has knowledge of another culture and experience, both theoretically and better when possessing practical knowledge. According to teachers, critical thinking is important for teachers because through critical thinking students will be able to analyze, reason, evaluate, decide, and arrive at problem solving. Teachers state that students' rational thinking also influences their language and presentation skills. If students have the ability to express critical thinking, then they can justify and reflect on their values and decisions regarding the rise of cultural sensitivity.

20% think that not all students are able to express critical thinking. If the idea of critical thinking is most of the time present, then students who are more closed minded will have the possibility to become conformist, as they may also have a sense of doubt and instability in thinking or expressing the ideas as well. This will mainly reflect negatively on speaking skills.



Results: According to the teachers, critical thinking should always be present but at the same time pay special attention to students who hesitate to express an idea through critical thinking, creating a free atmosphere that the students will not feel neglected and in the future by facing the practice for them it will be easier to express their critical thinking.

Fig5- Question.5



## **Results from the reflective journal**

Regarding the lessons that have been held in order to be reflected in the journal with 3 lessons for the 8th grade, the lessons have been related to these topics "British artist" and "Art and English".

The students' answers were generally as follows: The first answer was that when learning a foreign language, information about culture should contain: symbolic meaning, cultural values and artistic dimensions.

The second answer was that everyone absolutely agreed that all communities should learn American and British culture.

The third answer was that the teacher has a key role and should be a leader who has an impact on the awareness of the target culture.

The students' fourth answer was that there was generally no disadvantage as long as a new culture was taught through a foreign language.

The fifth answer was EFL classes influence English learning, this was related to the question of whether there is any advantage while learning a cultural information in EFL classes.

The lessons that are held in the 11th grade are the lessons "Meeting people you know" and "Personal tastes".

The students' responses were generally as follows: The first response was that during EFL learning cultural information should include traditions, behavior, and daily life.

The second answer was that everyone agreed that American and British culture should be taught.

The third answer was that the role of the teacher is very important when it comes to the impact of awareness on the culture we target.

The fourth answer was that there is no disadvantage of learning the target culture in EFL classes.

The fifth answer was that there are some advantages that we learn a culture other than our own culture and this expands our box of knowledge and also when we know another culture, one understands and accepts things more easily.

In the opinion of teachers this is the result in terms of their first response to the role of culture through the EFL they responded that seeing culture as an integral and crucial part of SLA, as linguists and teachers consider important that culture boosts students' learning process and makes them more confident in using the target language.

Their second answer to the question of how a teacher can find an average amount of cultural information to reach the attention and interest of students was that the fact that today cooperation among native speakers and TEFL teachers has become greater thanks to various cultural and educational programs, it has increased the possibility to get the cultural information from direct sources (both American and British nationalities) who live and work in Kosovo. Other than that, internet resources are most of the time the first hand resources to find an average amount of cultural information.

Their third answer was related to the question of what impact British / American culture learning has on students, they thought that most of my cultural knowledge can help students understand and elicit unknown information based on the context, i.e. if a student does not know a particular word in English, his knowledge of culture can help him decode the contextual meaning.

The fourth answer of teachers to the question of what is the attitude of students when they learn a new culture through the EFL was this: English has periodically joined the status of global culture. In the 21st century, students are somehow used to explore new cultures by using English. Whether in class or as a leisure activity, students have nowadays got the attitude of learning and exploring new cultures by using English. Most importantly that is what we do in EFL classes; we usually introduce them to Asian or African culture in English language classes.

Their fifth answer to the question of whether cultural elements should be included when learning a foreign language, they said that culture equals language actually. They believe that language without cultural elements would be meaningless and the contextual meaning of any language would be less meaningful and less attractive if no cultural elements were included.

## Chapter 5

### Conclusions

#### 5.1. Conclusions of the questions and their results

According to the questions that are set out in the section: Research Questions, which will find the following answers to the research results. Questions are:

- ❖ Will non-native teachers create an atmosphere that promotes cultural sensitivity?
- ❖ Do teachers show interest in students' culture?
- ❖ As a non-native English language teacher, should something more be planned in the curriculum in order to increase students' knowledge about cultural sensitivity?
- ❖ Will teachers be able to demonstrate an understanding of cultural sensitivity during cultural events and traveling abroad?

These previously prepared questions in the "Research Questions" section, will help us to determine the hypothesis given to validate their compliance with the prepared students' and teachers' questionnaire.

- ❖ Will non-native teachers create an atmosphere that promotes cultural sensitivity?

Teachers will implement through alternative channels each topic on a daily basis in order to promote an environment where student success can be achieved. Based on all ages of students, promoting English language culture will also promote cultural sensitivity. As long as the students are treated as equal participants and respected by the teacher regardless of different cultures, the students will be continuously aware and able to apply this approach in the future. Students will be grateful for the proper approach of their teachers as well.

- ❖ Do teachers show interest in students' culture?

The job of teachers would be easier if they first knew and identified the students. In addition, teachers will find it easier to plan and choose topics where students will be more willing and

eager to discuss. Teachers' respect for students of different cultures influences students to raise awareness and respect of another culture. This interest expressed by the teachers encourages students to express themselves freely and to realize other activities willingly. Students will feel better if they have support from teachers, equal treatment and an attractive learning environment. By showing continued tolerance, dignity, and interest in students, they will continue to gain these values in practice and apply them in the future.

- ❖ As a non-native English language teacher, should something more be planned in the curriculum in order to increase students' knowledge about cultural sensitivity?

Initially, everything needed that positively impacts students based on increasing cultural sensitivity should be thought, planned and applied. Teachers through various videos and music which mainly unites students, motivates them by charming them to a more effective lesson. Students will become more curious when the activity or topic is more attractive and provides them sufficient information, always based on students' potential.

In the opinion of teachers and students in general, students are motivated when classroom activity seems appropriate and productive on the planned topic by their teacher.

- ❖ Will teachers be able to demonstrate an understanding of cultural sensitivity through cultural events and traveling abroad?

The moment when awareness of cultural sensitivity returns to the routine and students adopt this phenomenon from every area of life as well as through the English language this will have a more positive effect on their minds.

Considering this question as very important for students and teachers as well, they generally thought that the combination of theory and practice achieved the best results. They have come to this conclusion based on the trend and policy of the school because in this school all cultural events are respected regardless of other factors and the theory is crowned with the practice of traveling abroad in order to raise awareness of a new culture. Very few of these two groups have thought that this goal is not necessarily achieved through travel alone because it can also be achieved in the school environment.

## **5.2. Hypothesis**

Based on the questioner's results with the students, results that match and oppose the hypothesis are:

The first hypothesis was; Non-native teachers will constantly emphasize cultural sensitivity through learning English and follow the progress of the atmosphere in the learning environments wherever are held.

This is undoubtedly true, since students also agree that if their teachers attach importance to the continuous follow-up of this phenomenon, it will be easier for students to become aware. By following this situation, it will then be easier to identify the errors and disadvantages that may hinder this process.

Teachers continually strive to collaborate with students on a given topic, initially discovering and fostering their critical thinking. With this result of the study, it can be confirmed the hypothesis that students according to teacher engagement and topic setting, students will show their interest in expressing their opinion in English and it will be more appropriate for them to know with a new culture through a non-native teacher, if their teacher has sufficient information about that culture.

During the follow up period, the students were thrilled and welcomed all the activities and debates that took place during this time. There have been moments when the situation has worsened, with students confronting each other on certain topics. It was challenging for teachers as they at all times struggled with facts and information prepared in advance to include all class students in the debate, even those students who were more attracted to others. There have been times when it has been forgotten that English is being debated alongside trying to solve the problem and gain a new conviction. Over time, their progress has been noted. With the acceptance of new information, facts, topic type and appropriate teacher approach, students have shown progress and advancement.

In accordance with the above considerations this hypothesis is proven to be correct and will be used as a fact in the Loyola Gymnasium School while teaching English.

Second Hypothesis: Teachers respect the different cultures of students in the classroom and the results can be achieved through cultural events as well, as the theory is best expressed in practice; During various activities such as art events, cultural festivals, exhibitions, museums events and the open door day that is organized annually in our school, the teachers attract the attention of the students and their cultural sensitivity grows day by day.

As part of these activities, discussions were also held in the classroom, experiences were exchanged and English language was practiced. The teachers highly appreciated the importance of expressing the theory in practice and vice versa. During this process, teachers at the same time thought about the challenges that are going on and the improvements that need to be made. The students received advice and criticism from their teachers and thought there was always opportunities for improvement. The hypothesis is considered correct and can be applied in daily work.

Third hypothesis; In general, a school should be responsible for students from different cultures to form a new culture in that school. Such a curriculum also brings together students from diverse backgrounds through video as a documentary and music, that helps them to develop as healthy individuals and to feel respect for things that are not their own. This hypothesis is related to the respect of the teachers towards students of different cultures to form a new culture by combining different cultures because in general and especially in Prizren there is a very good opportunity to study this phenomenon. According to this issue, at the Loyola Gymnasium, the constant monitoring of this situation by the teachers, is able to recognize the mentality of the pupils and to improve the situations where needed.

Teachers during this quarter advised students where there was stagnation, giving them ideas on how this process should be improved to achieve higher results. When applying various activities such as essays, debates, internet videos, music, activities that have created healthy relationships between students.

The attitude of the teacher has greatly affected the students, as they have overcome the barriers that they have faced, and have achieved the respect of an asset that is not theirs. Close

relationships have also been established between teachers and students as well as between students. The teacher's ongoing instructions motivate and inspire students to complete a task with great commitment. The students have been treated with care by the teacher whom they have seen as a role model, for whom it has been a great advantage.

This hypothesis is also accepted and validated, as the results are acceptable to both teachers and students as well.

The fourth hypothesis was; Teachers through cultural events can promote respect among different cultures, and traveling abroad will practice cultural awareness and observe other people's cultural phenomena affecting students' critical thinking. As far as the above hypothesis is concerned, the teachers highly value the critical thinking of the students, since the teachers at the same time think that through the collection of information, analysis, reasoning, they will be able to solve the problem.

While some students say, not all students are capable of expressing critical thinking. They also think that they sometimes will be disadvantaged as they will feel left out.

Teachers think that over time by treating students equally and giving everyone the freedom to speak, teachers will be able to get the best out of their students. Especially this can be achieved when they are faced with new cultures practically, then they are inspired and can come out of their earlier principle and express themselves freely. Teachers say, based on their experience some of these types of students, happen to become extrovert learners in the future.

Over time all students are treated equally and their opinions are respected because they are of particular value to us. If there are no appropriate thoughts on the topic, they will be guided by their non-native teachers of that culture in a correct way, where students will have the opportunity to improve.

At this point, this hypothesis may be partially agreed. The parties partially agree on that, why teachers have tried hard to prove certain cases based on evidence and experience, but again there may be exceptions. Despite these circumstances, teachers will continue to work with this nature of students to achieve better results in the future.

### **5.3. Overall conclusions**

One of the main goals of this research was to achieve cultural sensitivity through teaching English as a Foreign Language. While culture and language cannot function without each other, knowledge of culture can be expressed when learning a foreign language, English has been emphasized in this research.

According to the questionnaires that were realized, the results that were originally requested from this research were achieved from teachers and students. Teachers worked hard, mostly within three months to achieve the best results, as this research was convenient for them and was a benefit to their professional advancement. The efforts of teachers and pupils in this regard were made with great commitment. It has been consistently observed that the impact of information on new cultures has been achieved through the acquisition of English language.

Students have pointed out that it has always been easier to understand the purpose of a topic through teachers, because teachers have already known the mentality of the students. This fact has been acknowledged by teachers as well, and they think it has been an advantage for their students. Teachers often faced with the challenges that not all students are always the same, they have found it difficult to reach students' awareness as well and have faced many challenges trying to raise cultural sensitivity across cultures. The recognition and identification of students has almost played a major role in this area.

It is really challenging for a teacher to try to identify the type and needs of these students every day. Particularly when there is a goal to be achieved for the intended outcome. Practicing English in a multicultural environment, where neither teachers nor students are native speakers of English, and at the same time analyzing their culture and other cultures of the world is challenging but at the same time enjoyable. For this reason, students must first become aware of, be convinced with the truth and choose what is appropriate to achieve the intended purpose.



To achieve the result, it is said that students need to be motivated and inspired to achieve both skills verbal and written during the various activities that have been taught. But it depends on the teachers how creative they are, initially planning from the annual plan to the daily plan. The commitment of teachers about the responsibilities of their profession will undoubtedly lead to success.

In addition, students have become more aware of themselves by expanding their knowledge of the English language and realizing that learning something does not mean that you need to learn just to earn a note. With the acquisition of new cultural facts, cultural sensitivity and student awareness have been raised and student success has improved as regards English language acquisition.

Teachers in general have met their expectations after a continuous commitment.

The teachers considered that students understood the cultural content of the activities while the students were able to apply that knowledge both in speaking and other skills of English language. Teachers and students support the idea that through cultural events, theory is expressed in practice. Students have reflected on the English language a new cultural event that they have seen and have been able to compare with their own culture.

While learning English, students also received information from teaching materials, where it was thought that it was easier for them to understand the purpose of the lesson through teachers. While students have been constantly instructed by teachers, it has also been easier for teachers to correct them, where language difficulties have been easily overcome.

Teachers have inevitably expressed the advantages of the contribution that even a local teacher can offer as well.

Students' culture of several years, accepted by their families, almost able to change in general through English as a Foreign Language from teachers is a major contribution. Students have realized that they must first get to know their culture very well, especially when they are living in a multicultural and multilingual environment. One of the other advantages was that ethnocentrism, discrimination, stereotype, cultural blindness, cultural imposition, etc., were also discussed during the classes.

Of course, the students have become aware to respect their peers in the minority from different communities as well. They are taught that to be respected, we must first respect. It should be without hesitation that some students found it difficult to express critical thinking, especially if they came from minor communities.

One of the advantages that both students and teachers have generally accepted is that through teaching and learning English and recognizing other cultures, students have received information from every field and expanded their knowledge.

Teachers and students in general have said that traveling abroad can combine previously acquired theory with practice, a fact that has now become a tradition in the Loyola Gymnasium.

Teachers and students in general have emphasized that commitment, cooperation, proper approach and respect can be achieved until awareness is raised in terms of EFL Teaching through Cultural Sensitivity which is considered to be one of the most important values of a person.

## **Chapter 6**

### **Limitations and Recommendations**

#### **6.1. Limitations**

Research in this field must be done continually, so that the goal of EFL Teaching through Cultural Sensitivity is to become a tradition not only in the Loyola Gymnasium but in every school of the country.

Considering that Prizren, is especially a multicultural and multilingual country, it is ideal and a pleasure to study this phenomenon in details. The material we worked on is called "LIFE", books from National Geographic. Alternative planning material has also been used repeatedly. Based on the content of the material, we have come to some conclusions, because the application of the teaching material has been a guide and an idea to go further. Five teachers worked with several classes to achieve the research goal but only three of those classes with 22 students approximately completed the questionnaire.

Research is very important for the education system in our country and around the world. The results of this research should be applied continuously throughout the teaching process not only through the English language but through other subjects as well. The reciprocal action between students and teachers to achieve the success required in this field must always exist.

It would be exhilarating if this phenomenon would not be given special attention by teachers, because then it would create consequences for students who were probably developed in a spirit that would never be given the opportunity to become aware. It can be defined in this way, the earlier the students begin this process, the more likely it is that they will be able to receive information and be convinced of such an approach.

The purpose of this research would be ideal if it had been applied from an early age and had achieved an ideal awareness of students by the end of high school where they had fully achieved the competence result as a healthy citizen.

Every initiative has a value, as if this value was worked out seriously, it would always achieve the required result.

In our country there is often a lack of seriousness and commitment to an initiative, often it starts with enthusiasm but it is difficult to defend and continue with that process.

## **6.2. Recommendations**

Finally, the recommendations of this research to improve this process which are most needed are as follows:

- This research should raise students' awareness of cultural sensitivity.
- Teacher first needs to get to know their students very well and identify them to figure out which approach to use, based on fact that not all students have the same personality.
- Students from different communities in a multicultural and multilingual environment should influence the increase of respect among students.
- Teachers should think about creating a creative atmosphere based on school materials, other activities and their original creativity.
- English language skills need to be improved by improving the importance of the goal of cultural awareness.
- Cultural events and traveling abroad should become routine for students as the theories previously acquired are even more valuable to express in practice.
- Avoiding ethnocentric, discriminatory, stereotyped, cultural blindness and cultural impositions views, should be practiced continuously throughout the learning process.
- The goal of genuine communication without prejudice is very important, it is to achieve the required result.
- Parallel to the use of English, the teacher must first possess information about the culture of his country then the new culture to be taught, otherwise this goal will be deficient.
- Follow up and monitoring related to this purpose should be done continuously by both teachers and other education officials.
- Professional trainings and genuine collaboration between teachers would be very appropriate.
- Innovation and creativity are of particular importance, where teachers must constantly keep up with the globalized world to succeed in the profession to achieve greater success in future generations as well.

- Teachers need to have self-control, calmness, and patience for each student regardless of other factors.
- The teacher's desire for a profession should always be present because when something is done willingly, the result is guaranteed.

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## **Students' Questioner**

Sample Questioners for Students – “EFL Teaching through Cultural Sensitivity”

**(Loyola Gymnasium)**

### **Questionnaire for Students**

Dear students,

*Together, for three months now, we have had an extra purpose in English classes that has dominated more than before. In various activities you know that there was a constant emphasis on enhancing cultural sensitivity through English teachers. We ask you now to complete a*

*questionnaire consisting of 5 concepts where you will rate them from the most important to the unimportant and 5 questions. The questionnaire will last 25 minutes. We will be very grateful for your answers to be fully conscious and reasonable because based on your thoughts we will try to change what we need to be more efficient than in the past. The questionnaire is anonymous, so do not hesitate and give your real opinion!*

*Thank you very much*

*(Student's Name \_\_\_\_\_)*

*(Date \_\_\_\_\_)*

How important is ...?	very important	important	so-so	less important	not important
Students of different origins will feel more comfortable if this phenomenon in terms of raising cultural sensitivity through EFL teaching will become a routine phenomenon in society.					
Students from different cultures feel embarrassed to show and demonstrate their culture in the presence of dominant groups, unless the group has generally received prior instruction from an English language teacher.					

<b>Through awareness of cultural sensitivity, while learning English from a teacher, students will create knowledge in every field.</b>					
<b>As long as success in English language proficiency will be achieved through cultural sensitivity, respect will be created between students</b>					
<b>While learning English, students expand their knowledge by traveling abroad where they are practically enriched with information about different cultures and this challenge positively affects their minds.</b>					

Question1:

What should cultural information contain during EFL learning?

Question 2:

Should Kosovar students from different communities be taught English / American culture?

Question 3:

What should be the role of the teacher that can influence awareness of the target culture?

Question 4:

Are there any disadvantages of learning the target culture in EFL classes?

Question 5:

Are there any advantages of learning cultural information in EFL classes?

**You can add, if you have any additional comments or suggestions on how it can work better and how to improve this process to achieve the goal.**

## **Teachers' Questioners**

### **Questioner for Teachers – “EFL Teaching through Cultural Sensitivity”**

**(Loyola Gymnasium)**

#### **Questionnaire for Teachers**

Dear teachers,

*It has been three months since we have been working on different topics with students in English classes, emphasizing in almost every lesson about EFL teaching through cultural sensitivity from*

*teachers. We ask you in this questionnaire to give your thoughts on the following 5 concepts ranging from the most important to the unimportant and 5 questions, since we believe that your answers will help us achieve the most completed result. This process will take 25 minutes and will be anonymous. Thank you for your cooperation so far.*

*Thank you very much.*

*(Teacher's name \_\_\_\_\_)*

*(Date \_\_\_\_\_)*

How important is ...?	very important	important	so-so	less important	not important
<b>Teacher guidance on cultural awareness is appropriate to make students aware from different perspectives that other cultures should be valued rather than underestimated.</b>					
<b>Being an English teacher in an environment where English is taught as a foreign language is an advantage in terms of cultural sensitivity.</b>					
<b>The teacher demonstrates extra</b>					

<b>creativity for activities that are undertaken to increase cultural sensitivity.</b>					
<b>The atmosphere in the classroom becomes more positive and success improves if students' awareness of cultural sensitivity is constantly increased.</b>					
<b>The use of different resources such as cultures and experiences is an important tool in the process of enhancing students' cultural sensitivity while learning and also influences student critical thinking.</b>					

Question 1:

What is the role of culture through EFL?

Question 2:

How can a teacher find an average amount of cultural information to achieve students' attention and interest?

**You can add if you have any additional comments or suggestions about EFL Teaching through Cultural Sensitivity that will help raise awareness among students.**

Question 3:

What impact can learning English / American culture have on students?

Question 4:

What is the attitude of students when they are taught a new culture through EFL?

Question 5:

Should cultural elements be included when learning a foreign language?



